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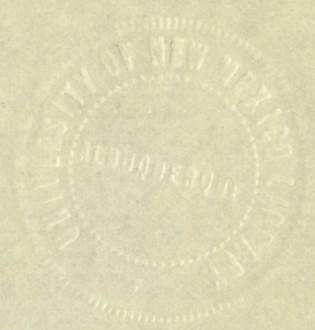
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A SURVEY OF PUBLIC SCHOOL RELATIONS
PRACTICES IN ALBUQUERQUE
NEW MEXICO



By
Kay Reed Hafen

ERASE BOND
RESCUENT

A Thesis
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Education

University of New Mexico

1949



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MASTER OF ARTS

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DEAN

Sep. 3, 1949
DATE

A SURVEY OF PUBLIC SCHOOL RELATIONS
PRACTICES IN ALBUQUERQUE, NEW MEXICO

by

Kay Reed Hafen

Thesis committee

B. M. Crawford
CHAIRMAN
Harold O. Gried
L. H. Fixley

This thesis directed and approved by the candidate's committee has been accepted by the Graduate Committee of the University of New Mexico in fulfillment of the requirements for the degree of

MASTER OF ARTS

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Thesis committee

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CHAPTER I

INTRODUCTION

Compulsory education in many states, including New Mexico, has made rapid expansion of the school enterprise necessary. The desire for education has also increased with the passing years. Since the people are supporting the schools, they should not be ignored where school policies and procedures are concerned. If continued support is to be forthcoming, it is imperative that the people at large know where and why their money is being spent. There must be a bond of cooperation and understanding developed between the schools and the people so that each may be a servant of the other. A well-organized public-relations program can bring about the effective operation of the schools as a public servant.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to (1) make a survey of what the people in Albuquerque, New Mexico, would like to know about their schools; (2) present a picture of the present program of public relations as related to the public schools in Albuquerque; and (3) evaluate the program in the light of popular desires.

Delimitation of the problem. Since the general public

CHAPTER I

INTRODUCTION

General introduction to the study of the history of the United States.

Section 1. The early history of the United States.

Section 2. The growth of the United States.

Section 3. The development of the United States.

Section 4. The present state of the United States.

Section 5. The future of the United States.

Section 6. The conclusion of the study.

Section 7. The appendix.

Section 8. The index.

Section 9. The bibliography.

Section 10. The notes.

Section 11. The references.

Section 12. The footnotes.

Section 13. The endnotes.

Section 14. The appendix.

Section 15. The index.

Section 16. The bibliography.

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Section 18. The references.

Section 19. The footnotes.

Section 20. The endnotes.

Section 21. The appendix.

Section 22. The index.

Section 23. The bibliography.

Section 24. The notes.

is not concerned with the operation of private and parochial schools, this study will omit consideration of any program carried on by such schools.

Importance of the problem. The increased enrollment in the public schools during the past fifty years indicates the faith that the American people have in education. Such faith must be maintained and strengthened. The people are entitled to know what their schools are trying to do, how the schools are trying to accomplish their objectives, and what is actually being accomplished in the schools. During the past ten years the city of Albuquerque has increased in population by 20,000 people. This increase in growth has been accompanied by an increase in the number of school-age children. New buildings and equipment have been erected and purchased to meet this expansion. Although there has been a rapid growth of schools and school attendance, it is imperative that the people know what is being done in the schools. School expansion cannot well continue without the approval of the people; consequently, every opportunity should be utilized to give the general public information about their schools. When people understand what is being done, they will be more eager to support recommended programs. It cannot be overemphasized that the public-relations program is the media through which the continued support of the schools may be maintained. As a result, it is important

to make an investigation such as this in order to determine the attitudes of citizens in Albuquerque toward their schools and to study the media through which the people acquire their information.

II. DEFINITION OF TERMS

Public-school relations. The term public-school relations means any phase of school activities which supplies information to the people concerning their schools.

School interpretation. The terms school interpretation and public-school relations will be used synonymously in this study.

Publicity. Publicity means a single phase of the public relations program. Consequently, publicity is not a complete program in itself but is rather an integral part thereof. Examples of publicity would be a newspaper release, information contained in a school paper, or distributing bulletins to parents through the mail.

III. SOURCES OF THE DATA

The data for this study were obtained from questionnaires returned by residents in four different sections of Albuquerque. Since only seventy-eight questionnaires were returned from the first distribution, a second sampling was obtained by personal

to make an investigation of the situation in the
the situation of citizens in the country and to
and to study the social conditions in the country
information.

III. THE SITUATION OF THE COUNTRY

Public-school data have been obtained from the
these means are used to obtain information about the
information to the public and to the public.

THE
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Public information is obtained from the public
and public-school data are used to obtain information
about the public.

Public information is obtained from the public
relations program. Consequently, public information
program is itself one of the public information
Examples of public information are: a public information
contained in a public information program, a public
parents through the public.

IV. THE SITUATION OF THE COUNTRY

The data for the public information program are
retained by public information in the public information
state only seven-year-old public information program
that information, a public information program, a public

interviews with residents. The only controls used in obtaining replies were economic and environmental. Areas were chosen where it was evident that incomes varied from those of other areas. The environmental aspects of these areas necessarily varied to a certain degree according to the economic standing of the residents. Additional information was obtained from interviews with the superintendent of the Albuquerque Public Schools, from members of his staff, and from literature distributed by the schools.

IV. METHODS OF PROCEDURE

The results of the questionnaires and interviews were tabulated and these findings, together with a study of the present organization for promoting public-school relations in Albuquerque, constitute the core of this study.

V. REVIEW OF RELATED LITERATURE

No studies of public relations have been reported prior to 1940. At that time, however, the National Education Association made an investigation to determine peoples' attitudes about youth and education.¹ This study contained such questions as: "Has education improved?; Is too much money spent for

¹ "What People Think About Youth and Education," National Education Association Research Bulletin, Vol. 28, No. 5, November, 1940.

Interviews with residents of the area, the investigation revealed that the majority of the residents of the area were of the same race and color as the majority of the residents of the area. The investigation also revealed that the majority of the residents of the area were of the same race and color as the majority of the residents of the area.

The results of the investigation are as follows: The majority of the residents of the area were of the same race and color as the majority of the residents of the area. The investigation also revealed that the majority of the residents of the area were of the same race and color as the majority of the residents of the area.

No studies of the area were made in 1940. In 1940, the area was found to be in a state of transition. The area was found to be in a state of transition. The area was found to be in a state of transition. The area was found to be in a state of transition.

schools?; and Do high schools prepare for college only?" The committee who made the study concluded that skepticism on the part of the people arises from a lack of constructive educational interpretation and wise public relations.

A study undertaken by the Cooperative Research Group in Secondary Education of Harvard University in 1940 was reported by Seyfert.² The study consisted of determining what the public in three New England communities thought of the schools. It was found that opinion in the three communities strongly supported the schools in certain matters where it was frequently thought that lay opinion differed from the opinion of the teaching profession. The results also showed that the public had the feeling that it was inadequately informed about what went on in the schools. The study was too limited to indicate a national trend, but revealed what the people in one particular section of the country thought.

Long and Grimes³ made a study of the comparative value of public-relations media in 1943. The study was conducted in Missouri and the information was supplied by 136 Missouri superintendents. The media mentioned in order of importance

² Warren C. Seyfert, "What the Public Thinks of its Schools," School Review, 48:417-27, June, 1940.

³ Howard R. Long and Loyd E. Grimes, "Keep School Patrons Informed Through Your Home Town Newspaper," Nation's Schools, 31:26-27, May, 1943.

were newspapers, school demonstrations, community contacts of pupils, community contacts of teachers, school visitation, athletic events, and the school paper. Because of the importance placed on the newspaper, the authors stressed the advisability of giving interviews to members of the press daily or weekly as needed. They warned that the actual writing of the articles for the newspaper should be done by members of the press and not prepared by the superintendent or any member of his staff.

Hedlund⁴ conducted an experiment to aid educators in measuring public opinion on school issues. According to him, a sample of 385 persons selected at random from the population of any community, regardless of size, will enable one to predict the opinion of the total population within 5 per cent of the true division of opinion. In his pilot study, Hedlund obtained 385 replies which represented various age and economic groups of the city studied. These questionnaires were distributed through students, each student securing four completed questionnaires from people he knew. In order to check on the validity of the pilot study, Hedlund sent questionnaires to every thirty-eighth name listed in the city directory. Since there was a high degree of correlation between the two

⁴ Paul A. Hedlund, "Measuring Public Opinion on School Issues," American School Board Journal, 116:29-31, April, 1948.

samples, the method of selecting people at random in the pilot study was accepted as securing representativeness of the community. Once such a list has been obtained, it may be used over again and again in order to determine public opinion on various school issues.

A more recent study conducted by Lund⁵ of the Office of Education sought to determine patterns of participation by various organizations in influencing school policy and development programs. Sixty-nine per cent of the 816 replies from superintendents in forty-eight states thought that Parent-Teacher Associations produced tangible results in the improvement of the school program. School buildings, bond issues, hot lunch programs, pre-school children, playground equipment, health clinics, library services, and better understanding between parents and teachers comprised only a partial list of the items mentioned where parent-teacher associations were helpful. Chamber of Commerce education committees produced tangible results in the improvement of the school programs in 33 per cent of the communities replying. Items mentioned were legislation, vocational training, adult education, guidance, placement, enrollment, teachers' salaries, summer employment of teachers, and curriculum study. Seventy-four per cent of

⁵ John Lund, "Educational Leadership in Action," Federal Security Agency, Office of Education, Vol. XVIII, No. 5, Washington, D. C., 1949, pp. 3-4.

samples, the method of selecting people at random in the study was accepted as securing representative samples of the community. Once such a list has been obtained, it may be used over again and again in order to determine what is going on in various social issues.

A more recent study conducted by James H. Johnson of the University of Chicago sought to determine patterns of participation in various organizations in reflecting school policy and behavior patterns. Sixty-nine per cent of the 111 teachers from 100 independent in forty-eight states showed that teachers' associations worked together in the various parts of the school program. School buildings, food service, hot lunch program, playground, athletic, laboratory and shop, health clinics, library services, and other activities between parents and teachers showed only a partial list of the items mentioned above parent-teacher associations were helped. Grades of business education programs mentioned tangible results in the improvement of the school program in 33 per cent of the organizations replying. These mentioned were legislation, vocational training, adult education, placement, enrollment, teachers' salaries, school equipment of teachers, and curriculum study. Seventy-four per cent of

the schools achieved favorable results through cooperation with service groups and 47 per cent obtained favorable results through cooperation with other groups such as ministerial and church organizations, American Legion, women's clubs, Y.M.C.A., Y.W.C.A., parents' clubs, and the Red Cross.

Further literature contained in current publications related to public relations is included in Chapter II.

VI. ORGANIZATION OF THE REMAINDER OF THE STUDY

The remainder of the study is divided into four chapters. Chapter II is concerned with the organization and promotion of various school public-relations programs used in the United States. Supplementary diagrams showing common types of organization are presented. Methods used by Albuquerque schools to inform the public are described in Chapter III. Chapter IV contains the results of questions answered by residents of Albuquerque. The writer's summary, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

PURPOSES AND PATTERNS OF ORGANIZATION FOR PUBLIC RELATIONS

I. PURPOSES

"Public-school relations is that phase of school administration which gives information concerning the schools."¹ Any effort which attempts to bring the schools and the public closer together may be called public relations. The writer comments that a good public-relations program is one which endeavors to distribute school information to everyone in the community.

The purposes of public-school relations cited by Hagman² are to (1) secure support; (2) make an accounting; (3) advance the educational program; (4) promote the partnership concept; (5) improve the community; and (6) establish educational leadership. These purposes are discussed in the following paragraphs.

Securing support is often regarded as the only reason for a public-relations program. Although securing support is

¹ Ward G. Reeder, An Introduction to Public School Relations (New York: The Macmillan Company, 1937), p. 1.

² Harlan L. Hagman, "Six Major Contemporary Purposes in Public School Relations," Education, 69:210-215, December, 1948.

ARTICLE II

PURPOSE AND SCOPE OF THE ACT

SECTION 1

SHORT TITLE

"Public School Relocation Act" shall mean the act to be known as the

Relocation Act, 1954, and any amendments thereto.

Any reference in this Act to the "Act" shall be construed to mean the

act to be known as the Relocation Act, 1954.

RELATIONSHIP
EXERCISE BOND
RAC CONTENT

Nothing in this Act shall be construed to affect the operation of any

law in force.

The purposes of this Act shall be to provide for the

relocation of persons who are unable to reside in their own homes

and to provide for the relocation of persons who are unable to

reside in their own homes and to provide for the relocation of persons

who are unable to reside in their own homes and to provide for the

relocation of persons.

Nothing in this Act shall be construed to affect the operation of any

law in force.

1. The Act shall be known as the Relocation Act, 1954.

2. The Act shall be known as the Relocation Act, 1954.

3. The Act shall be known as the Relocation Act, 1954.

unquestionably important, the other purposes cited in the preceding paragraph should assume an equal ranking in a democratic society. Every taxpayer, since he helps support the schools by paying taxes, is entitled to know how his money is being spent. He needs to know that money paid in school taxes is being used for the betterment of the schools and is used wisely.

Public interest in the program may be stimulated by attending to the apparent needs and desires of the community. Evidence of increased interest in the community by the schools is apparent in parent-teacher associations, home visitation by teachers, discussions with community leaders about proposed school programs, and formal or informal surveys made by school personnel. At the same time, the people and the schools are becoming more and more dependent on each other. Thus, a desirable way in which a satisfactory school program can be accomplished is by developing the partnership concept between the schools and the community.

Interest created by the schools in adult education classes in carpentry, sewing, agriculture, public affairs, music, business, and other subjects improves the community by improving the citizens. In order to carry on a good public-relations program and accomplish the purposes just described, there must be educational leadership.

People are informed too infrequently as to what the

negotiations is important. The first step is to establish a working relationship with the other party. This is often done by exchanging information and showing a willingness to cooperate. Once a relationship has been established, the next step is to identify the interests of both parties. This is done by asking questions and listening carefully to the answers. Once the interests have been identified, the next step is to negotiate a solution that satisfies both parties. This is often done by making concessions and finding common ground.

Public relations is a field that is constantly evolving. As new technologies and media platforms emerge, public relations professionals must adapt their strategies to reach their target audience. One of the most important aspects of public relations is the ability to create a positive image for a company or organization. This is often done through the use of press releases, social media, and other communication tools. Public relations professionals must also be able to handle crises and negative publicity. This is often done by quickly responding to the media and providing accurate information. Public relations is a field that requires a combination of creativity, communication skills, and strategic thinking.

Interest in public relations has grown significantly in recent years. This is due to the increasing importance of a company's reputation in the marketplace. Companies that have a positive reputation are more likely to attract customers and investors. Public relations professionals play a key role in helping companies build and maintain a positive reputation. They do this by creating and implementing communication strategies that promote the company's values and achievements. Public relations professionals must also be able to monitor the company's reputation and respond to any negative publicity. This is often done through the use of media monitoring and crisis management tools.

Public relations is a field that is constantly evolving. As new technologies and media platforms emerge, public relations professionals must adapt their strategies to reach their target audience. One of the most important aspects of public relations is the ability to create a positive image for a company or organization. This is often done through the use of press releases, social media, and other communication tools. Public relations professionals must also be able to handle crises and negative publicity. This is often done by quickly responding to the media and providing accurate information. Public relations is a field that requires a combination of creativity, communication skills, and strategic thinking.

schools are doing. However, as stated previously, schools must sell their services to the community in order to obtain adequate support. A great deal can be accomplished through advertising, as private business can attest. It may be necessary to employ men and women thoroughly trained in public-relations work. In small systems, where it is not feasible to hire a trained director, the responsibility should be delegated to a person who has the time to administer a good program.

II. ORGANIZATION

It is not the purpose of the writer to present specific criteria for organizing a public-relations program, but rather to present general practices used in the United States today. The first step in establishing public relations is to organize an adequate public-relations program. This organization will necessarily vary according to the size of the community and the administrative facilities available for carrying out a good program. Five common types of public-relations organization cited by Hickey³ used in the United States are (1) the superintendent of schools type; (2) the administrative staff officer type; (3) the director of public-school relations type; (4) the building principal type; and (5) the teacher

³ John M. Hickey, "Organizing Effective Public Relations," The Bulletin of the National Education Association of Secondary School Principals, 32:59-72, February, 1948.

committee type. These types are described in the following pages, accompanied by illustrations to clarify each type.

Figure 1 shows how authority is delegated under the superintendent of schools type of organization. The superintendent directs the program simultaneously with other functions of his office. Special projects may be assigned by the superintendent to other administrative and staff employees. For instance, each principal may be required to establish a parent-teacher organization in his district. Committees may be assigned to carry out specific tasks. The superintendent will direct the program mainly through the principals, teachers, pupils, and supervisors. The superintendent is responsible to the board of education. Cities included in this type are Erie, Pennsylvania; Kansas City, Kansas; San Francisco, California; and Washington, D. C.

As diagramed in Figure 2, the staff officer is directly responsible to the superintendent of schools for the program of public relations. This staff officer merely relieves the superintendent of these duties and works more or less as the superintendent would under the first type of organization. In this type, as in all of the five types, the superintendent is held responsible by the board of education.

Highly trained and gifted members of the teaching profession hold appointments as Director of Public Relations on a full-time basis in such places as Los Angeles, Detroit,

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independent of other administrative and staff employees. In

instances, even projects may be referred to established a

parent-teacher organization in his district. Cooperation may

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will direct the program mainly through the principals, teachers,

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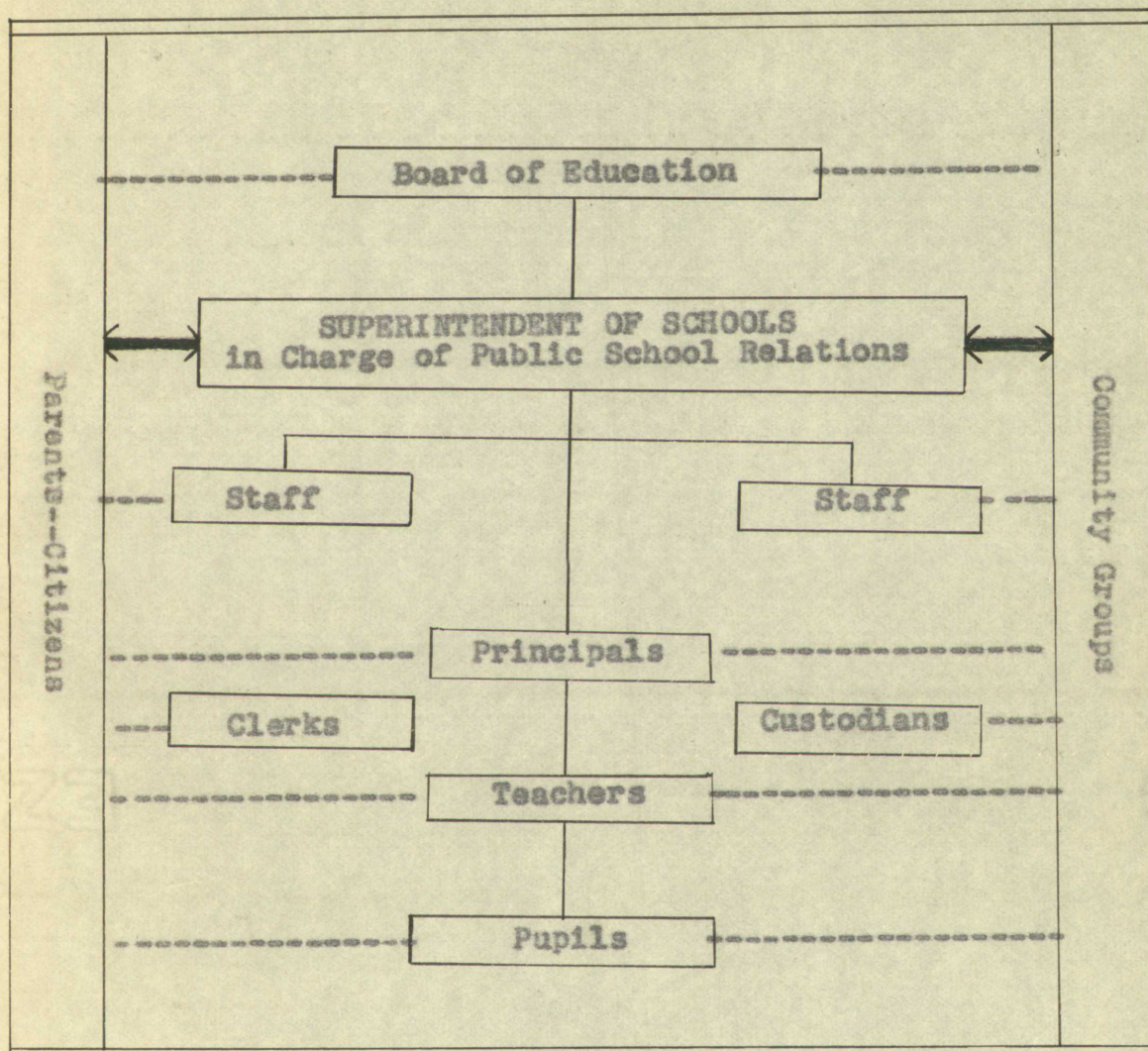
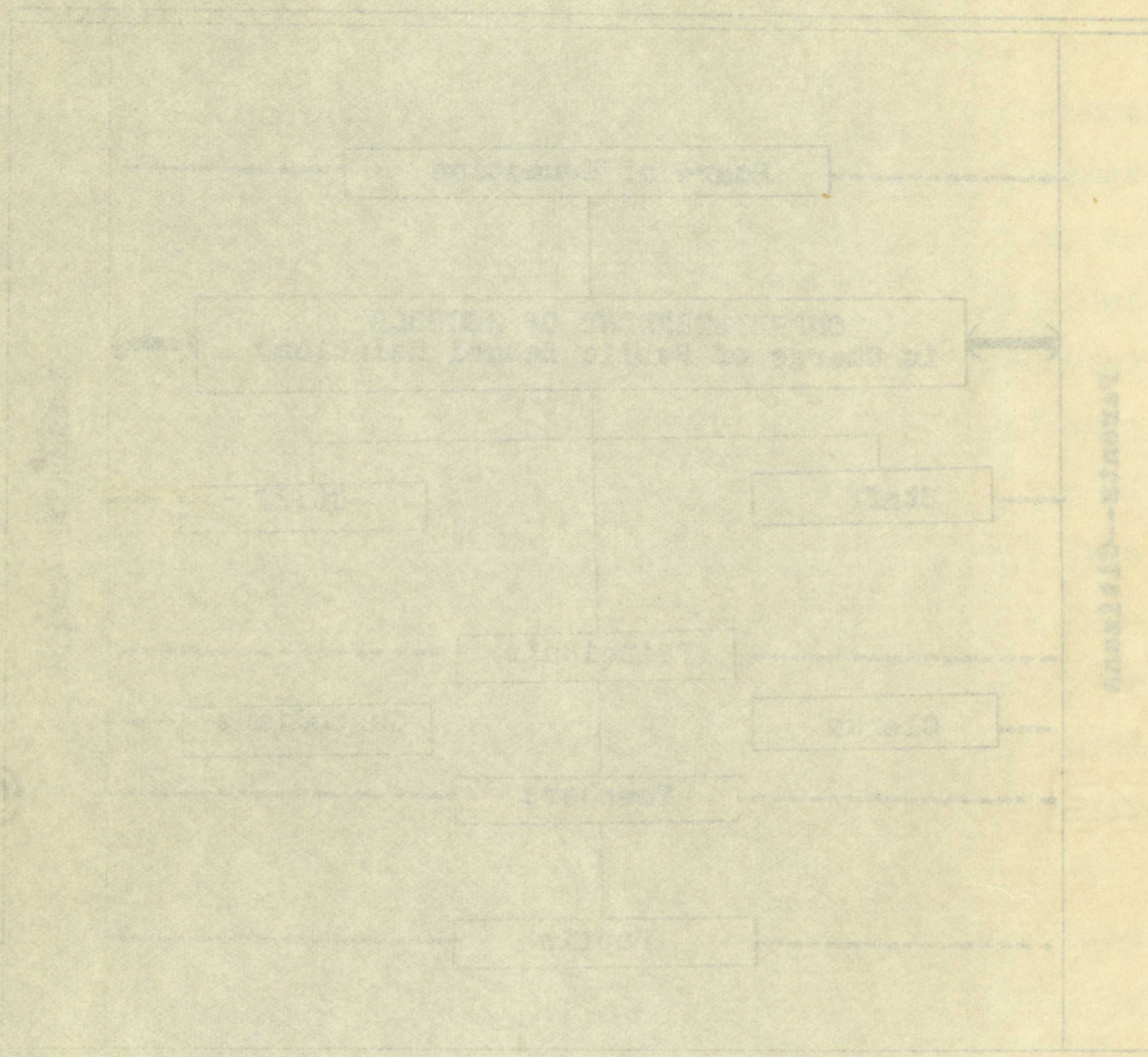


FIGURE 1

SUPERINTENDENT OF SCHOOLS TYPE OF ORGANIZATION
FOR PUBLIC SCHOOL RELATIONS



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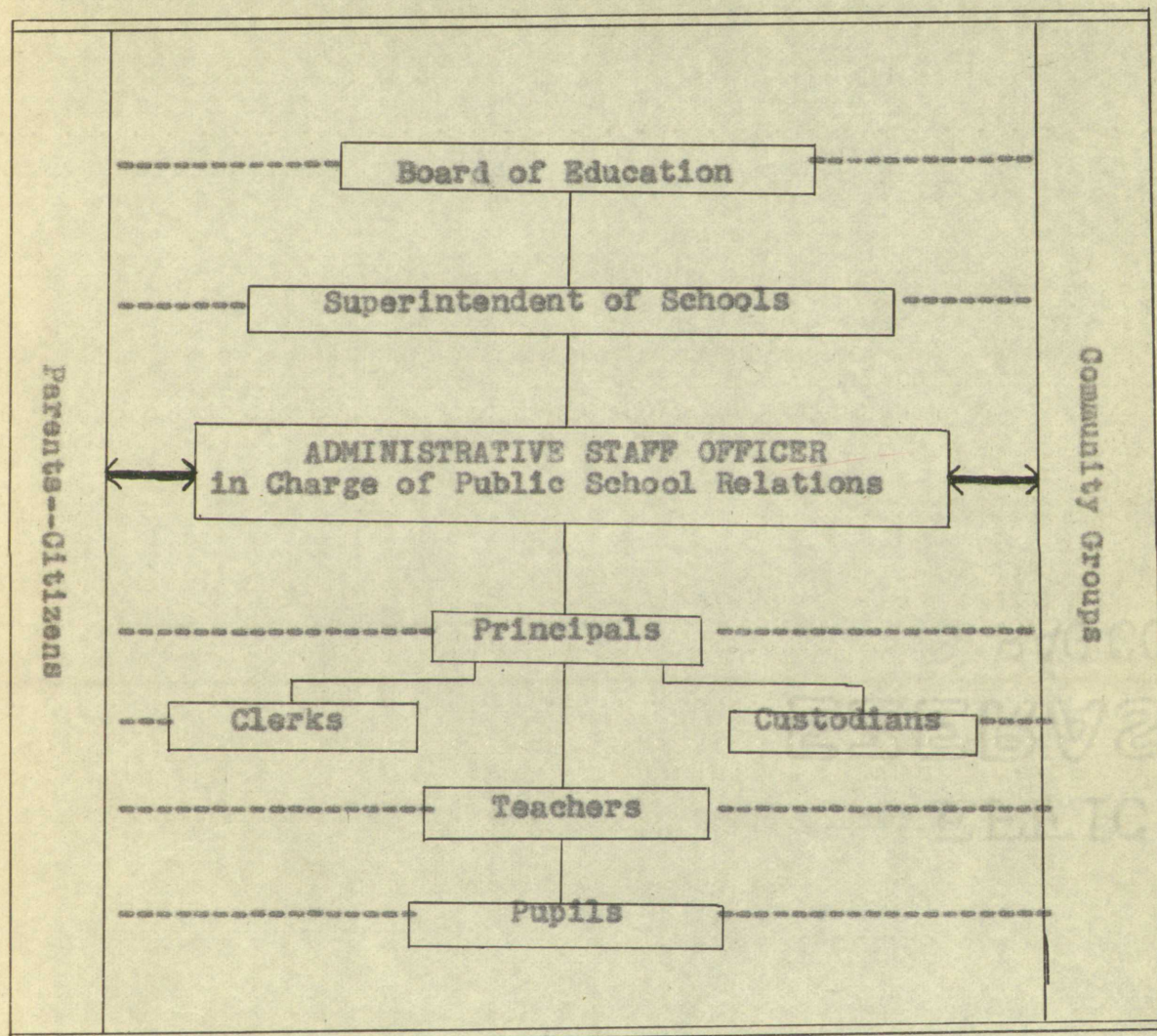
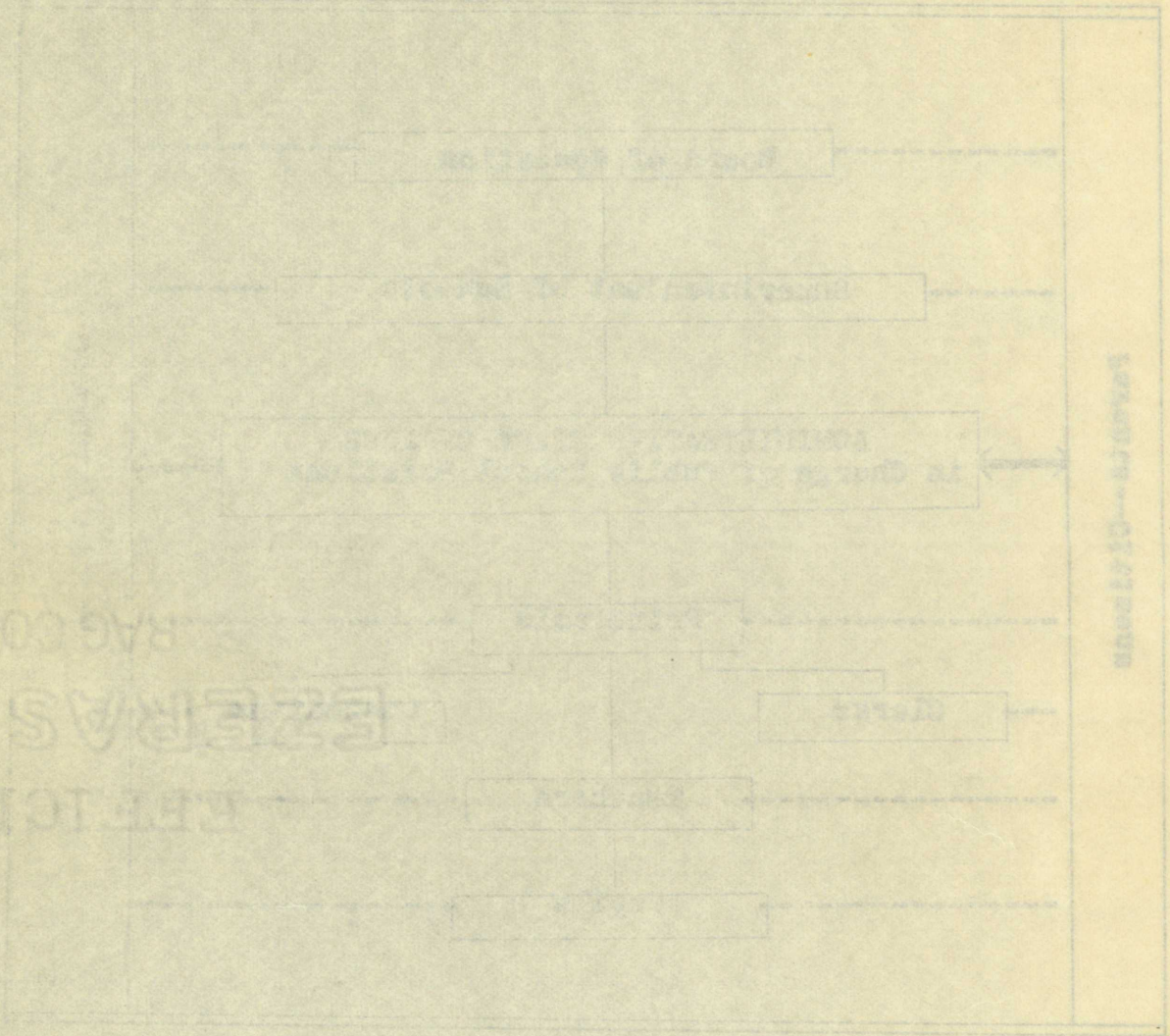


FIGURE 2

ADMINISTRATIVE STAFF OFFICER TYPE OF ORGANIZATION
FOR PUBLIC SCHOOL RELATIONS

Section - Division



PLEASE RE-ENTER THE CONTENT

ADMINISTRATIVE DEPARTMENT OF THE INTERIOR

Denver, and Pasadena as shown in Figure 3. In Detroit the Director has a staff who operates speakers' bureaus, press relations, and telephone and mail responses to requests for information.⁴ In Kansas City a press representative is located in each secondary school to give interesting items of the day's work to the newspapers.

The building principal type of organization shown in Figure 4 is by far the most commonly used plan today. The line of authority goes from the superintendent directly down through the pupils.

The vision and initiative of the individual building principal will determine the organization for the public school relations program.⁵

A variation of this type that is sometimes used is to have one principal in the system be responsible for the program. He may then delegate whatever duties he deems necessary in carrying out the program. The principal needs to become familiar with the needs of the community in order to know when and how to direct the program for the greatest benefit to the educational well-being of the pupils.

The theory underlying the type of organization shown in Figure 5 is that the teacher will be closer to the pupils in that they observe the pupil as he is; they know what needs to

⁴ Hickey, op. cit., p. 61.

⁵ Ibid., p. 68.

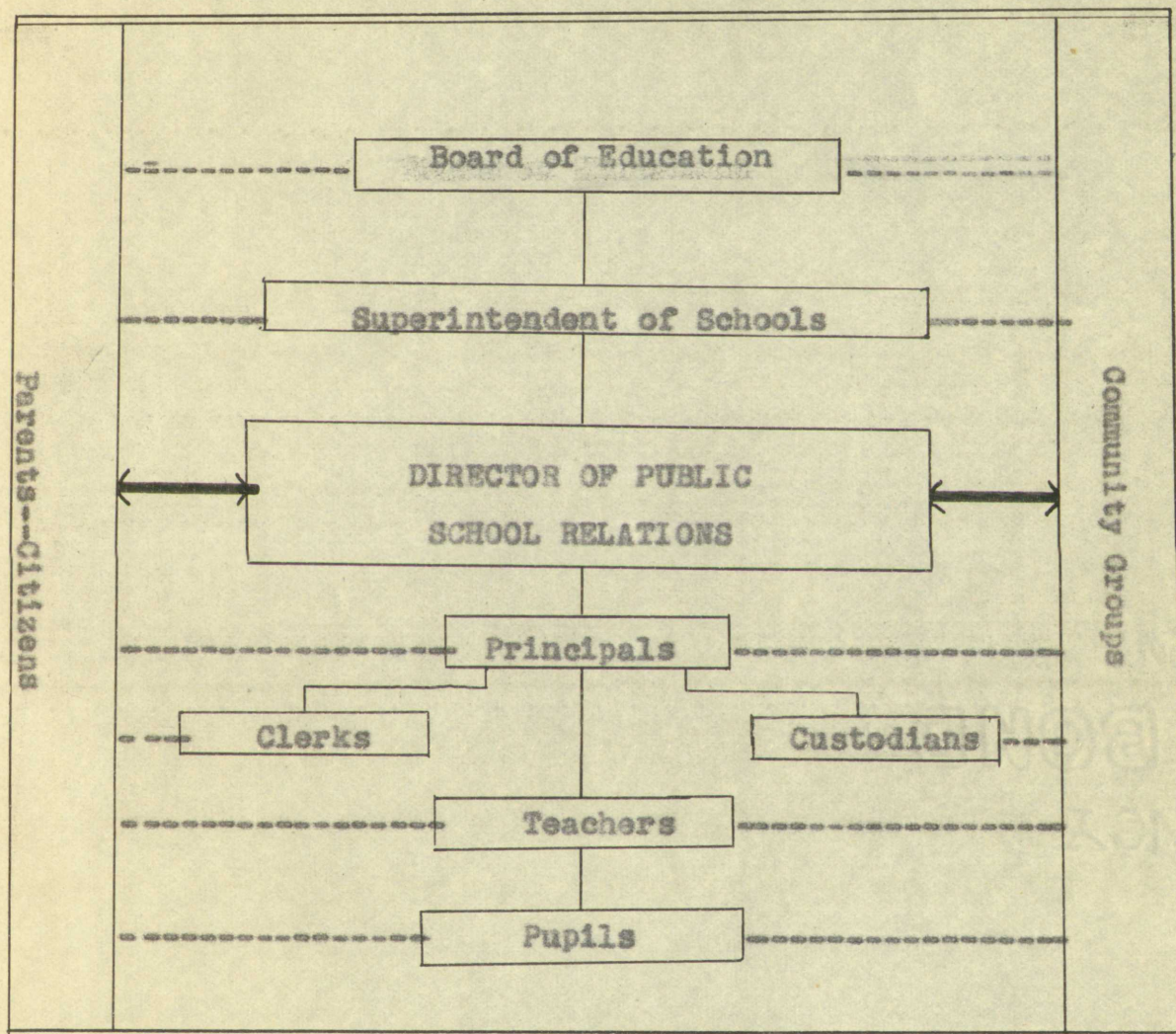


FIGURE 3

DIRECTOR OF PUBLIC SCHOOL RELATIONS TYPE OF
ORGANIZATION FOR PUBLIC SCHOOL RELATIONS

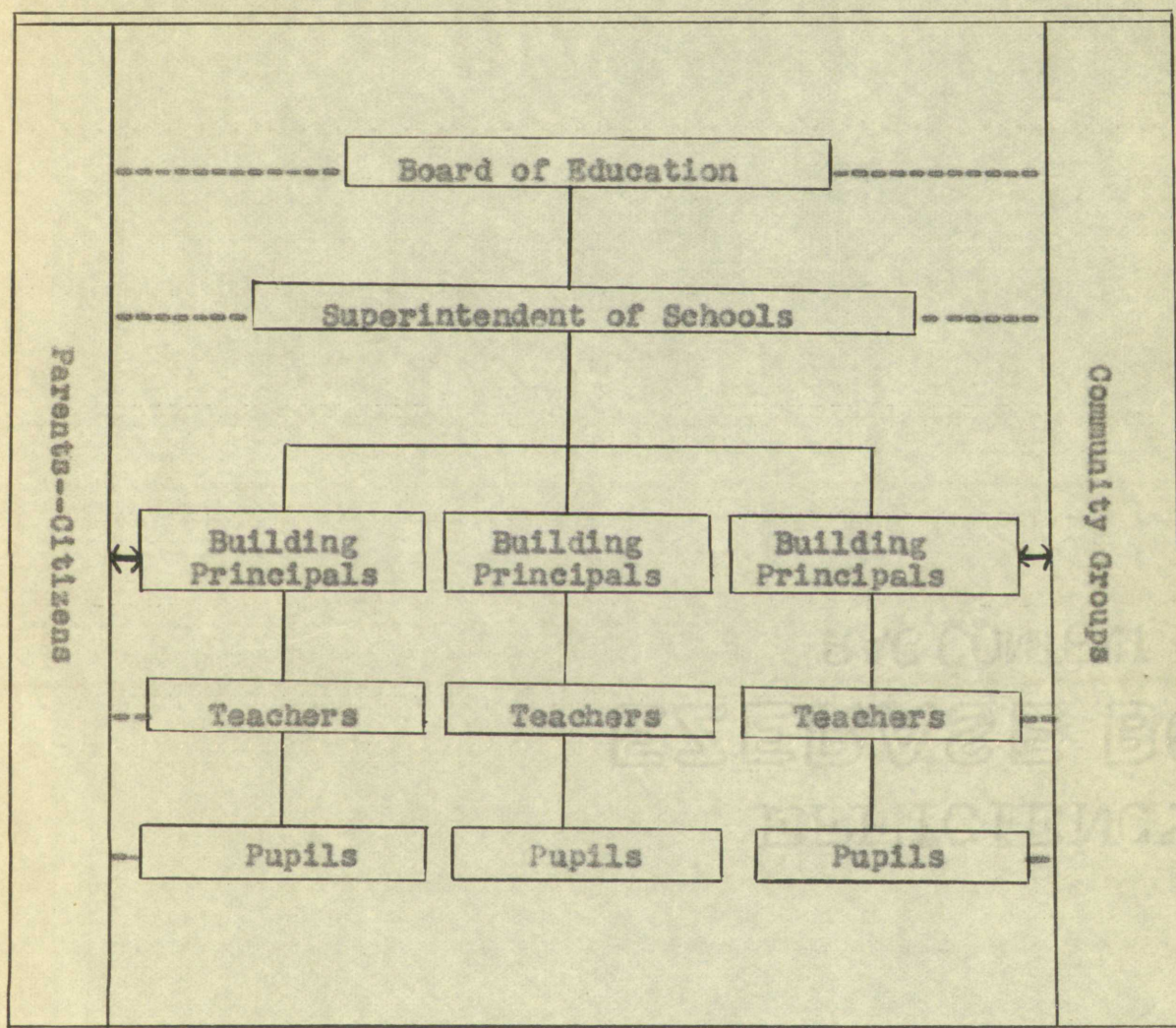


FIGURE 4

BUILDING PRINCIPAL TYPE OF ORGANIZATION
FOR PUBLIC SCHOOL RELATIONS

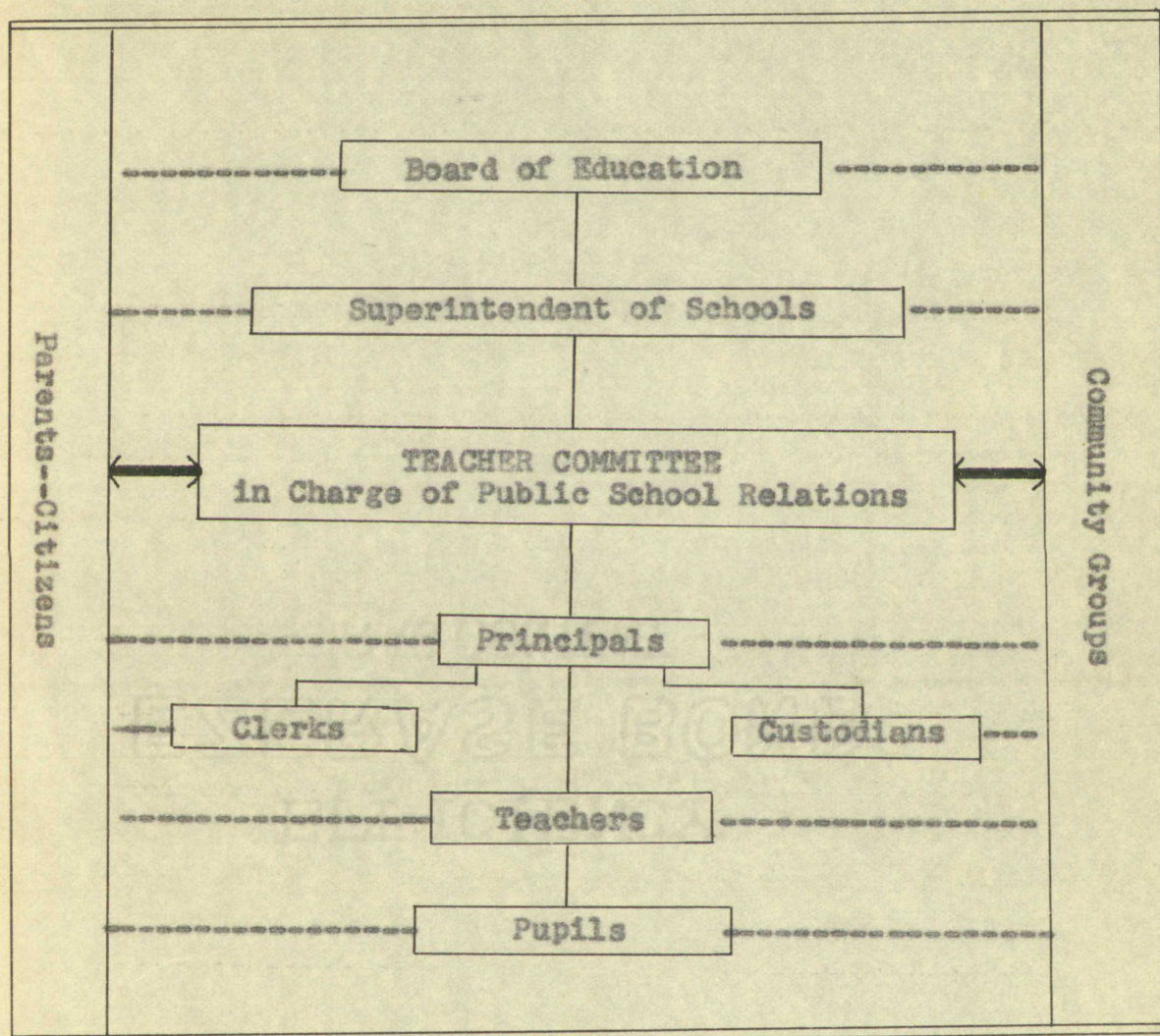


FIGURE 5

TEACHER COMMITTEE TYPE OF ORGANIZATION
FOR PUBLIC SCHOOL RELATIONS

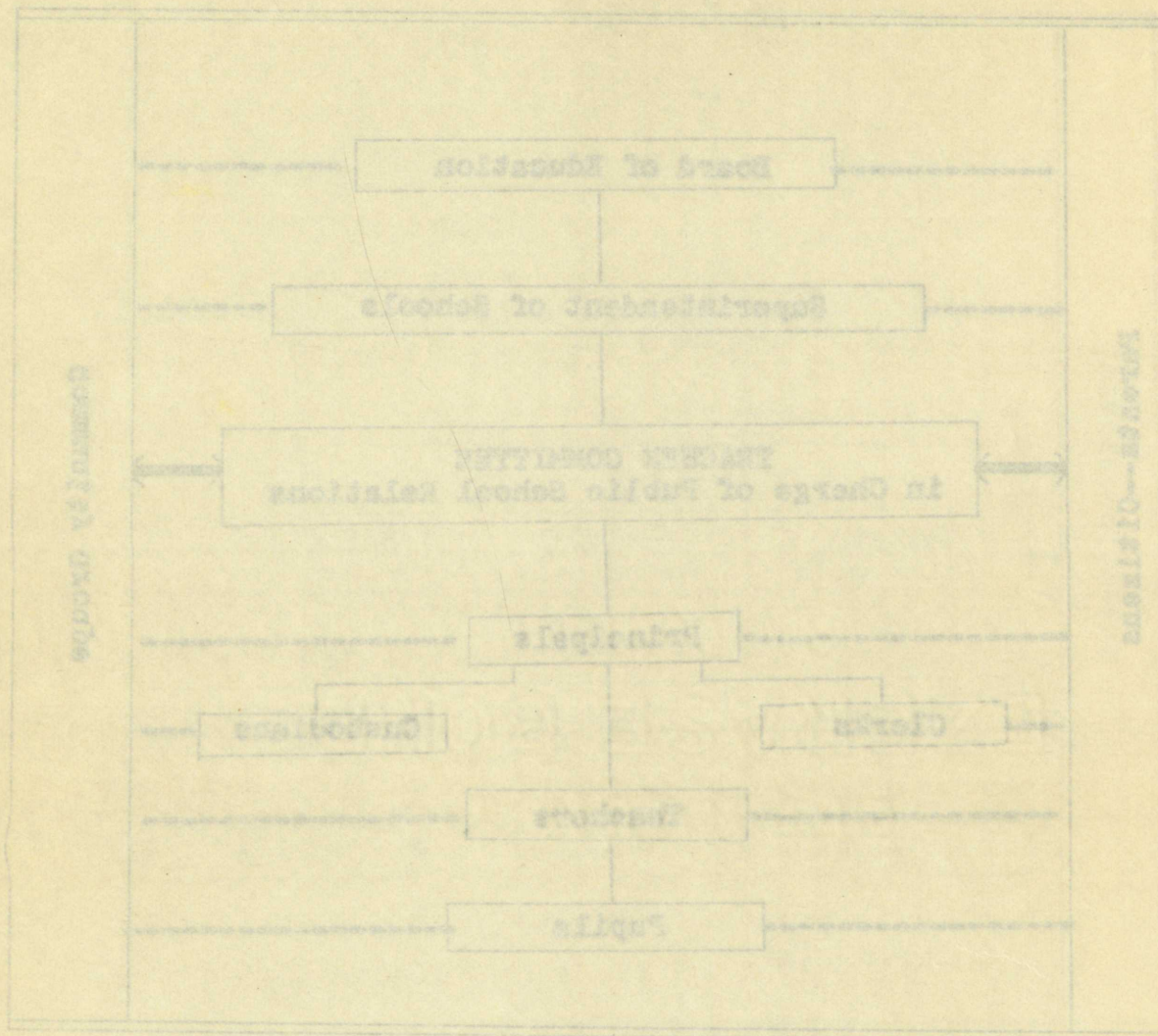


FIGURE 2
TEACHERS' COMMITTEE TYPE OF ORGANIZATION
FOR PUBLIC SCHOOL RELATIONS

be done by the school and community in order to assist him to become the best possible person within his limitations.

Before any school interpretation can be carried to the public, the principal, teaching staff, and pupils must be familiar with the objectives of their school in the educational program. The principal may use a school house organ, school bulletin, or school newspaper to present these facts. Teachers' meetings, assemblies, and conferences might be utilized. In any event, the teachers and pupils should be informed as to what the school is trying to do.

Public relations, in order to be successful, must be continuous, honest, inclusive, understandable, non-partisan, reach everyone in the community, and utilize every facility available.

The agents of the program will be the superintendent, principals, teachers, clerical employees, janitorial and engineering staff, bus drivers, other employees, and the pupils. The superintendent is responsible for the program, no matter what type of organization is used. The various methods by which the agents responsible to the superintendent can promote public relations in the community are discussed in the following pages.

The principal. The media that the principal may use in establishing good public relations are the teachers' meetings,

visits to parents, the use of a school house organ, social contacts through membership in various clubs and organizations, special reports, publicity releases to the newspapers and directly to the people, and the organization of a parent-teacher association.

The people should be kept informed as to how much of their tax dollar is being spent for education and where this tax dollar goes. This type of information is usually included in the superintendent's annual report, but in order that the public may be made more aware the principal must devise means of letting them know how much it costs to run the schools. He may use newspaper releases, or, as has been done, insert a small pamphlet in the report card of each student. The latter, however, has the disadvantage of not reaching enough people. It must always be borne in mind that the information is supposed to go to all the members of the community and not merely to parents who have pupils in school. Many of these others may be potential parents and members of boards of education.

The principal must keep up with the changes taking place in education and be an authority for all who desire to know about any phase of education. He will be in charge of various special events in the school which play a very important part in public relations. These are usually called extra-curricular activities. Extra-curricular activities were almost unheard of in the schools of our grandfathers, but assume an important

place in all schools today. They include contests of numerous kinds, such as debating, athletics, programs celebrating outstanding events, school exhibits, visiting days, school plays, pageants and musicales, and commencement. Of the above, athletics probably receives more publicity than all the others combined. Because of this factor, it is especially necessary that athletics be properly controlled. Athletics has been known to make or break a school. The next most important special event is dramatics. Any time there is a school play, there is usually a large attendance of patrons.

The teachers. Teachers are closer to the students than anyone else in the schools. Their opinions are often carried by the majority of the students. Students tell all, see all, and know all; thus it is wise to have good teachers who will create favorable impressions upon the students. The teachers will be active in parent-teacher organizations, social clubs, and visits with parents; and their very actions, resulting from their relationship with the school, will be interpreted as reflecting the way the school is run. All of these contacts are important. If a teacher's ideals are not high, no one can expect the public to believe in the schools.

Teachers should also become familiar with common items in education. They should, for instance, know how much money is spent in their community for education, how much of the tax

place in all schools today. They include contests of numerous kinds, such as debating, athletics, dramatics, and other standing events, school exhibits, visitors days, school fairs, pageants and musicals, and so on. Of the above, athletics probably receives more publicity than all the others combined. Because of this factor, it is especially necessary that athletics be properly controlled. Athletics has been known to make or break a school. The next most important special event is the school play. Any time there is a school play, there is usually a large attendance of persons.

The Teacher's Role

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Teachers should also become familiar with current trends in education. They should, for instance, know how much money is spent in their community for education, and much of the way

dollar goes for education, the merits and demerits of certain methods of teaching, and any other common item that might be asked of them. They should certainly be able to more than hold their own in arguments concerning school matters.

Employees. Often the clerical help receive even more inside information than the teachers. The major problems of administrators are often carried on in the presence of clerks. These clerks may be trustworthy, but information has a way of getting around. They are looked upon as agents of the school and what they do is often interpreted as sanctioned by the school. Of course this is not always the case, but it approximates the general view of the public.

The janitorial and engineering staff are in somewhat the same situation. The janitor especially is an agent of public relations, since a neat-appearing school inside, with proper heat, ventilation, and cleanliness, will go a long way in keeping the public attitude favorable toward the schools.

The pupils. The pupils are probably the most important of all agents. They are the connection the parents have with the school and their opinions will be sufficient to convince parents whether the school is any good or not. The students are responsible for various publications which are important in the public-relations program. They include the school newspaper, magazine, annual or yearbook, and student handbook. The

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Participation. Often the classical help receives even more

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approximates the general view of the public.

The janitor and maintenance staff are in somewhat

the same situation. The janitor especially is an agent of public relations, since a neat-looking school building, with proper heat, ventilation, and cleanliness, will go a long way in keeping the public attitude favorable toward the schools.

The Parents. The parents are probably the most important

of all agents. They are the connection the parents have with the school and their opinions will be influential in convincing parents whether the school is any good or not. The students are responsible for various publications which are important in the public-relations program. They include the school newspaper, magazine, annual or yearbook, and student handbook. The

newspaper is probably the most important and reaches the eyes of more readers. School activities characterize the student newspapers. They may be printed or they may be mimeographed or duplicated by some other process, depending upon the funds and facilities available. School magazines are found only in the larger schools. Annuals reflect the activities for the entire year and are very important so far as the students are concerned. In the larger high schools, a student handbook is distributed the first day of school and it may give any number of interesting items about the school, and may go into detail about the operation and objectives of the school.

The school plant. The school plant is also a public-relations agent. A well-kept plant with good landscaping cannot help but receive admiring glances from the public. On the other hand, an untidy, drab-looking school will more slowly receive support from the people of the community.

The people should be completely informed concerning the objectives and needs of the school and what it will cost to support them properly. If this is a continuous program, the publicity just before issuing a school bond will be more certain of success.

Thus any person who is in any way connected with the schools promotes good or bad public relations every time he is engaged in conversation. Public relations have proved invaluable in business and there is no reason why a well-developed

newspaper is probably the most important and reaches the eyes of more readers. School activities characterize the student newspaper. They may be printed at times or be mimeographed or duplicated by some other process, depending upon the funds and facilities available. School magazines are found only in the larger schools. Annually released the activities for the entire year and are very important as far as the students are concerned. In the larger high schools, a student handbook is distributed the first day of school and it may give an account of interesting items about the school, and may go into detail about the operation and objectives of the school.

The school plant is also a public relation agent. A well-kept plant with good landscaping can not help but receive favorable notices from the public. On the other hand, an untidy, shabby-looking school will surely receive support from the people of the community. The people should be carefully informed concerning the objectives and needs of the school and what it will cost to support them properly. If this is a continuous program, the publicity that better housing a school bond will be more certain of success.

Thus any person who is in any way connected with the schools promotes good or bad public relations every time he is engaged in conversation. Public relations have proved themselves in business and there is no reason why a well-developed

program of public relations will not aid the schools in securing the support they need.

EFFICIENCY
ERASE DO
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Program of Special Education
for the Deaf and Blind

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CHAPTER III

INTERPRETIVE ORGANIZATION AND MEDIA OF THE ALBUQUERQUE PUBLIC SCHOOLS

Before considering the methods used in Albuquerque for disseminating school information, it seems advisable to present a perspective of the city schools at the present time. The schools of Albuquerque have just recently undergone a milestone in the educational history of New Mexico. In 1948, by a unanimous decision, the Bernalillo County Board of Education voted to consolidate the county schools with the city schools. This consolidation was also approved by the city board of education. The office of county superintendent is still existent, since the 1949 Legislature did not abolish that office, but during the next fiscal year there will be no duties for a county superintendent to perform.

I. SCHOOL UNITS

The following data were secured from figures made available at the office of the city superintendent. There were nineteen elementary schools in operation in Albuquerque during the school year 1948-49. These included a two-teacher school at Kirtland Field and a four-teacher school at Sandia Base. Neither of these schools had a full-time principal, but one of the teachers at the school was in charge. All other elementary

CHAPTER III

INTERPRETIVE ORGANIZATION AND METHOD OF THE ALLEGHENY PUBLIC SCHOOLS

Before considering the methods used in Allegheny for disseminating school information, it seems advisable to present a perspective of the city schools at the present time. The schools of Allegheny have just recently undergone a reorganization in the educational history of the district. In 1948, by a unanimous decision, the Allegheny County Board of Education voted to organize the city schools with the city government. This reorganization was also approved by the city board of education. The office of county superintendent is still existent, since the 1949 Legislature did not abolish that office, but during the next fiscal year there will be no salary for a county superintendent to perform.

I. SCHOOL UNITS

The following data were secured from the records available at the office of the city superintendent. There were nineteen elementary schools in operation in Allegheny during the school year 1948-49. These included a two-teacher school at Kirland Field and a four-teacher school at South Hill. Neither of these schools had a full-time principal, but one of the teachers at the school was in charge. All other elementary

schools had principals who did not teach classes. Total enrollment for 1948-49 in Grades 1-6 was 8,636. The recent consolidation increased the total number of elementary schools to forty.

Until recently there have been three junior high schools in Albuquerque, but this number has now increased to four with the consolidation. One high school has served Albuquerque in the past, but by September, 1949, another high school will be opened. The total enrollment for 1948-49 in Grades 7-12 was 5,928, resulting in a total enrollment for Grades 1-12 of 14,564.

The teaching load during 1948-49 was carried by 250 teachers in Grades 1-6 and 171 teachers in Grades 7-12. These figures will be increased by approximately 200 teachers as a result of the city-county consolidation and the total enrollment in Grades 1-12 will be increased to approximately 20,000 pupils.

Two new elementary schools are under construction at the present time, with completion scheduled before the 1949-50 school year begins. Additional classrooms are also under construction at one elementary school, and a study is under way in another locality to determine the feasibility of erecting a new school. It is anticipated by those in favor of the recent consolidation that substantial savings will result from the elimination of duplication of services. Better administration

schools had principals who had been trained in the
enrollment for 1945-46 in October 1-10 and 11-20
consolidation or increased the total number of schools
to forty.

Until recently there have been three levels of schools
in the Alameda County, but this number has now been reduced to two
the consolidation. The first level was the elementary school
the second, but by September, 1947, the third level was
opened. The total enrollment for 1947-48 was 11,500.

5,000, resulting in a total enrollment of 11,500.
11,500.
The following table shows the enrollment for 1947-48.
Enrollment in Grades 1-4 and 5-8
figures will be furnished by the Alameda County Office
results of the consolidation will be shown in the table
most in Grades 1-4 will be reported to the Alameda County
page 11.

The new elementary schools are under construction and
the present plan, with suggested changes, is to have
school year began. Additional schools are also being
started at one elementary school, and a new school is
in another locality to determine the feasibility of having
a new school. It is anticipated that there will be no
consolidation of schools until 1949-50. The plan is to
eliminate the consolidation of schools in 1949-50.

is also predicted as a result of consolidating all the schools in Bernalillo County under one administrative head with additional staff assistants.

II. DIRECTION OF PUBLIC RELATIONS

Unless otherwise stated, the information presented in the remainder of this chapter was secured from Mr. J. B. Linthicum¹ on July 1, 1949. The information obtained from Linthicum is supplemented throughout by facts appearing in issues of the Albuquerque Public Schools Journal² from November, 1945, to March, 1949.

The people of Albuquerque elect a five-member board of education who in turn select a superintendent of schools to be their chief administrative officer. At the present time Albuquerque's public-relations program is directed by the superintendent, as shown in the pattern of organization in Figure 4, page 17. All releases to the press or radio which concern school policies and procedures must first be approved by the superintendent. School principals are encouraged to provide information of a general nature to the press without consulting the superintendent, but items of a controversial nature

¹ Personal interview with Mr. J. B. Linthicum, Assistant Superintendent of Schools in Albuquerque.

² Quarterly magazine of the Albuquerque Public Schools.

is also provided as a result of consolidation with the schools in Benning County under one administrative head with administrative staff assistance.

II. DISCUSSION OF PUBLIC RELATIONS

Unless otherwise stated, the information presented in

the remainder of this chapter was secured from Mr. J. H. Binkins¹ on July 1, 1959. The information obtained from Binkins is supplemented throughout by facts appearing in issues of the *Alpharetta Public School Journal*² from November 1957 to March, 1959.

The people of Alpharetta elect a five-member board of education who in turn select a superintendent of schools to be their chief administrative officer. At the present time Alpharetta's public-relations program is directed by the superintendent, as shown in the pattern of organization in Figure 1, page 19. All releases to the press or radio which concern school policies and procedures must first be approved by the superintendent. School principals are encouraged to provide information of a general nature to the press without consulting the superintendent, but issues of a controversial nature

¹ Personal interview with Mr. J. H. Binkins, Assistant Superintendent of Schools in Alpharetta.
² Quarterly magazine of the Alpharetta Public Schools.

must have his approval. Examples of general items permissible for principals to release without the approval of the superintendent include such as advertising of school plays, announcements of special school activities, reports of perfect attendance, and pending athletic events.

When information is supplied to the press from many sources, their resulting newspaper columns sometimes do not portray the desired emphasis. As a result, it would seem that one person on the superintendent's staff might well perform the duties of a public relations coordinator. It is the opinion of the writer that cooperation between the press and the schools would be improved, because the press would only have to contact one person about school news and could print the same in a manner more coordinated and more satisfactory to the schools.

All business meetings of the board of education are open to the public. At each board meeting the superintendent makes a financial report, and annually makes a report of his activities. Newspaper reporters attend all board meetings and report the proceedings in the daily papers.

III. INTERNAL STAFF RELATIONS

The superintendent publishes a principals' handbook for distribution to all principals in Albuquerque. Duties of principals are outlined along with helpful suggestions for effectively carrying out such duties. This type of publication

must have his approval. Extension of general items permissible for principals to release without the approval of the superintendent includes such as advertising of school plays, announcements of special school activities, reports of periodic attendance and passing athletic events.

When information is supplied to this group from many sources, their resulting newspaper column is considered to not portray the desired emphasis. As a result, it would seem that one person or the superintendent's staff should handle the duties of a public relations coordinator. To the extent of the school this cooperation between the staff and the superintendent would be required, however the superintendent may have to contact one person about school news and write about the news in a newspaper column and have authority to the superintendent.

All business messages of the school of education are given to the public. At each board meeting the superintendent makes a financial report, and annually makes a report of the school. Newspaper reporters attend all board meetings and report the proceedings in the daily papers.

III. INTERNAL STAFF RELATIONS

The superintendent publishes a principal's handbook for distribution to all principals in the district. Copies of handbooks are outlined along with helpful suggestions for effectively carrying out each function. This type of publication

is used to strengthen internal public relations, since each principal will know his actual responsibilities and how he can best carry out his duties. In the general administrative operation of the schools, the principal determines his own policy. For instance, parent-teacher associations are recommended by the superintendent, but if a certain principal believes that a parent-teacher association would not be helpful in his locality there is no administrative dictate on the matter.

Principals are the administrative connection between pupils and teachers and the superintendent. Consequently, the principal has the responsibility to inform the teachers and pupils about their school program. All of the schools have faculty meetings. Faculty meetings are scheduled for certain days as well as when the need arises. At such times the principal has the opportunity to develop democracy in his school. Most administrative problems may be considered in faculty meetings and voted on by the members. Committees may be assigned to study various issues and report their findings to the entire faculty. At the Albuquerque High School a notice is published daily informing students and teachers of events and duties for that day.

The salary schedule and the number of teachers in a school are determined by the superintendent, but the principals are the persons responsible for securing good internal public relations. Good internal relations are a prerequisite to good

external relations, since many of the views adopted by members of the community are acquired through association with teachers, principals, and pupils. A beginning teacher with a bachelor's degree at present receives an initial salary of \$2640 per year, which is increased by \$200 if the teacher has a master's degree. Yearly increments are awarded for each year of experience. Teachers of equal qualifications and experience receive the same salary whether they teach in the high school or the elementary school. The salary schedule of the principals and supervisors is different from that of the teachers.

Another publication by the superintendent is the Albuquerque Public Schools Journal. It is valuable for promoting internal as well as external public relations. This journal contains a wealth of information about school activities but has a limited distribution. It is published quarterly and is distributed to schools throughout the state as well as to businessmen and parents who have asked to be placed on the mailing list. Any others may secure a copy at the office of the superintendent. Each year the policy has been to include a table showing the cost per pupil in average daily attendance during the school year for instruction, operation of school plant, maintenance of school plant, auxiliary services, administration, fixed charges, and debt services. It seems to the writer that this important information might well be distributed more widely. Although the above information is very worthwhile,

external relations, since many of the items adopted by members of the committee are acquired through association with teachers, principals, and pupils. A preliminary study of 1924-25 progress reports at present receives an initial survey of 1924-25 progress, which is increased by \$200 if the teacher has a master's degree. Yearly increases are awarded for each year of experience. Teachers of equal qualifications and experience receive the same salary whether they teach in the high school or in elementary school. The salary schedule of the principals and supervisors is different from that of the teachers. Teacher salaries are fixed by the state board of education. The Alabama Public Schools Journal. It is a valuable for providing information as well as a record of public schools. Journal contains a variety of information about school activities but has a limited circulation. It is published quarterly and is distributed to schools throughout the state as well as to business and parents who have asked to be placed on the mailing list. Any parents may receive a copy at the office of the superintendent. Each year the policy has been to include a table showing the cost per pupil in various daily attendance during the school year for instruction, operation of school plant, maintenance of school plant, auxiliary services, transportation, food charges, and other services. It seems to me that this important information might well be distributed more widely. Although the above information is very worthwhile,

it would seem that an expenditure classification for individual schools would be worthy of consideration. People are interested in comparing their neighborhood school with others in the system. Other information in the Journal includes athletic and vocational news; reports from supervisors, principals, and teachers; and other school items that are considered of general interest. The publication was first introduced in November, 1945. The need for this publication did not suddenly arise nor was it instituted because of any crisis that existed at the time, but with the passing years the need became more apparent for the public to have a better understanding of school problems and accomplishments.

IV. SOME SPECIAL MEDIA

Student handbooks. Student handbooks are given without charge to pupils at the Albuquerque High School. The handbook contains general information, information concerning requirements for graduation, extra-curricular activities, and a description of courses. These afford opportunities for students and parents to become better acquainted with the school's program and leave no doubt as to what is expected and offered to students attending the high school.

Displays and exhibits. Displays and exhibits have been used extensively in the Albuquerque schools. These include classroom, art, and handicraft exhibits. The value of such

it would seem that an expenditure classification for individual schools would be worthy of consideration. People are interested in comparing their neighborhood school with others in the area. Other information in the Journal includes statistics on vocational news; reports from supervisors, principals, and teachers; and other school items that are considered of general interest. The publication was first introduced in November, 1947. The need for this publication did not suddenly arise nor was it instituted because of any crisis that existed at the time, but with the passing years the need became more apparent for the public to have a better understanding of school problems and accomplishments.

IV. SOME SPECIAL MEDIA

Student Handbooks. Student handbooks are given to new charges to pupils at the Alhambra High School. The handbooks contain general information, information concerning regulations for graduation, extra-curricular activities, and a description of courses. These afford opportunities for students and parents to become better acquainted with the school's program and leave no doubt as to what is expected and offered to students attending the high school.

Displays and exhibits. Displays and exhibits have been used extensively in the Alhambra High School. These include classroom, art, and handicraft exhibits. The value of such

media is that pupil and community interest may be stimulated. The pupil can point with pride to an end table, for instance, and feel a sense of accomplishment. At the same time, school patrons are impressed with the finished product, and more favorable attitudes are created toward the schools. A display of arts and crafts work at a city park at the close of the summer recreation program in 1948 brought favorable comments from both residents and tourists. Other exhibits are made at PTA meetings, at the state fair, and on "play day" at the end of the school year.

Cooperation and affiliation with civic clubs. From time to time speakers from the schools are asked by civic clubs to discuss educational problems and achievements. Usually the civic clubs will ask for a certain person, but sometimes they leave the selection to the discretion of the superintendent. School personnel are urged to join civic organizations and attend all meetings. The opportunity to defend the schools or inform the club membership may arise when the ordinary business of the clubs leads to discussion of school issues. Civic organizations have often given direct aid to the schools. During the 1947-48 school year the American Legion gave the schools a new audiometer for use in detecting cases of impaired hearing. The American Legion also established funds to help the needy children of former servicemen, paid for tonsilectomies, eye glasses, oculists' examinations, and for a minor operation.

The Kiwanis Club paid for twenty-seven tonsil and adenoid operations, nineteen pairs of glasses, one eye operation, one radium treatment for an eye condition, and gave \$20 for vitamins. The parent-teacher organizations and the Elks Club were also helpful in aiding school projects. Such evidence indicates that mutual benefits are derived from the interaction of school personnel with civic and service organizations.

Health services. The public schools employ three nurses, a doctor, and a dentist to maintain pupils' health. Physical checkups are given to pupils at least once a year and the nurses make weekly visits to give checkups as needed. Vision and hearing tests are also administered to the children. The schools do not furnish eye glasses or hearing aids. The need for such aids is brought to the attention of the parents and all expense must be borne by them or by philanthropic groups. The assistance given directly to needy pupils by service and charitable organizations has been possible through cooperation with those groups.

Report cards. The present report cards used in Albuquerque were devised by a committee of teachers working in cooperation with parents groups. The results of their endeavors were presented to the superintendent's assistant, who in turn called a meeting of all interested persons to explain the card to them and to receive their suggestions.

The Elwyn Club held for twenty-seven months and several operations, fifteen pairs of glasses, one eye operation, one radium treatment for an eye condition, and gave \$20 for other aims. The parent-teacher organizations and the Elwyn Club were also helpful in aiding school projects. Such evidence indicates that mutual benefits are derived from the interaction of school personnel with civic and service organizations.

Health Services. The public schools employ three nurses, a doctor, and a dentist in maintaining pupils' health. Physical checkups are given to pupils at least once a year and the nurses make weekly visits to give checkups as needed. Vision and hearing tests are also administered to the children. The schools do not furnish eye glasses or hearing aids. The need for such aids is brought to the attention of the parents and all expense must be borne by them or by charitable groups. The assistance given directly to needy pupils by various and charitable organizations has been possible through cooperation with these groups.

Parent Groups. The parent report cards used in Alhambra were devised by a committee of teachers working in cooperation with parent groups. The results of their endeavors were presented to the superintendent's assistant, who in turn called a meeting of all interested persons to explain the card to them and to receive their suggestions.

The proposed card was then presented to the teachers for a final check before adoption.

The recreation program. Mr. Charles Renfro³ supplied the following information about the recreation program. The recreation program sponsored by the city schools has been instrumental in informing many people about the schools' activities and at the same time has provided recreation facilities for thousands of people. Recreation is provided for all age groups, beginning with first graders and terminating with adults. The largest phase of the recreation program is conducted during the summer months in order better to bridge the gap between the closing and opening of school and at the same time keep the pupils occupied with worthwhile activities. At the time of this writing there are 625 adults participating weekly in softball leagues and square dancing. Four hundred boys between the ages of twelve and sixteen participate weekly in softball and hardball leagues. In addition to the leagues there are twenty playgrounds in operation each day, of which twelve are full time. All playgrounds are directed by a trained recreation leader. Six hundred and four pupils participate on the playgrounds daily. Activities include arts and crafts, games, folk dancing, camping, movies, story telling, swimming,

³ Personal interview with Mr. Charles Renfro, City Schools Recreation Director, on July 8, 1949.

and play days. In addition to actual participants, hundreds of spectators come in contact with the program. Special supervisors visit each playground weekly to give instruction in arts and crafts, rhythms and dancing, drama, and to show movies. All playgrounds are on school property and the schools furnish all equipment for participants.

Releases to the newspapers concerning the recreation program are given by the recreation director. Consultation with the superintendent occurs only on matters where major policy is concerned. The directors of the softball and hardball leagues report directly to the newspapers and supply information concerning standings and schedules in the leagues, in addition to game results.

A radio program sponsored by the recreation department is broadcast each Saturday morning and the Albuquerque Junior League presents a drama skit twice weekly. These programs seem to receive favorable reception, but no public opinion poll has been conducted to determine actually the public reaction. Nevertheless, the school recreation department plans to continue the programs.

The recreation program is more extensive during the summer but continues throughout the year. The methods used to inform the people of this phase of school activities are direct and indirect contact with people, bulletins, newspaper releases, and radio programs.

School paper. The high school, three junior high schools, and the following elementary schools publish a school paper: Bandelier, University Heights, North Fourth, La Mesa, MacArthur, Stronghurst, and Lew Wallace. The high school paper is printed and the remainder are either mimeographed or hectographed. No attempt was made to evaluate the type of information printed in the school papers. However, they may well serve as an excellent outlet for information concerning the schools.

Drama productions. All of the schools participate in drama productions, although the programs for the junior high schools and the high school are the most elaborate. The productions are produced almost entirely for benefit of school patrons, thereby creating attitudes toward the school. They represent a great amount of work on the part of students and directors but, next to athletics, are the most important extra-curricular activity as far as school interpretation is concerned.

Radio programs. Radio programs are being broadcast more extensively than in the past by the schools. The high school has a radio production class that presents a weekly program over the local radio station. In some instances the programs are transcribed in the classrooms by means of a wire recorder and then broadcast. The previously-mentioned program sponsored by the recreation department is the first regular scheduled

school system. The first school, under the name of the school, and the following elementary schools within a school system, including, University Heights, Brown, in 1902, Madison, Strongsville, and the others. The high school is printed and the remainder are either distributed or printed. No attempt was made to evaluate the type of instruction given in the school system, however, they may still serve as an excellent model for other schools. The school system.

From 1910 to 1915, all of the schools participated in the program, although the program for the first six years and the high school and the other schools. The program is printed almost entirely for the benefit of the school system, thereby creating excellent records for the school. They represent a great amount of work on the part of students and teachers, and are of excellent, and the most important element in the school system. The school system is concerned.

Radio program. Radio programs are being broadcast more extensively than in the past by the schools. The high school has a radio program which presents a weekly program over the local radio station. In some instances the programs are transmitted in the classroom by means of a wire system and then broadcast. The program is the first program established by the recreation department in the first year.

broadcast by that department. The parent-teacher associations and the Albuquerque Junior League have cooperated in presenting weekly public service programs. Special groups such as the band, glee clubs, and orchestra have appeared on radio programs and television shows.

Pamphlets, bulletins, and circulars. The distribution of pamphlets, bulletins, and circulars has been limited. The occasional use of such media is illustrated by the pamphlets describing the summer recreation program. These pamphlets are distributed through the school pupils.

Parent-teacher associations. The parent-teacher associations in Albuquerque are organized primarily to promote understanding and cooperation between parents and the schools. Both parents and principals are instrumental in organizing parent-teacher associations. Major objectives of the PTA are: to promote the welfare of children and youth in home, school, church, and community; to raise the standards of home life; to secure adequate laws for the care and protection of children and youth; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Mrs. E. D. Kipp⁴ supplied the following information about the PTA's in Albuquerque. There are twelve working parent-teacher associations in the elementary and junior high schools of the city. These groups are affiliated with the state and national organization. The methods of securing members are left to each school. The usual procedure is to send an invitation and membership blank home with the school pupils. The parents are also usually informed of meetings by notices carried by pupils.

Following are a few of the ways in which PTA's cooperated with the schools in 1948-49 in promoting the educational program: (1) sponsored the summer health roundup in which pre-school children were registered and given free medical and dental examinations; (2) helped to buy milk for underprivileged children; (3) helped furnish leadership for the recreation program; (4) bought equipment such as radios and motion picture projectors for the schools; and (5) cooperated with the Albuquerque Junior League in presenting a series of radio programs designed to inform people about school activities.

Adult education. The adult education program is conducted in the evenings at the Albuquerque High School. Enrollment is free and three terms of six weeks each are held each

⁴ Telephone conversation with Mrs. E. D. Kipp, President of Bernalillo County PTA Council, July 11, 1949.

winter. The terms are short, because the administration feels that night school enrollments tend to decrease rapidly if the terms are longer. The purposes of the night school are: to assist education-seeking veterans by providing academic courses in order to qualify them for high school degrees and college entrance; to prepare job-seeking veterans with adequate vocational and commercial training; and to provide adult educational services to Albuquerqueans desiring additional academic and vocational training. Classes include history, English, physics, chemistry, algebra, plain and solid geometry, typing, shorthand, bookkeeping, Spanish, and arts and crafts. Expansion of the above program to include instruction in activities such as cooking and sewing are being considered in the future planning of the adult program.

Home visitation. Home visitation is left to the discretion of individual principals and teachers. One teacher visited every home represented in her room in a month's time. The other extreme is represented by teachers who make no home visits. If an interest is shown in pupils and parents by visiting them, cooperation is more likely to follow. It seems to the writer that more stress might well be placed on this activity. The schools employ a visiting teacher who gives instruction to children physically unable to attend classes. It is possible for pupils to receive temporary training or a complete high school education at home.

All of the media described in the preceding pages namely, bulletins, civic organizations, student newspapers, recreation program, dramatic productions, student handbook, newspaper, radio, PTA's, adult education, health services, and home visitation are used in Albuquerque in promoting and strengthening public relations. The writer believes there is a need for someone in a responsible position to make an evaluative study of the effectiveness of these media. Such a study, by the very nature of the content, can be conducted more effectively by school personnel who are directly concerned with interpreting the schools.

All of the media described in the preceding pages, namely, bulletin, city organizations, student newspapers, recreation program, dramatic productions, student unions, newspaper, radio, P.T.A., adult education, health services, and home visitation are used in Minneapolis in promoting and strengthening public relations. The writer believes there is a need for someone in a responsible position to make an evaluative study of the effectiveness of these media. Such a study, by the very nature of the subject, can be conducted more effectively by school personnel and not by outside consultants with interpreting the schools.

CHAPTER IV

ATTITUDES OF THE PEOPLE TOWARD THEIR SCHOOLS

The data in this chapter represent a limited attempt of the writer to measure attitudes of the people toward their schools. The results of 134 questionnaires and interviews from citizens in four different sections of Albuquerque are represented. Selection was made only on the basis of economic and environmental conditions; that is, the areas represented reflect the various economic levels prevalent in Albuquerque. Data were secured from the Heights area, the area north and south on Broadway, North Fourth Street, and across the Rio Grande River.

Ten per cent of the people who responded did not have children in school or have any pre-school age children. There was a definite lack of interest in the Albuquerque schools shown by people who did not have children in school and who did not have pre-school age children. Personal interviews were obtained for fifty-six cases and seventy-eight of the responses were from questionnaires. The seventy-eight cases in the original random sampling by questionnaire were compared with the fifty-six personal interview cases in order to determine whether the data could be considered sufficiently representative of the population. After both samplings had been

tabulated, the final results were compared with the results of the first questionnaire sample. There was a 6 per cent variation on two questions, but on all of the other questions the percentage did not vary more than 5 per cent. With no greater differences manifest between the two samplings, the writer considered the combined samplings as representative.

Most of the questionnaires returned were distributed at random in the previously-mentioned areas. Twenty-nine of those returned were distributed by parent-teacher associations, although the total number of questionnaires returned by parent-teacher association members was sixty. Even when samples were taken at random, there were forty-one replies from members of parent-teacher associations. This would seem to indicate that many of the parents in Albuquerque belong to PTA's. The original seventy-eight questionnaires were distributed in three different groups over a period of three weeks. The results of each group were tabulated and no group deviated extensively from the results of the other groups, thus further indicating that a true sample of the population of Albuquerque was represented by the questionnaires.

As presented in Table I, the newspaper is by far the citizen's most frequent source of information about the schools. This source was mentioned eighty-seven times, while the item ranking lowest, lectures, was mentioned only once. Parent-teacher associations were mentioned thirty-six times, in each

TABLE I
SOURCES OF INFORMATION CONCERNING THE SCHOOLS
LISTED BY 134 ALBUQUERQUE CITIZENS

Rank	Source	Number of times mentioned
1	Newspaper	87
2	School children	43
3	Parent-teacher association	36
4	Neighbors and friends	35
5	Teachers	33
6	Radio	19
7	Principals	12
8	Magazines	9
9	School visits	4
10	Circulars	4
11	School club	3
12	Social gatherings	3
13	County superintendent	2
14	Direct contact with schools	2
15	Lectures	1

TABLE I

SOURCES OF INFORMATION CONCERNING THE SCHOOL
LISTED BY 134 AMERICAN CITIZENS

Rank	How to	Number of times
1	Direct contact with school	1
2	County superintendent	1
3	School authorities	1
4	School clubs	1
5	Discussions	1
6	School visits	1
7	Magazines	1
8	Exhibitions	1
9	Radio	1
10	Teachers	1
11	Parents and friends	1
12	Parent-teacher association	1
13	School officers	1
14	Newsletters	1

case by a person who belonged to a PTA organization. This would indicate that the PTA's assist members with school information but do not necessarily make an effort to inform non-member parents. An effort is probably made to get these people to join PTA's, where they could get more information about the schools.

Figure 6 shows that 76 per cent of the people think that the schools should keep them better informed. This indicates either that the methods used by the schools are inadequate or that the people do not make enough effort to obtain information about the schools. Only 13 per cent said that the schools need not keep them more informed, and 11 per cent had no opinion.

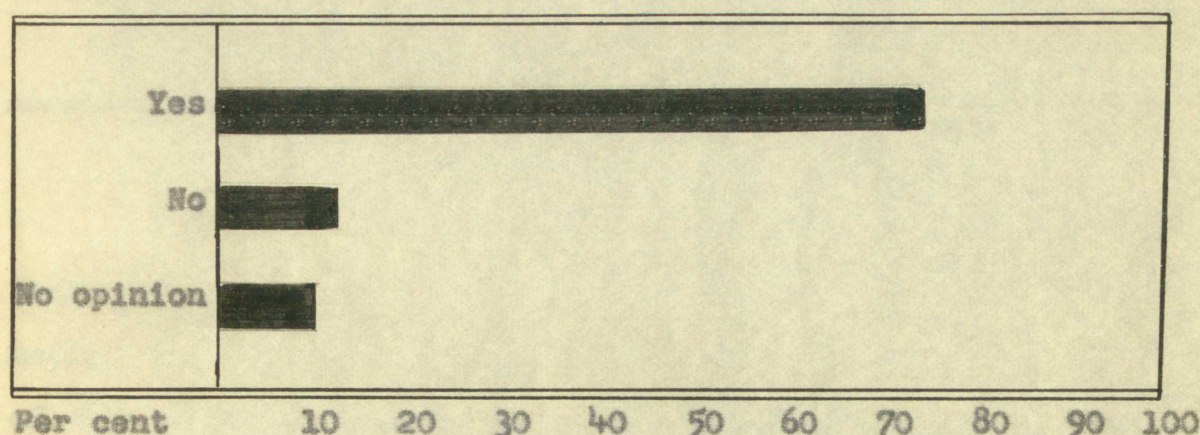


FIGURE 6

OPINIONS OF CITIZENS CONCERNING WHETHER THE SCHOOLS
SHOULD KEEP THEM MORE INFORMED

case by a person who belongs to a PTE organization. This would indicate that the PTE's assist members with school information but do not necessarily make an effort to inform non-members. An effort is possibly made to get this people to join PTE's, where they could get more information about the schools.

Figure 5 shows that 70 per cent of the people with that the schools should keep their names informed. This indicates either that the schools used by the schools are inadequate or that the people do not make enough effort to obtain information about the schools. Only 15 per cent said that the schools need not keep their names informed, and 15 per cent had no opinion.

EVERYONE TO GO

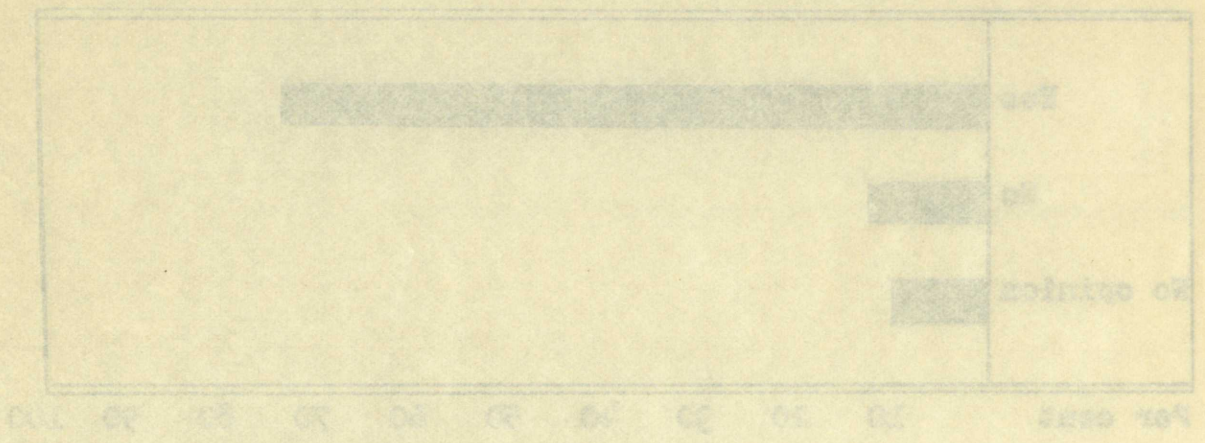


FIGURE 5
 OPINIONS ON SCHOOLS KEEPING THEIR NAMES INFORMED

If the people thought that the schools should keep them better informed, they were asked to indicate the methods they would suggest for acquiring additional information. The results appear in Table II.

TABLE II
MEDIA THROUGH WHICH THE SCHOOLS SHOULD KEEP
PEOPLE INFORMED

Media	Number of times mentioned
Newspaper reports	66
Parent-teacher associations	27
Radio programs	22
Circulars	14
Public meetings	12
Reports from each school	10
Visiting days and open houses	9
Mail data to parents	8
Literature sent home by child	7
Social clubs	2
Public Relations Bureau	1
School paper	1

The newspaper appears to be the greatest factor for informing the public about their schools. Some of the other media, however, assume important positions. The high ranking of the PTA may be attributed to the large number of members answering the questionnaire. The PTA, however, could attempt to inform both members and non-members through their organization.

If the people thought that the schools should keep them better informed, they were asked to indicate the methods they would suggest for supplying additional information. The results appear in Table II.

TABLE II

METHODS THROUGH WHICH THE SCHOOLS SHOULD KEEP PEOPLE INFORMED

Number of classes mentioned	Media
1	School paper
2	Public relations Bureau
3	Social clubs
4	Literature sent home by child
5	Mail sale to parents
6	Visiting days with open houses
7	Reports from each school
8	Public meetings
9	Discussions
10	Radio programs
11	Parent-teacher association
12	Newspaper reports

The newspaper appears to be the greatest factor in informing the public about their schools. Some of the other media, however, assume important positions. The high ranking of the PTA may be attributed to the large number of members answering the questionnaire. The PTA, however, could attempt to inform both parents and non-parents through their organiza-

It would seem that radio programs, circulars, public meetings, and reports from each school are sources that may well assume more prominence, as indicated by their ranking on the list of media which the people feel should be used as sources of information. The radio is being used more and more by the public schools and some people indicated that round table and panel discussions on the radio would be very favorably received. The present programs are helpful, but it was felt that additional programs are needed.

The school paper as an informative medium ranked last. It is possible that this is indicative of the unreliability of sending literature home by the pupils. On the other hand, it is possible that the school papers contained little informative material and were merely gossip sheets.

Mailing of data to the parents of pupils is felt to be ineffective and obviously has no value as a medium to childless parents. Expenses incurred in mailing data may also be a hindrance to use of the medium.

When those responding to the questionnaires were asked to list three things they wanted to know about their schools, some made no response, some listed one or two items, and others supplied the three items. The reason three items were requested was that the more responses received, the more likely a pattern would develop, since this question would preclude many varied replies. Items mentioned only once were excluded from Table III.

It would seem that radio programs, especially, while meetings, and reports from such schools and sources that may well assume more prominence, as indicated by their number on the list of radio which the people feel should be used as sources of information. The radio is being used more and more by the public schools and some people indicated that round table and panel discussions on the radio would be very favorably received. The present program was helpful, but it was felt that additional programs are needed.

The school paper as an informative medium would seem to be possible that this is indicative of the desirability of sending literature home by the pupils. On the other hand, it is possible that the school papers should be little information material and more purely news items.

Mailing of lists to the parents of pupils is fairly common and obviously has no value as a medium for information. Experiences indicated in mailing data may also be a hindrance to use of the medium.

When those responding to the questionnaire were asked to list three things they wanted to know about their schools, some made no response, some listed one or two items, and others supplied the three items. The reason three items were requested was that the more responses received, the more likely a system would develop, since this question would provide more varied replies. Items mentioned only once were excluded from Table III.

TABLE III

ITEMS PEOPLE WANTED TO KNOW ABOUT THEIR SCHOOLS

Items people wanted to know	Number of times mentioned
Adequacy of buildings and equipment	27
Teacher qualifications	24
Curriculum construction	23
Where the tax money goes	15
Ratings of schools compared with other states	12
Sanitary conditions	9
How discipline is handled	8
Democracy and not communism taught	8
Teaching methods and why used	8
Problems school has that people can help with	6
How teachers compare with those of other states	6
Adequate recreation, recreation equipment, and proper supervision	5
Information on grading system used	4
What activities children engage in	4
Adequate safety zones and proper supervision	3
Teacher load	3
Safety of buildings (adequate fire escapes and frequent fire drills)	3
Rules and regulations of schools	3
If enough attention is given to individual differences	3
Teacher pay	3
Qualifications of principals	2
Working conditions of teachers and pupils	2
Aims for year	2
How personnel is chosen	2
Student-teacher relationships	2
Progress of child compared to others	2

TABLE I

ITEMS PEOPLE WANT TO KNOW ABOUT THEIR SCHOOLS

Number of items
mentioned

Items people wanted to know

20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1

Adequacy of buildings and equipment
 Teacher qualifications
 Curriculum content
 Where the tax money goes
 Ratings of schools compared with other schools
 Safety conditions
 How discipline is handled
 Personnel and non-personnel ratings
 Teaching methods and why used
 Problems school and what people can help with
 How teachers compare with those of other schools
 Adequate transportation, recreational facilities, and
 proper supervision
 Information on grading system used
 What activities children engage in
 Adequate safety rules and proper supervision
 Teacher load
 Safety of buildings (especially fire escapes and
 frequent fire drills)
 Rules and regulations of schools
 If enough attention is given to individual
 differences
 Teacher pay
 Qualifications of principals
 Working conditions of teachers and pupils
 Allow for year
 How personnel is chosen
 Student-teacher relationships
 Progress of child compared to others

On some of the questionnaires where adequacy of buildings and equipment was mentioned, the people wanted to know what remedies were possible for overcrowded facilities. Under curriculum construction, some of the people wanted to know why a certain subject was or was not being taught. Most of the items people wanted to know about were of a general nature, such as adequacy of buildings and equipment, teacher qualifications, curriculum construction, spending of tax monies, and how the schools compared with those of other states. They were also more interested in the items that make up a good school rather than what their child does every hour of the day or why he was treated in a certain way. In other words, people felt that if the general controls are good, their children will receive the best education that can be expected.

The opinions presented in Figure 7 show that 68 per cent of the people were in favor of discussion meetings of school problems open to the public.

Some of those who answered "no" were of the opinion that nothing could be accomplished at such meetings because there would be too many people with too many different ideas. In the writer's opinion, regardless of what is accomplished at such meetings, many people are very satisfied to have had an opportunity to express their views. In addition, many helpful suggestions may be received by people who are formulating school policies and procedures.

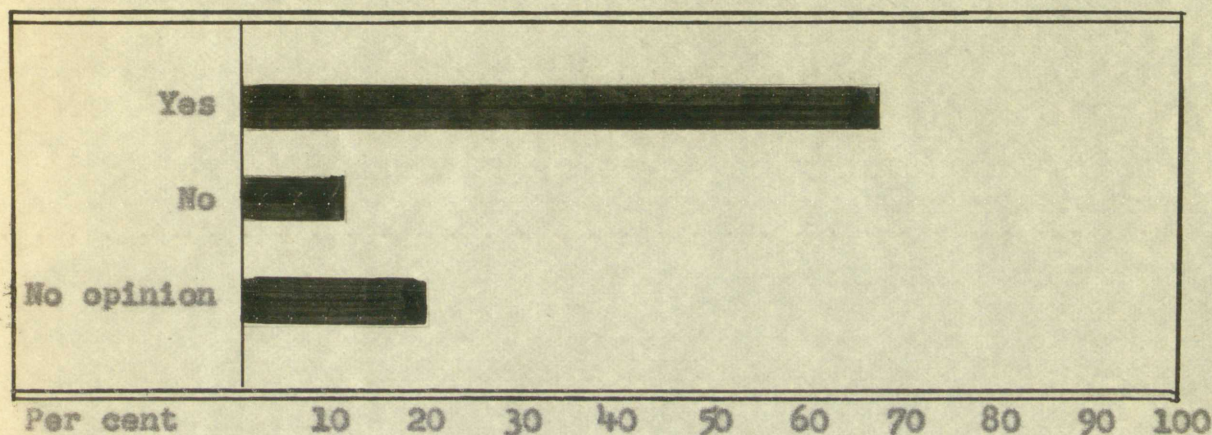


FIGURE 7

OPINIONS OF CITIZENS REGARDING THE VALUE OF MEETINGS
FOR OPEN DISCUSSION OF SCHOOL PROBLEMS
WITH THE PUBLIC

People were almost unanimous in favoring special newspaper columns about what the schools are doing and what they plan to do, as shown in Figure 8.

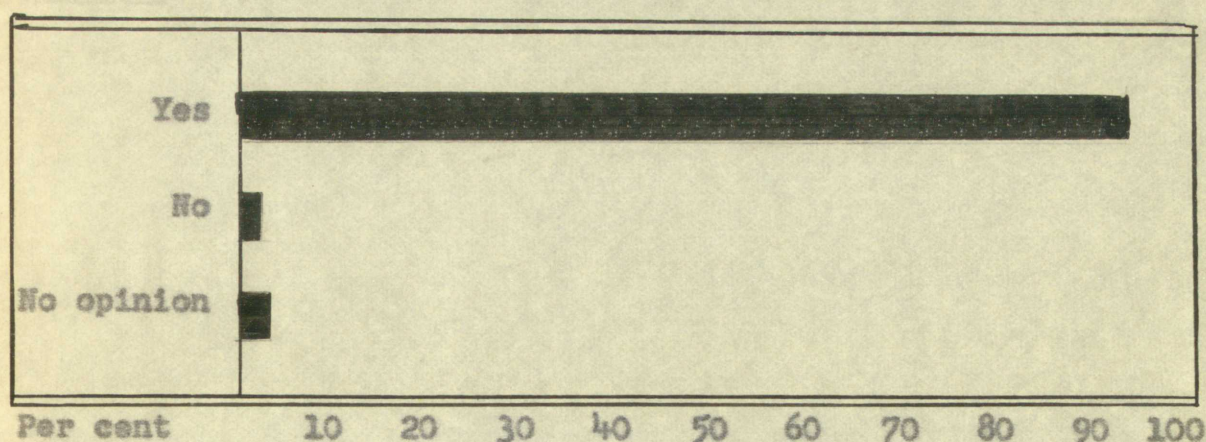


FIGURE 8

ATTITUDE OF PEOPLE CONCERNING SPECIAL NEWSPAPER
COLUMNS ABOUT SCHOOL ACTIVITIES

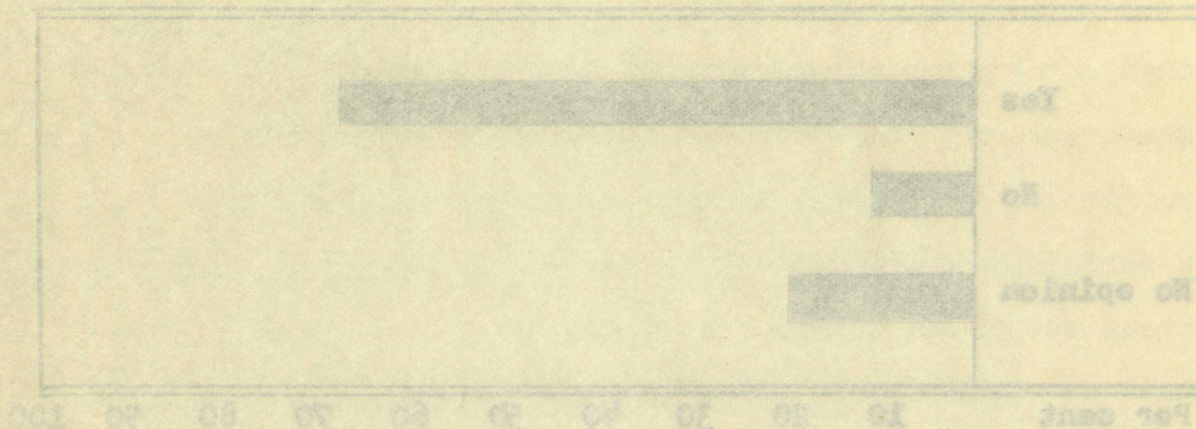


FIGURE 7

OPINIONS OF CITIZENS REGARDING THE VALUE OF EDUCATION
FOR OPEN HOUSES AT SCHOOL BUILDINGS
WITH THE HOUSES

People were almost unanimous in favoring special home-
paper columns about what the schools are doing and what they
plan to do, as shown in Figure 8.

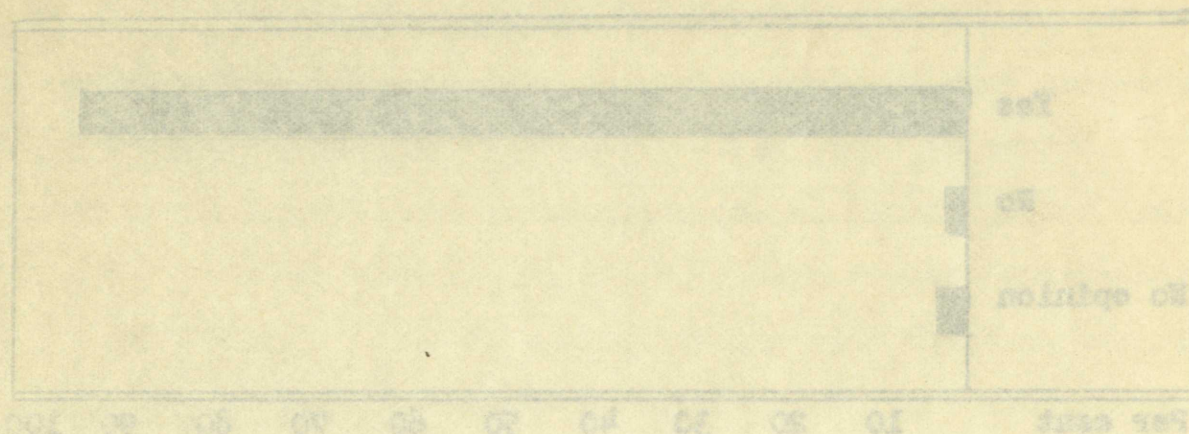


FIGURE 8

ATTITUDE OF PEOPLE CONCERNING SPECIAL NEWSPAPER
COLUMNS ABOUT SCHOOL ACTIVITIES

Many people emphasized that the columns be placed in the same place each day. Others felt that when this is done readers tend to become lax and do not read the news, whereas if the material is interspersed throughout the pages they read school news as something of current interest. A compromise might be worked out whereby a special column would concern routine news and for news important enough to be printed on the first or second pages such items could be extracted from the special column.

When the people were asked how often they would like newspaper reports concerning school activities, 46 per cent indicated monthly, 43 per cent weekly, and 11 per cent daily. It would seem that if this information were only published monthly, many people might miss reading a month's news. To a lesser degree, the same thing might occur for weekly publication. Opinion, however, was split between weekly and monthly reports, and perhaps it would have been well to have included a bi-weekly possibility.

Sixty per cent of the people polled favored a suggestion box where the public might drop suggestions and complaints, as shown in Figure 9. When compared with those not in favor, 23 per cent, this figure is rather convincing. It would seem that a few boxes placed in individual schools would be at least a worthwhile experiment. Seventeen per cent of the people had no opinion on the subject.

Many people emphasized that the column be placed in the same place each day. Others felt that this is done readers tend to become lax and do not read the news, whereas if the material is interspersed throughout the paper they read school news as something of current interest. A compromise might be worked out whereby a special column would contain routine news and for news important enough to be printed on the first or second pages such items could be extracted from the special column.

When the people were asked how often they would like newspaper reports concerning school activities, 40 per cent indicated monthly, 43 per cent weekly, and 17 per cent daily. It would seem that if this information were only published monthly, many people might not read it a month's news. To a lesser degree, we were told that some for weekly or bi-weekly. Opinion, however, was split between weekly and monthly reports, and perhaps it would have been well to have indicated a bi-weekly possibility.

Thirty per cent of the people called favored a suggestion box where the public might drop suggestions and complaints, as shown in Figure 9. When compared with those who did not favor, 53 per cent, this figure is rather controversial. It would seem that a few boxes placed in individual schools would be at least a worthwhile experiment. Seventeen per cent of the people had no opinion on the subject.

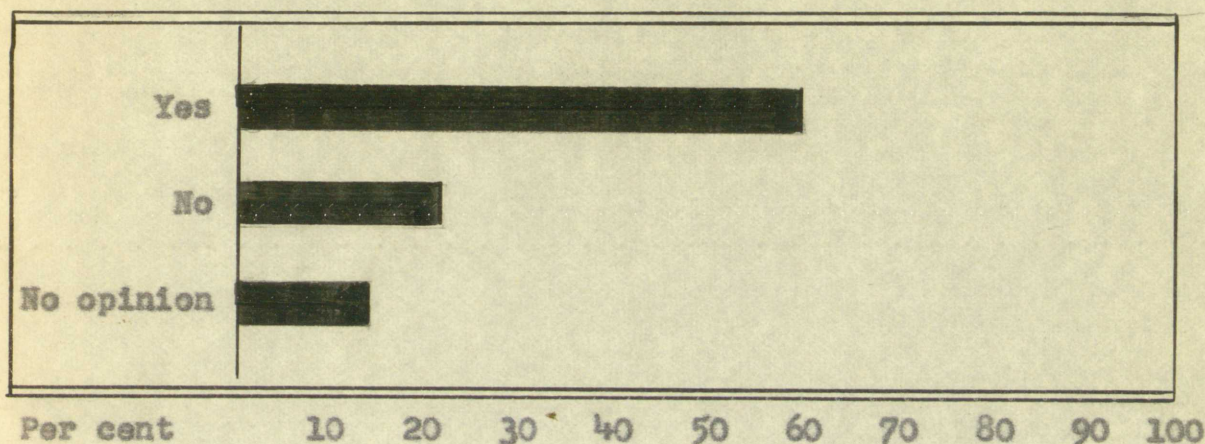


FIGURE 9

DESIRES OF PEOPLE CONCERNING A SUGGESTION BOX WHERE
THE PUBLIC MIGHT DROP SUGGESTIONS AND COMPLAINTS

As shown in Figure 10, the people are greatly in favor of special visiting times. At present the schools invite people to visit at any time, but in addition special visiting days are sponsored because people hesitate to visit unless

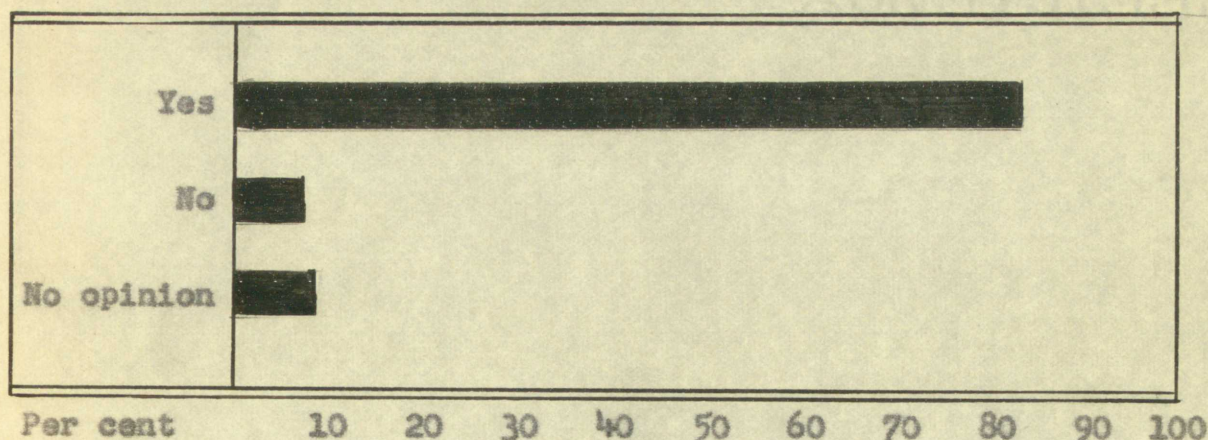


FIGURE 10

OPINIONS REGARDING SPECIAL VISITING TIMES WHEN
PARENTS MIGHT VISIT SCHOOLS

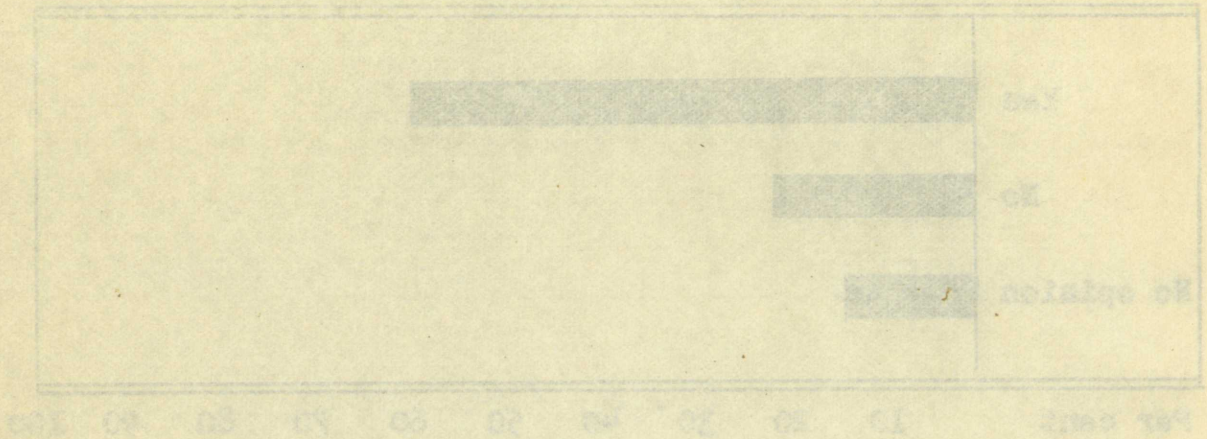


FIGURE 9

REASONS FOR PEOPLE'S CONCERN ABOUT THE PUBLIC'S RIGHT TO KNOW ABOUT THE NUCLEAR POWER INDUSTRY

As shown in Figure 9, the people are most concerned about the safety of nuclear power, followed by the cost of nuclear power, and the health effects of nuclear power. The public is also concerned about the safety of nuclear power, followed by the cost of nuclear power, and the health effects of nuclear power.

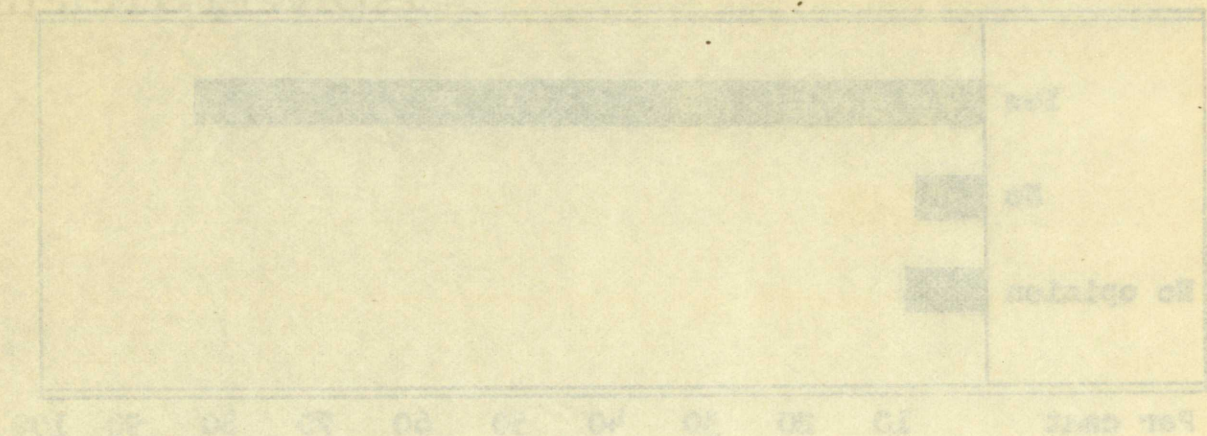


FIGURE 10

REASONS FOR PEOPLE'S CONCERN ABOUT THE PUBLIC'S RIGHT TO KNOW ABOUT THE NUCLEAR POWER INDUSTRY

specifically invited. Reasons given by those favoring visiting at any time centered around the thought that since the schools are public property the people have a right to visit when they please. The people in favor of weekly and monthly visits thought that the school program would be interrupted too frequently if people were allowed to visit at any time. Such people were not in favor of a "dress rehearsal" so to speak, but felt that one day set aside each week or month would be adequate. Further analysis showed that 30 per cent of the people thought they should be allowed to visit monthly, 10 per cent weekly, and 3 per cent daily.

Figure 11 shows opinions of people regarding the advancement of teachers since parents attended school.

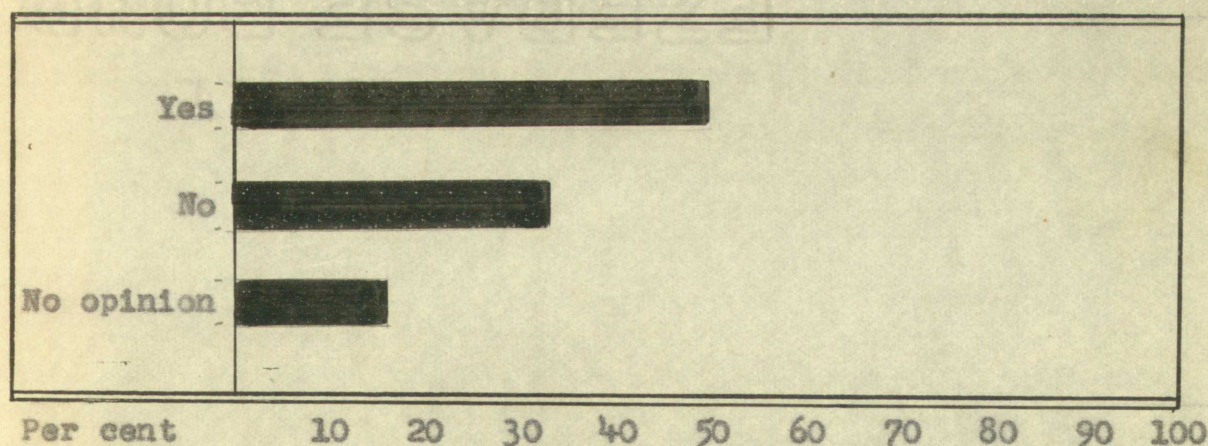


FIGURE 11

OPINION OF PEOPLE AS TO WHETHER TEACHERS ARE BETTER
TODAY THAN WHEN THE PARENTS WENT TO SCHOOL

occasionally invited. Reasons given by those favoring this

law at any time occurred around the time that the

schools are public property the people have a right to visit

when they please. The people in favor of weekly and monthly

visits thought that the school system would be improved

too frequently if people were allowed to visit at any time.

Such people were not in favor of a "free school" so to speak,

but felt that one day each week or month would be

sufficient. Further analysis showed that 30 per cent of the

people thought that should be allowed to visit monthly, 15 per

cent weekly, and 5 per cent daily.

Figure 11 shows opinions of people regarding the number

of children who should be allowed to attend school.

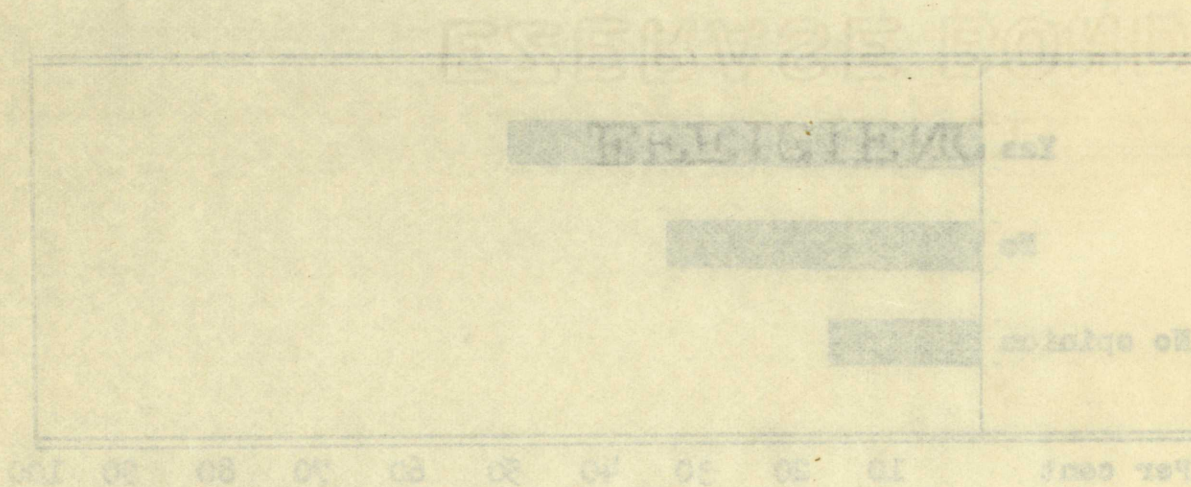


FIGURE 11

OPINION OF PEOPLE AS TO NUMBER OF CHILDREN WHO SHOULD
BE ALLOWED TO ATTEND SCHOOL

Although higher qualifications are demanded of teachers today than previously, there is no conclusive evidence from the opinions presented to show that people think teachers are better today than when parents went to school. However, 50 per cent of the people were of the opinion that teachers are better today.

The reasons why people think teachers are better today are found in Table IV.

TABLE IV

REASONS LISTED BY PEOPLE AS TO WHY TEACHERS ARE
BETTER TODAY THAN WHEN THEY WENT TO SCHOOL

Reasons	Number of times mentioned
Higher qualifications	20
Better facilities and working conditions	7
Better methods	5
More normal human beings	3
Better versed in child psychology	3
More professional	3
More public interest	2
Departmental (specialized) training	2
Higher pay	2
Teachers change as times change	2
More personal freedom	1
Lighter teaching load	1

Some reasons mentioned but not listed in the table were that tenure is more secure, there is more freedom of thought,

Although higher quality schools are somewhat of a luxury today than previously, there is no doubt that the schools are the opinion of the people. The schools are better today than when people went to school. However, 50 per cent of the people want the schools that have been and better today.

The reasons why people like schools are better today are listed in Table IV.

TABLE IV

REASONS FOR THE FACT THAT THE SCHOOLS ARE BETTER TODAY

Higher quality schools	More professional
Better facilities and working conditions	More public interest
Better methods	Governmental (abolished) training
More normal human beings	Higher pay
Better trained in their own way	Teachers changed as times change
	More personal freedom
	Lighter teaching load

Some reasons mentioned but not listed in the table were that there is more science, there is more freedom of thought,

and teachers are older. Higher qualifications, which includes education and experience, was listed more frequently than any other reason. Better teaching methods ranked third, but this might or might not be the result of having higher qualifications.

It is difficult to determine from Figure 12 whether there was much interest shown in the most recent school bond election.

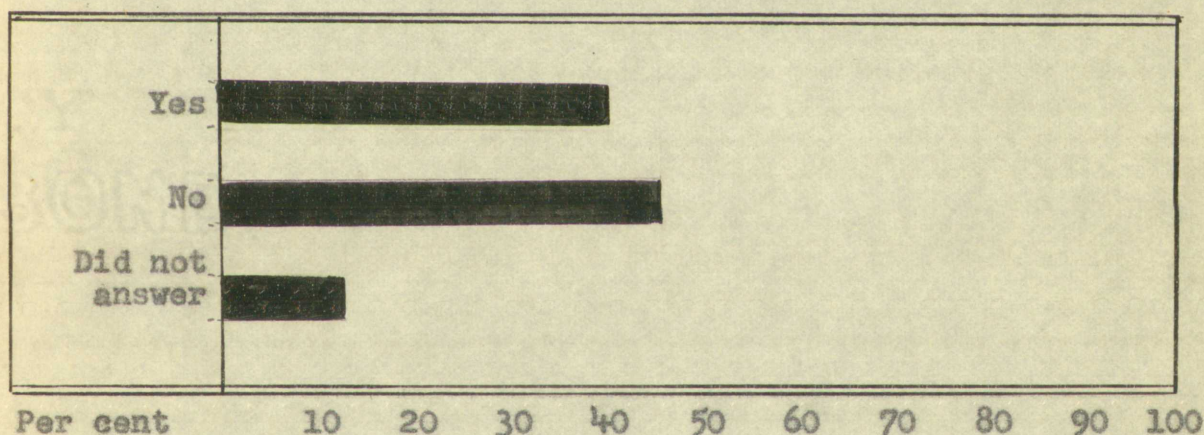


FIGURE 12

REPLIES AS TO WHETHER OR NOT PEOPLE VOTED IN THE
LAST SCHOOL BOND ELECTION

Of the 62 persons who did not vote out of the 134 cases in the sampling, 64 per cent were not eligible. Non-eligible citizens included those not registered, new residents, and non-property owners. Of the remaining 36 per cent, 9 per cent did not know of the election, 17 per cent were not interested, 7 per cent were working, and 3 per cent were ill. Seventeen per cent does not seem to be too high a figure for non-interested

persons in terms of normal expectancy, but it still leaves room for improvement, as is also true for the 9 per cent who did not know of the election.

Not enough money is being spent for education in Albuquerque, according to the attitudes of the majority of the people represented in Figure 13. Fifty-two per cent of the people thought that not enough money was being spent, while 33 per cent had no opinion and 15 per cent thought the amount was about right. It is interesting to note that no one thought that too much money was being spent by the schools of Albuquerque.

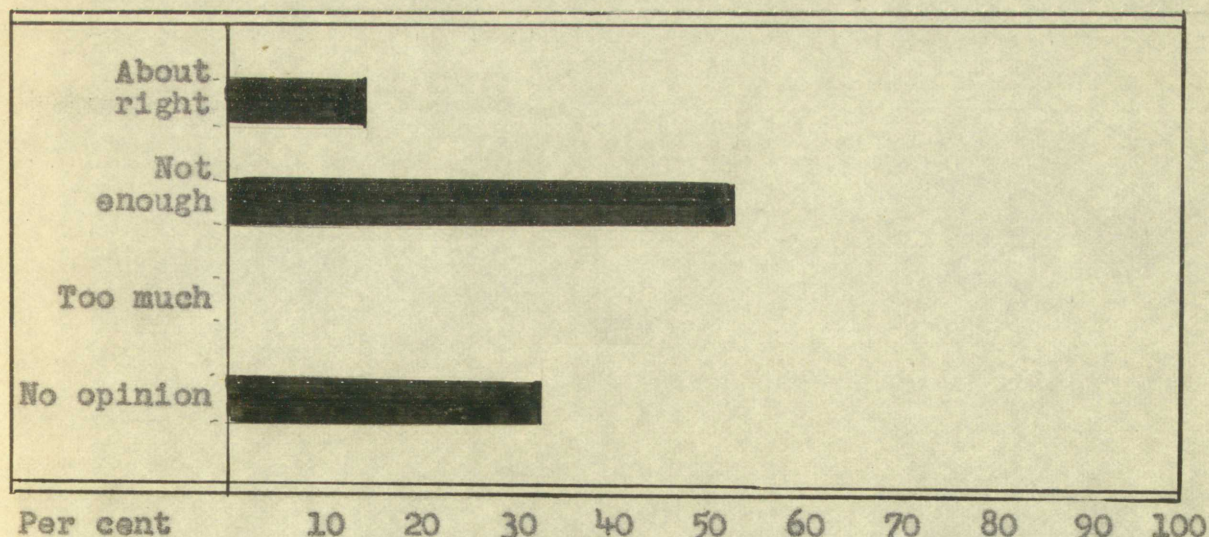


FIGURE 13

ATTITUDES OF THE PEOPLE TOWARD THE AMOUNT OF MONEY SPENT
FOR EDUCATION IN ALBUQUERQUE

persons in terms of normal expectancy but it still leaves
 room for improvement, as is also true for the 3 per cent who
 did not know of the election.

Not enough money is being spent for education in
 Alameda, according to the attitudes of the majority of the
 people represented in Figure 13. Fifty-two per cent of the
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 Alameda.

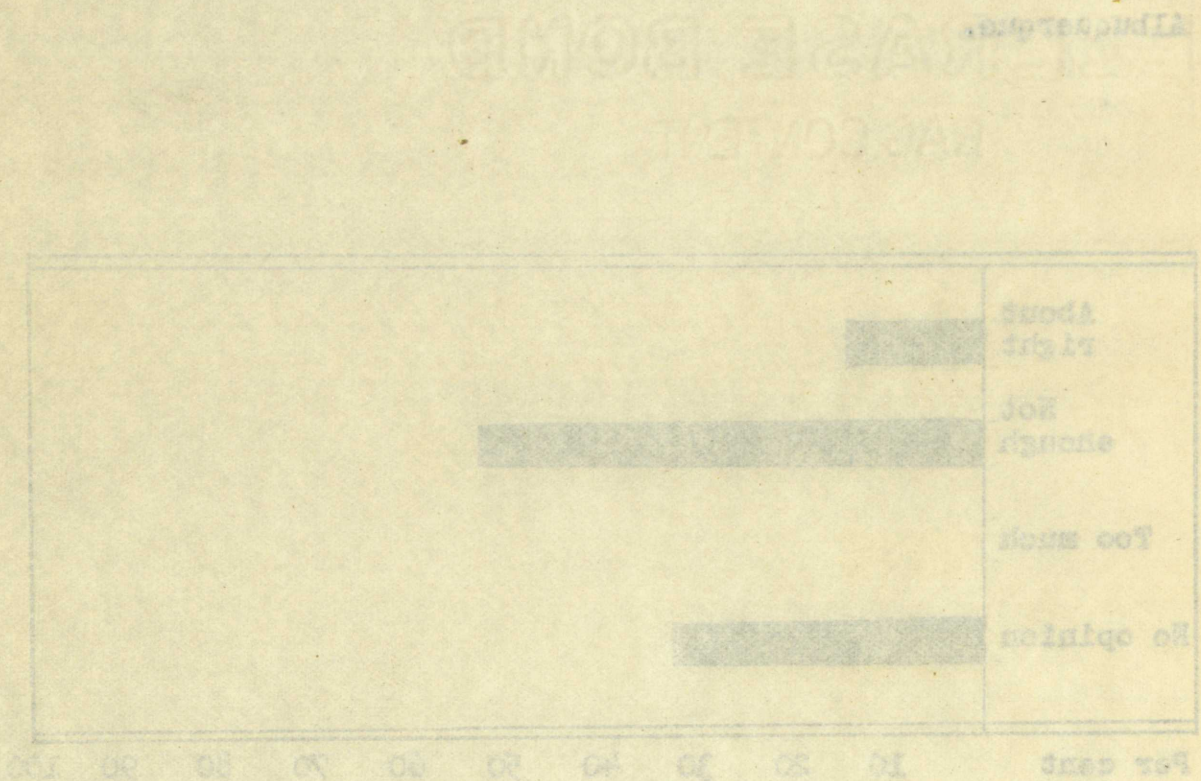


FIGURE 13
 ATTITUDES OF THE PEOPLE TOWARD THE AMOUNT OF MONEY SPENT
 FOR EDUCATION IN ALAMEDA

Of the sixty-nine people who said that not enough money was being spent, 76 per cent indicated that they would be willing to support a better educational program by paying higher taxes, 15 per cent were unwilling, and 9 per cent had no opinion. Many people qualified their answers by saying that they would be willing to pay higher taxes if the money were spent in the "right manner."

Figure 14 shows certain attitudes manifested by the people regarding parent-teacher associations. When asked about the accomplishments of parent-teacher associations in Albuquerque, 59 per cent thought they brought about noticeable accomplishments, 14 per cent said no, and 27 per cent had no opinion.

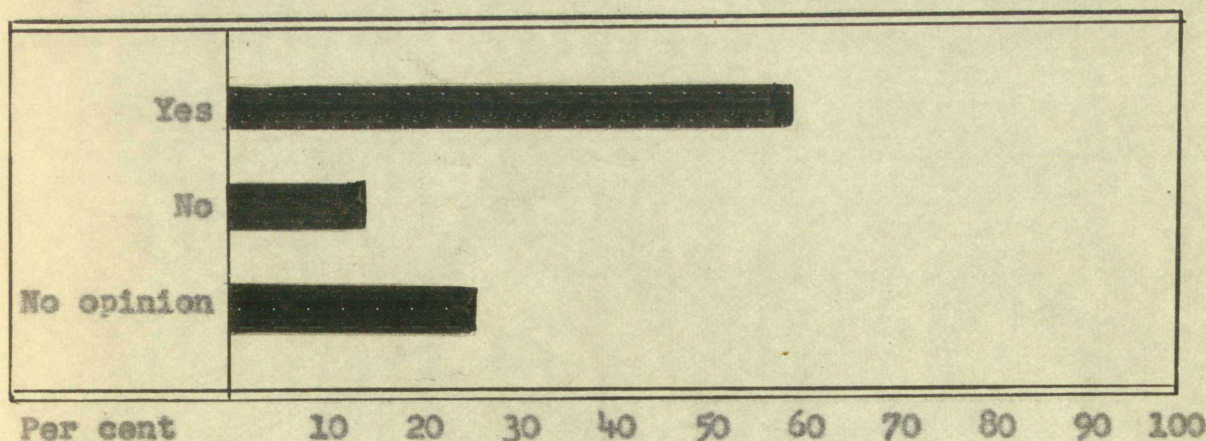


FIGURE 14

ATTITUDE OF PEOPLE REGARDING WHETHER OR NOT PARENT-TEACHER ASSOCIATIONS BRING ABOUT ANY NOTICEABLE ACCOMPLISHMENTS

Of the black-white people who said that they were willing to support a better educational system for black children, 75 per cent indicated that they would be willing to pay more for it, 25 per cent indicated that they would not. Many people qualified their answers by saying that they would be willing to pay higher taxes if the money were spent for "right answers."

Figure 15 shows further attitudes manifested by the people regarding present-day educational system. When asked about the responsibility of the present-day educational system, 75 per cent indicated that they believed it was responsible for the present-day educational system, 25 per cent indicated that they did not believe it was responsible. In the same survey, 75 per cent indicated that they believed that the present-day educational system was responsible for the present-day educational system, 25 per cent indicated that they did not believe it was responsible.

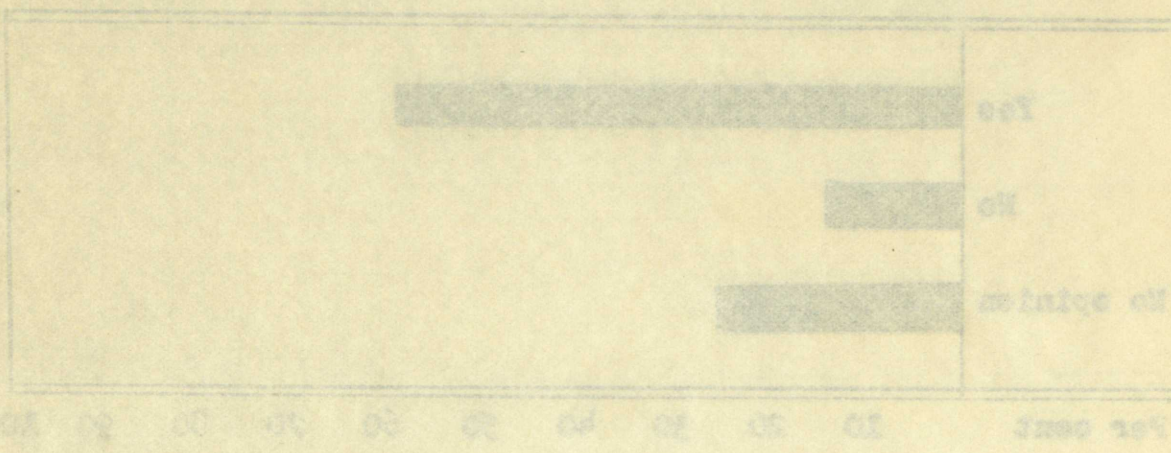


FIGURE 15
ATTITUDE OF PEOPLE REGARDING THE PRESENT-DAY EDUCATIONAL SYSTEM

Some of the reasons given for those indicating "no" were that competent leadership was missing, the associations too often took the form of sewing clubs and avoided positive action on important issues, that really important questions were not discussed, and that there was a lack of real interest by members.

In the final area of general attitudes measured, 59 per cent of the people, as shown in Figure 15, were aware of the public school programs broadcast over local radio stations. Twenty-five per cent were unaware of such programs, and 16 per cent were uncertain as to whether or not they had listened to these programs.

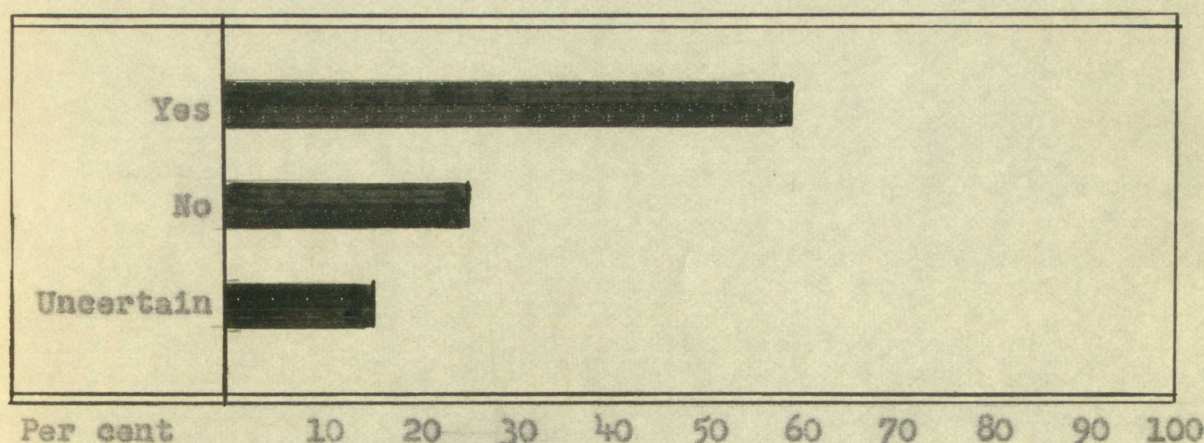


FIGURE 15

REPLIES FROM CITIZENS AS TO THEIR AWARENESS OF PUBLIC SCHOOL
RADIO PROGRAMS BROADCAST OVER LOCAL RADIO STATIONS

None of the reasons given for those indicating they were that membership leadership was missing. The respondents too often took the form of seeing things and needed positive action on important issues, that really important questions were not discussed, and that there was a lack of real interest by members.

In the final area of general criticism mentioned, 39 per cent of the people, as shown in Figure 12, were aware of the public school program broadcast over local radio stations. Twenty-five per cent were uncertain as to whether or not they had listened, and 36 per cent were uncertain as to whether or not they had listened to these programs.

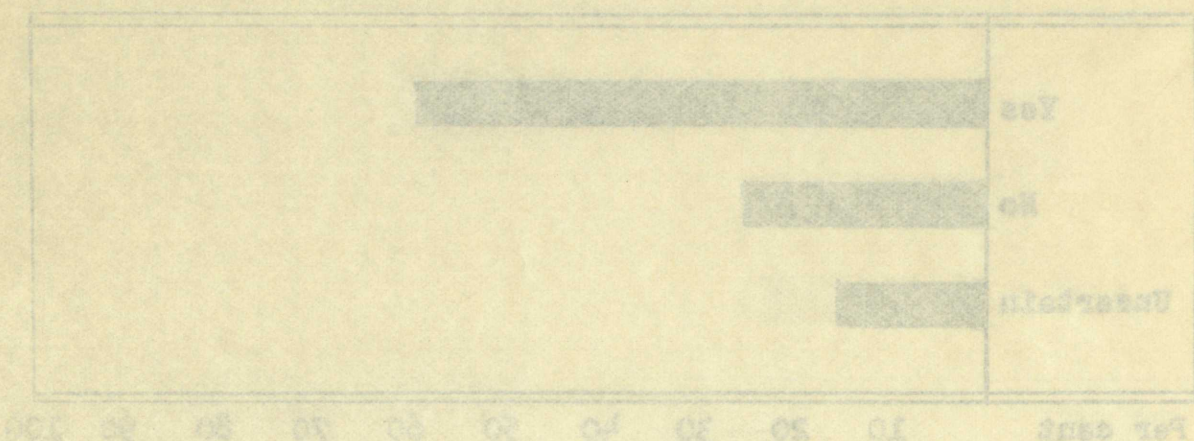


FIGURE 12

RESPONSES FROM CITIZENS AS TO THEIR AWARENESS OF RADIO PROGRAMS BROADCAST OVER LOCAL RADIO STATIONS

The reactions to these programs were almost unanimously favorable. Only six people indicated that the programs were boring or not worthwhile. Most people wanted more of them and thought that they were very worthwhile. This would seem to indicate that more radio time could be used to advantage by the public schools.

The first of these is the fact that the

government has been very successful in

bringing about a general improvement in

the standard of living of the people

and that the country is now a more

prosperous and more united nation

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

From the previous study, the following conclusions are in order:

(1) If the opinions expressed by those who contributed to this study are typical, the people of Albuquerque are inadequately informed concerning their schools, as the majority of those interviewed thought the schools should keep them better informed. The media suggested by these people for disseminating information about the schools have been receiving too little emphasis.

(2) The money spent for educational purposes in Albuquerque is inadequate to give the people the educational standards they desire, if the results of this study reflect representative opinions. Additional taxation for school purposes would receive a favorable vote from the people if they were given assurance that the funds would be wisely allocated.

(3) Educational viewpoints printed in the local newspapers are assimilated by more people than are those for any other public-relations medium used in Albuquerque. Cooperation between newspapermen and school administrators is a necessity if the views of the people responding to this study are

indicative of the general public.

(4) In the light of opinions expressed by the people contributing to this study, more information of a general rather than a specific nature is desired. More concern is expressed over factors concerning the control of Albuquerque's educational program than on resultant factors.

(5) It appears that the parent-teacher associations in Albuquerque are doing worthwhile work in cooperating with the schools. This trend is indicated by the number of PTA's organized and the programs carried on by these organizations.

II. RECOMMENDATIONS

(1) In order to further develop public-school relations in Albuquerque, a special coordinator should be appointed to the superintendent's staff to serve as public-relations director. This would relieve the superintendent of these duties and increase the possibility of cooperation with all groups since the responsibility would be definitely delegated to one person.

(2) Greater use of newspaper columns should be made at regular intervals to report routine news about the public schools of Albuquerque. News from all of the schools should be included and any items of importance to the whole system should appear on other pages as separate articles.

(3) More extensive use should be made of the following public-relations media: radio; bulletins, circulars, and

pamphlets; open discussion meetings; school visitation by parents, and reports from each school. Reports concerning school policy, development, and procedure from the principal of each school should be carried in the newspaper column recommended above or disseminated through the media just described.

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MEMORANDUM

Reference is made to the letter of the 10th inst. from the Bureau of the Federal Reserve Bank of New York, dated the 10th inst., regarding the proposed issue of United States Government bonds.

Brown, James M., Treasurer of the Federal Reserve Bank of New York, dated the 10th inst., regarding the proposed issue of United States Government bonds.

On the 10th inst. the Board of Directors of the Federal Reserve Bank of New York, New York, New York, met and considered the proposed issue of United States Government bonds.

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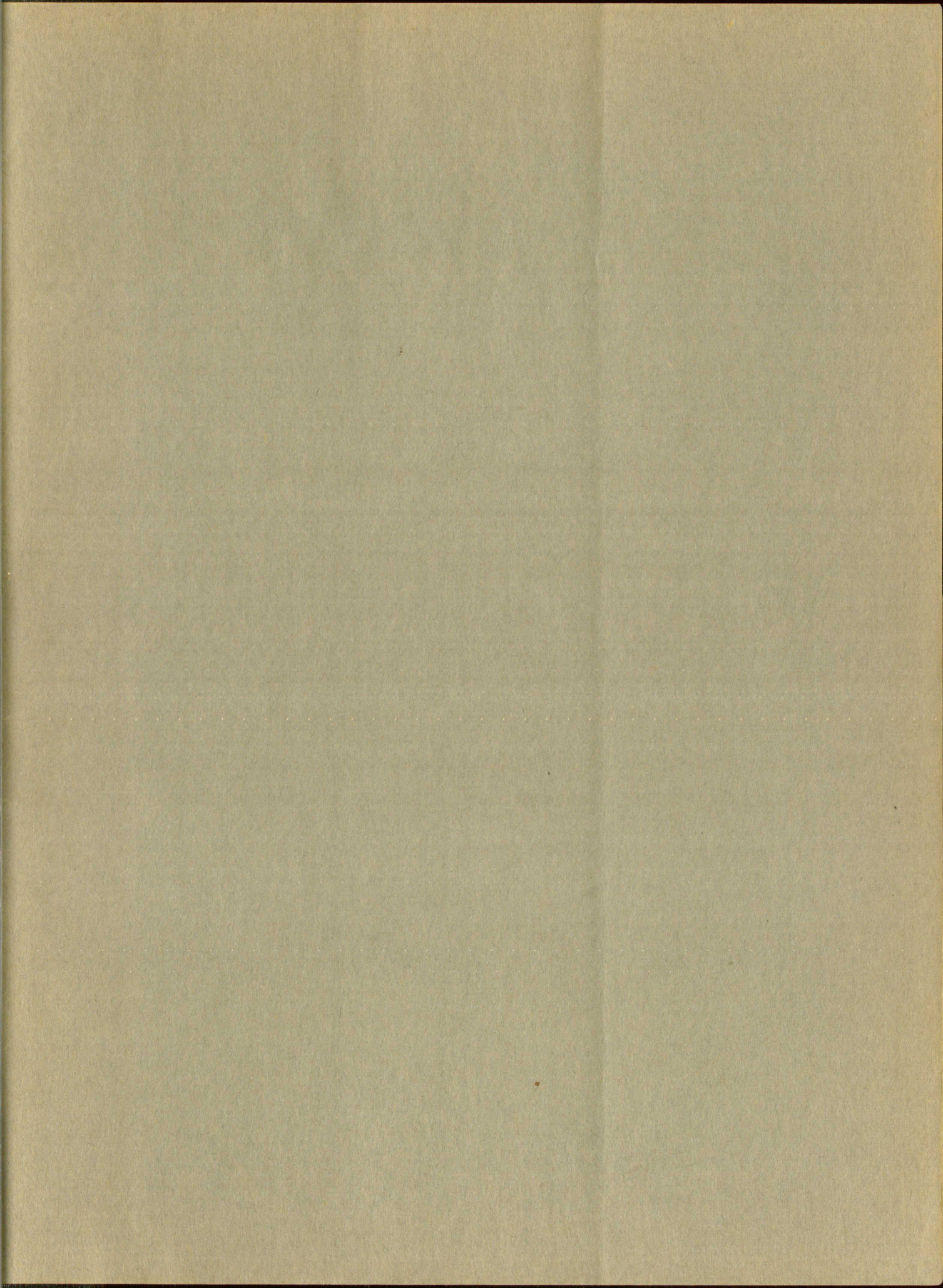
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