PUBLIC RELATIONS ACTIVITIES OF THE OGDEN, IOWA, PUBLIC SCHOOLS FOR THE YEAR 1960-61

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PUBLIC RELATIONS ACTIVITIES OF THE OGDEN, IOWA, 
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CHAPTER I

INTRODUCTION

The American public school exists for, belongs to, and is controlled by the people. The welfare and progress of the schools are measured largely by the information and understanding the public has for the school that serves them. School personnel have a twofold responsibility to insure the best welfare and progress of the school. One responsibility should be a comprehensive effort to find out as much as possible what the community expects of its school. The second responsibility of all school personnel is to try to inform the community of what the school is doing.

One tool that schools may use to perform their twofold responsibility is a functional school public relations program. While school public relations is comparatively new in the sense that the importance of the field was not formally recognized until a few years ago, evidence is available indicating excellent progress in systems where board members and professional personnel understand the nature and place of public relations in education and how public relations may contribute to the improvement of local schools.

A prominent educator, Dr. Leslie W. Kindred, listed the following eight objectives acceptable to most educators for a good public relations program:

1. Develop intelligent understanding of the school in all aspects of its operation.
2. Determine how the public feels about the school and what it wishes the school to accomplish.
3. Secure adequate financial support for a sound educational program.
4. Help citizens feel a more direct responsibility for the quality of education the school provides.
5. Earn the good will, respect, and confidence of the public in professional personnel and services of the institution.
6. Bring about public realization of the need for change and what must be done to facilitate essential progress.
7. Involve citizens in the work of the school and the solving of educational problems.
8. Promote a genuine spirit of co-operation between the school and community in sharing leadership for the improvement of community life.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to: (1) establish the basic school public relations activities by a review of the past and current school public relations literature, (2) determine the extent of the Ogden Community Schools' public relation activities for the school year of 1960-61, and (3) compare the Ogden Community Schools' public relations activities with those recommended and make any needed recommendations.

Ogden, Iowa, is located in an agricultural area in central Iowa and has a population of 1,800. The Ogden

Community School system consists of two buildings. The North School building which contains the junior high and high school and the Howe School which is the elementary school. The enrollment for the school year included 378 elementary students, 133 junior high students, and 215 high school students.

Importance of the study. An upsurge of public interest in the nation's schools is taking place throughout America. Seldom have so many people demonstrated keen and vital interest in the schools and seldom have the schools stood in greater need of public understanding and support.\(^1\)

Current needs and problems of the schools, although many of them are of long standing, were set in the spotlight of public observation by the conditions and circumstances associated with World War II, Korean Conflict, and the Cold War. The critical shortage of qualified teachers and the present serious lack of school housing facilities, at a time when a tidal wave of new enrollment has broken upon the schools, have had unusually wide publicity and have stimulated much timely concern.

Along with this awareness of urgent problems have come a new understanding and appreciation of what citizens can and

should do to solve them. Effective co-operation of educators and laymen in various communications had begun to point the way to progress. Teamwork has proved its value in financial planning, in curriculum development, and in many other areas of school management.¹

A school cannot avoid public relations. The community will acquaint itself with and express opinions about its school whether the school attempts to keep the people informed or not. Clearly, public relations is not a matter of choice. On the other hand, the school does have a choice between unplanned public relations and developing an organized public relations program designed to promote community understandings and support.²

In recent years a noticeable change has been taking place in the attitude of educators toward the relationships which should exist between the school and the community it serves. The past fifteen years have seen a spate of articles, books, and yearbooks on public and community relationships of the schools. There is an increasing demand by schoolmen for information on how to improve school-community relations, a fact reflected in the demand for courses, books, and other

¹American Association of School Administrators, op. cit., p. 1.

information about the truth.\textsuperscript{1} This new interest, if channeled constructively, may prove to be the most significant educational trend of this generation.

\textbf{Need of the study.} The Ogden Community Schools have recognized the need for continued support from all members of the community in order to maintain a successful educational program. The lack of any existing Ogden Community Schools' public relations report had created a need for this study. While the general feeling of the community was usually known, it was thought that an actual study of the schools' public relations program would provide a firmer foundation for a more comprehensive evaluation of the schools' public relations program.

\textbf{Limitations of the study.} One of the major limitations of the study was that only parents of school children were surveyed in regard to the opinions of the community about the school. The school should also be very concerned with the people who do not have children in the school system, because many times these are the people who never receive enough information from them to understand what the school is doing.

A second limitation was that only a selected part of the students were surveyed. Those surveyed were the eleventh

and twelfth grade class members in the school year of 1960-61.

Sources of data. Information for this study was obtained from various sources including the following: information from the Board of Education of the Ogden Community Schools; information from the Superintendent of the Ogden Community Schools and records from his office; information from the faculty of the Ogden Community Schools; information from the parents and students of the Ogden Community Schools; and readings on school public relations from Drake University Library.

II. METHODS OF PROCEDURE

A review of the appropriate literature was made to collect information in regard to the public relations responsibilities of the Ogden administration, staff, students, and parents.

Questionnaires were sent to six groups to ascertain how they viewed the role they played in the Ogden Schools' public relations program. The questionnaires were issued to: (1) the Ogden School administrators which included the superintendent, high school and junior high school principal, and the elementary school principal, (2) the five members of the board of education, (3) the twenty-nine members of the Ogden instructional staff, (4) the ten members of the Ogden non-instructional staff, (5) the 102 eleventh and twelfth grade
students who were in school on January 23, 1961, and (6) the parents who had children either in the twelfth, eighth, or third grade.

The questionnaires issued in this project were validated in the following manner: (1) the board of education's questionnaire was validated by two previous board members. The names and addresses of these two board members were obtained from the school records, (2) the administrator's questionnaire was validated by the superintendent of the Ogden Community Schools, (3) the instructional staff's questionnaire was validated by giving it to three former teachers, (4) the noninstructional staff's questionnaire was validated by issuing it to the head custodian, (5) the students' questionnaire was validated by giving it to the sophomore world history class, and (6) the community's questionnaire was validated by giving it to ten community members who were not included in the sampling.

The eleventh and twelfth grade students were selected to represent the student body because it was thought that these two classes of students would be the most familiar with the school policies and programs. There were 107 students in these two classes; however, five students were absent the day the questionnaire was given to the students. The questionnaire was issued and explained to the students during their economics and American history classes. These questionnaires were returned unsigned.
The school records were investigated to obtain the names and addresses of the parents. A grouping was then made of the parents on the basis of whether their children were in high school, junior high school, or elementary school. From each of these groups a random selection of thirty-four parents was made giving a total of 102 questionnaires sent to the parents. This was done so as to provide a sampling of opinion from all three levels of the school.

The questionnaires issued to the school administrators, instructional staff, noninstructional staff, and students were issued directly with an oral explanation. The questionnaires issued to the parents and board of education were sent through the mail with a return envelope and a letter explaining the purpose of the study. All the questionnaires issued in this study were to be returned unsigned since unsigned questionnaires tend to produce more accurate results.1

III. PREVIEW OF THE ORGANIZATION

The second chapter is a review of the current literature on school public relations and a description of duties and functions that would be contained in a school's public relations program.

The third chapter is a presentation of an analysis of the Ogden Schools' public relations program.

The fourth chapter contains any needed recommendations and a summary of what has been presented in the preceding chapters. In the fourth chapter there is also included a statement of conclusions based on the data obtained in the study.
CHAPTER II

REVIEW OF THE LITERATURE

In this day of scientific exploration the importance and need of education are being felt to a higher degree with each passing year. Whenever man has been faced with a difficult task, he has always sought to capture the formula by which it could be accomplished more easily and more certainly.\(^1\) School public relations will not answer or solve all the problems that the field of education faces or will face in the future. It is no magic key that unlocks all the doors. It is merely one process that will provide for better cooperation between the groups that must solve these problems, the school and the community.

I. OVERVIEW OF PUBLIC RELATIONS

The public relations point of view has been slow in developing and winning acceptance by boards of education and professional personnel. It was not considered seriously until the depression years of the 1930's when public clamor grew for a reduction in school expenditures.\(^2\) Educational leaders, seeking to stop the flow of sentiment for lower taxes and

\(^1\)American Association of School Administrators, *op. cit.*, p. 11.

\(^2\)Kindred, *op. cit.*, p. 18.
limited instructional offerings, wondered why the parents and farsighted taxpayers did not come to the defense and rescue of education. The leaders soon realized while seeking an answer to their question, that the boards of education and professional personnel have seldom taken the public into confidence or asked the people to share responsibility with them for the direction and improvement of their local systems.

Kindred said:

The lesson was made clear that public support depends upon intelligent understanding, confidence, and involvement in the affairs of the institution. Unfortunately, too many school boards and their professional staffs did not profit sufficiently from this lesson and they returned to their old ways after the crisis has passed. The result is apparent today.¹

In the minds of selfish men public relations were regarded as a method for making the public swallow any proposal or report and enjoy the experience at least for a time. In this sense "public relations" has almost been synonymous with "propaganda." A better public relations philosophy came from the American Association of School Administrators which stated:

Public relations is more than a narrow set of rules—it is a broad concept. It is the entire body of relationships that go to make up our impressions of an individual, an organization, or an idea. In building good public relations we must be aware of all the forces, drives, emotions, and conflicting and contradicting factors that are part of our social life and civilization. We must seek a harmony of understanding.²

¹Ibid.
²American Association of School Administrators, op. cit., p. 12.
Public relations should mean a genuine co-operation in planning and working for good schools with the public giving as well as receiving ideas. It is necessary here to differentiate between publicity and public relations. Publicity is a one-way street; public relations is a two-way street. Accordingly, public relations should not be confused with a one-way street of information giving, for there is no assurance that information alone leads to understanding. Solid understanding is best fostered by interactions of the school and its community.

II. REVIEW OF PUBLIC RELATIONS

RESPONSIBILITIES

Public relations cannot be delegated to one person, one school, or one group. To be sure there must be some central authority, but the over-all program must be the responsibility of administrators, school board members, teachers, students, nonteaching personnel, and all others who are alert to the potentialities for building favorable public attitudes in all aspects.

The American Association of School Administrators

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stated that the responsibility of public relations would fall on the shoulders of the school board, administration, staff, pupils, and community.\(^1\) Kindred listed the various groups which he believed fell under the classification of personal public relations. These groups were the staff, pupils, parents, and the community.\(^2\)

Most authorities in the field of school public relations express their belief in the importance of the roles that the administration, staff, pupils, and community play in a functional school public relations program.

**Administration Responsibilities**

The term administration denotes the executive officials of an institution and their policies. This definition of administration in regard to the school would imply a twofold function. One function would be that of establishing the policies and the other function would be concerned with carrying out the policies.

**School board duties.** What future generations will be, the schools will largely determine; what the schools are, the board of education will largely determine.\(^3\) In analyzing the

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\(^1\)American Association of School Administrators, *op. cit.*, p. 59.

\(^2\)Kindred, *op. cit.*, p. 89.

causes of good school public relations programs, it is advisable to start with the board of education. This body sets the climate of any program through the exercise of its authority. Under state law a local school board is given broad discretionary powers and the right to manage the school system. If the local school board is going to do a good job in school public relations, then it certainly must have some plan or method to follow. Reeder appeared to have seen this plan as a "two-way" street. One part of the plan was that of keeping the local school board well informed. The second part of the plan was using the board as a dispenser of information and good will.¹

Reeder noted that a great deal of the responsibility for keeping the school board informed would fall on the shoulders of the superintendent. This has proven to be a most difficult job for many reasons. In the first place the superintendent must face the fact that board members are laymen regarding educational matters. Moreover, the superintendent must realize that most if not all of the board members have their own vocations to pursue and their private businesses to conduct. This has usually meant that the amount of time the board members can spend on keeping informed about the school has been limited. Finally, keeping the board members informed has been difficult because of the constantly changing

¹Ibid., p. 25.
complexion of the membership.\footnote{Ibid., p. 22.}

Reeder suggested that there were certain steps that could be followed in trying to establish a well-informed local school board.

The first step that was suggested was that of reading. Reading is one of the greatest intellectualizing forces in the world today and through it board members have one of their greatest opportunities to become better acquainted with the purposes, needs, accomplishments, and procedures of the school. The superintendent would stimulate and direct the educational reading of the board members. Probably one of the best procedures for this would be the putting of the board members on the mailing list of some educational magazines. Some of these magazines might be \textit{American School Board Journal}, \textit{The Nation's Schools}, or \textit{The School Executive's Magazine}.

The second step stated by Reeder was that of furnishing each board member with a loose-leaf notebook in which is filed the more important information concerning the schools.

Step three was concerned with school visitation. Reeder viewed visitation as one of the best means by which board members, especially new members, may become acquainted with the schools.

Step four dealt with the value that board members could
secure from attending educational conventions, particularly conventions of school board members and school administrators.

Step five, and the final suggestion, dealt with the use of personal conferences. The superintendent should utilize personal conferences with individual board members to inform them the condition and needs of the school. This should be done on an equal basis for all board members.¹

The function of the local school board should not only be that of receiving information, but it should also be concerned with giving information. Many school boards have realized that the people of a community do expect the board of education to report from time to time on the progress of the schools. Many boards, however, do not communicate with the public at all beyond the publication of certain items required by law.² If the boards of education are going to do a better job of informing the public, they have to be more comprehensive in reporting. The American Association of School Administrators stated that reporting is more than just some newspaper coverage. This group seems to feel that if the public were really going to know what was going on in and out of the school, the school board would have to be concerned with the following:

¹Ibid., pp. 23-25.

²American Association of School Administrators, op. cit., p. 113.
1. They would have to recognize the public relations job.
2. They would have to be willing to accept the responsibility.
3. They would have to start the adoption of a public relations policy.
4. They would have to maintain good schools.
5. They would have to be very careful in the appointment of key personnel.
6. They would have to make a study of the community.
7. They would have to realize that the way school boards are conducted is quite important.
8. They would need to co-operate with a great many public and voluntary agencies.
9. They would need to recognize their responsibilities as individuals.¹

If a board of education recognizes its opportunities and responsibilities in public relations, is aware of its limitations in this field, and works hand in hand with a competent professional staff, its school and community relations will bear fruit.²

Administrators' duties. The person responsible for seeing that the public relations program is carried out is the school's chief executive officer. In the state as a whole this officer would be the chief state school officer. In the county it would be the county superintendent. In the local school system it would be the superintendent of schools. For an individual school it would be the principal.³

The American Association of School Administrators

¹Ibid., pp. 102-122. ²Ibid., p. 124. ³Ibid., p. 127.
stated that the superintendent's role in school public relations involves at least five areas of responsibility:
(1) providing leadership in public relations, (2) maintaining a working partnership between the school system and the community, (3) gearing school policy to good public relations principles, (4) organizing public relations assignments, and (5) evaluation.1

A successful superintendent must realize his position towards the school's public relation program as the school's chief executive officer. This point of view was expressed by Bernay when he stated that "leadership is the engineering of consent." It is getting people to follow you because they want to follow, not because you want them to follow.2 By virtue of his position the superintendent is the executive head of the program. To the public at large he is the symbol of all the schools, their problems, their philosophies, their activities, and their achievements. Harral pointed out that as a leader the superintendent shows the way and makes suggestions while he himself often remains in the background "building up" as many staff members as possible.3

If the entire purpose of school public relations is to improve the education of the youth of today, and since education

1Ibid., p. 124.  
2Bernay, op. cit., p. 19.  
3Harral, op. cit., p. 9.
is a function of society, then the entire society must be included in the program. Schoolmen of vision and board members of dedication have been attempting in recent years to realize in practice the democratic principle of public participation in policy making.¹

The superintendent must realize that the goal of a community relations program is not to secure satisfaction with the status quo of the school program; rather it is to develop intelligent support for efforts to bring about an ever-improving program, a program which is constantly striving to find better ways of educating children.²

Elbree said:

It is to be emphasized, therefore, that unless schools do contribute significantly to the betterment of community living, unless they serve to raise community goals, unless they lead in exemplifying democratic leadership, fellowship, and co-operative planning, unless the community considers its schools as agents of community improvement, then the schools fail their purpose in the American democracy. They are but empty showcases, going through the motions of a polite, ineffective process which is contributing little to the improvement and enrichment of life.³

Such a concept should present an exciting challenge to the superintendent who influences so greatly the educational program developed in his school.

¹Elbree and McNally, op. cit., p. 422.
²Ibid., p. 429.
³Ibid., p. 428.
The routine policies and practices of a school system can make or break the public relations program. The American Association of School Administrators believed that if their policies and practices harmonize with the principles of good human relations, they build public confidence in the schools. On the other hand if they violate these principles, they lessen public confidence and nullify the opportunity for a positive program of public relations. It is the duty of the superintendent, therefore, to see that the policies, practices, and routine operations of the school are such that they promote rather than retard the school's public relations program.

One principal source of poor public relations in many schools is failure of school personnel to present to the public a unity in the interpretation of school policies. Staff members have a responsibility to help to explain the school policies to the community without adding censorious remarks about the principal, superintendent, or board of education when they disagree.

No superintendent can be sure that all of the school policies are going to be carried to the public in their most favorable light, however, he can hope for the best and feel a measure of security for correct interpretation if he has

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1 American Association of School Administrators, op. cit., p. 138.
prepared his team, school personnel, curriculum, school plant, and administrative policy for public contact.\textsuperscript{1}

Two facts stand out in any analysis of the superintendent's responsibility for administering the public relations program. First, the superintendent has a job to do in public relations which he cannot delegate to any other person. Second, the superintendent cannot do the whole job himself.

There are some functions which the superintendent can perform better than any other individual. These he would not want to delegate. They would vary in different school systems and with different administrative personalities. General functions of the public relations program, other than those retained by the superintendent for his own activity, can be delegated to staff members according to their respective talents and interest. The American Association of School Administrators presented the following plan for public relations assignments in a small school system:

1. The superintendent and the faculty assume the responsibility for public relations on a cooperative basis.
2. News coverage is handled by the superintendent with assistance from one or more teachers. Regular news about the school is sent to the weekly newspaper which covers the school-community. Occasional news items are sent to a nearby radio station. At least

once a year a feature story on the school is prepared by teachers and pupils and sent to a nearby daily paper for publication.

3. Liaison with the community is maintained by utilizing the school as a center for community activities. Well-arranged exhibits of school work are on display in the building when it is used by community groups. School personnel associate themselves with varying community groups. Most of the contacts between parents and teachers are personal. Intervisitation, parent to school, teacher to home is encouraged.

4. As information about the school which is suitable for reporting becomes available to the superintendent, he organizes this information into pamphlets and sends it home to the parent by the pupil.

Staff Responsibilities

All employees of a school system who come into contact with the public interpret the policies and practices of the institution. If their relations within the system are friendly and co-operative, they would manifest interest in and enthusiasm for their work, speak well of colleagues, and discuss the school in positive terms. If they are unfriendly and unco-operative, they manifest little interest and enthusiasm for their work, speak disparagingly of colleagues, and discuss the school in negative terms.

Kindred said:

Good public relations demands the presence of a staff in the community which believes in the school system, work well together, and are positive in their approach to a discussion of educational policies, practices, and problems.

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1 American Association of School Administrators, op. cit., p. 143.

2 Kindred, op. cit., p. 88.

3 Ibid.
Instructional staff duties. The teacher is a natural communicator of the schools to the community. Even if the teacher is a poorly informed communicator, he still holds this role. In most instances the community is more aware of the teacher's role as unofficial representative of the schools than is the teacher.

The problems of the school-community relationships could be reduced and objectives more speedily reached if teachers could see their unavoidable roles as important and influential representatives of their school system and of education in general.¹

Harral stated:

First, teachers should get out of the classroom and meet people, not only as a teacher but as an individual. Second, teachers must stop being so apologetic about their profession. If they hold a high opinion of their work, others will think it is worthy. Third, teachers must understand that education is a co-operative endeavor and that public relations are strengthened when all individuals and groups concerned work as a team.²

Every teacher should recognize the value of tact, courtesy, and friendliness toward all with whom he comes in contact. He must remember that to all of those he meets, both in and out of the school, he is the school system.

Harral stated there were certain processes that could be followed in the development of the teacher as a functional public relations agent.


²Harral, op. cit., p. 37.
The first method that was suggested was that the teacher should be active in community life. In a city or town of any size the teacher should take part in the representative interests of the citizens.

The second method that was stated by Harral was concerned with the teacher as a reporting agent. It was brought out that often the teacher can warn the principal or superintendent of an impending crisis. Above all, the teacher must use discretion in talking about school matters to friends outside the system.

The third suggestion was concerned with the duties of the teacher. Teachers cannot do their best work if they are weighed down with clerical tasks. Some paper work is necessary, but the same amount of time could be spent more profitably in contact with students and parents.

The fourth suggestion that Harral stated was that teachers should become acquainted with as many parents as their limited time permits. The teachers should not feel that the visits are perfunctory duty calls but that they are a basis for friendly understanding and collaboration.

The fifth method that was recommended by Harral was that like any professional worker the teacher must keep growing. The teacher should be assertive in local groups who are working to improve school conditions. The teacher should spend some time in advanced study, travel, or work in some other field during the summer.
The sixth and final suggestion by Harral was that the teacher should believe his job is an important one and that he should expect others to think so as well. An effective teacher gives evidence that he has special skill and knowledge.¹

The teacher's role in public relations is not to be considered as an extra duty added to an already full-working day. It is good teaching at its highest level.

**Noninstructional staff duties.** Every staff member is a public relations agent. "Every staff member" not only means teachers and supervisors; it means clerks, custodians, bus drivers, secretaries, school doctors, nurses, cafeteria managers, and the host of administrative employees who are an integral part of school organizations.²

The American Association of School Administrators believed that too often in thinking about school personnel and the part they played in the public relations program, the superintendent tended to forget the highly important people who answered the telephone, greeted the visitors, and played host to the general public.³

The school secretary and the office personnel are key people in any school organization. If they are well informed,

¹Ibid., pp. 37-39.

²American Association of School Administrators, op. cit., p. 168.

³Ibid.
tactful, courteous, sympathetic, and efficient, they are assets of incalculable value to the school's total public relations program.\textsuperscript{1} The school secretary must be tactful, a good listener, and friendly to all. Ability to remember names and faces will strengthen the influence of the secretary.

Harral was of the opinion that, like other persons engaged in nonteaching duties, the secretary must remember she is the first and often the only person with whom parents and other visitors make contact. She should be well informed. Whatever the situation is, she must be tactful, understanding, patient, and courteous.\textsuperscript{2}

Because of the many contacts with teachers, students, parents, and the public, the custodian's actions and attitudes are far reaching. N. L. George, business manager of the Oklahoma City Public Schools, listed the following suggestions a custodian should keep in mind if he is going to be a positive school public relations agent:

1. He should know who his superior is.
2. He must be courteous, friendly, and helpful.
3. In his relations with the principal, he must respect and carry out rules and regulations.
4. In his relations with the teachers, he should be courteous, friendly, and obliging, and should try to help them in a cheerful and pleasant manner without grumbling or attempting to excuse himself from additional duties they may request.

\textsuperscript{1}Ibid., p. 169.
\textsuperscript{2}Harral, \textit{op. cit.}, p. 42.
5. In his relations with pupils, the custodian should be pleasant, friendly, and patient, but should also be able to correct them in a respectful manner.

6. He should use common sense and discretion in talking about school matters to his friends.  

The public relations contacts of the school nurse, cafeteria workers, and school bus drivers should not be forgotten. That these individuals play a vital role in weakening or strengthening the public relations programs of the schools is amply clear from the following facts:

1. In the usual situation school nurses work with several times as many pupils and parents per year as do the regular classroom teachers.

2. In New York City alone, school cafeteria workers serve over 16,000,000 lunches a year.

3. Countrywide over 5,000,000 children ride school busses every day of the school year.

Harral believed that the qualifications for bus drivers should include: (1) good personal habits, (2) reliability, (3) promptness, (4) competency, (5) physical fitness, (6) neatness, (7) first-aid knowledge, (8) a pleasant attitude, (9) a record of safe driving, and (10) the ability to maintain a high standard of student conduct.  

The staff members must not come to think of public relations as saying "yes" to every protesting parent and pressure group or of groveling for favors before anyone. In the long run schools have secured the best kind of public relations by

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3 Harral, *op. cit.*, pp. 43-45.
maintaining the highest professional standards, by dealing honestly, courteously, tactfully, fairly, sympathetically, and courageously with all.¹

Pupils' Responsibilities

An impressive number of people in every community form their judgments of a school system from the comments that are made about it by the pupils. Much may have been done in the name of public relations by the board of education and the entire staff, but what they have done may be neutralized if the primary level of relationships with pupils were unsatisfactory.

From the moment a child enters school he represents the most important force in the public evaluation of that school. As the student progresses from grade to grade, the reactions that he develops to his achievements, experiences, teachers, and classmates often create the basis of the interest and attitude that his parents and their friends display towards education in that particular school system as well as to education in general.

Each high school student has an opportunity to represent his school on many occasions. Whether it is with his peers or adults, at school or community affairs, at home or away, he is

¹American Association of School Administrators, op. cit., p. 171.
being evaluated as a product of a particular school system. Doyle Bortner effectively pointed out the students' influence in public relations:

Undoubtedly, the pupil is the most immediate, most constant, probably the most energetic, and certainly the most talkative link between school and community. This has staggering implications for school public relations when the single pupil is multiplied by the tens of millions enrolled in the nation's schools. It is a public relations position enjoyed by no other public or private enterprise. All these pupils are potential ambassadors of good or ill will.¹

If the student is to become an ambassador of good will, he would have had to have experienced good teaching. Teaching, whether good or bad, always leaves some effects on the pupil, that is a feeling of interest or boredom, a sense of achievement or defeat, a spirit of enthusiasm or frustration, or a liking or disliking of subject, school, and teacher. The schools as a whole and coeducation in general are frequently influenced by the pupil's pleasant or unpleasant experiences in a single classroom. It is noteworthy that those teaching procedures which have achieved the best results from the standpoint of learning are most likely to foster favorable pupil attitudes towards learning and ultimately have achieved the best for public relations.²

²Ibid.
To assist in obtaining meaningful experiences in the students' development, there are innumerable school activities, but undergirding all of the activities should be the student council. If an activity is to be fruitful, it should not be artificial in nature. It must be so developed that each student enjoys a learning experience as he participates in school affairs.\footnote{Ibid.} Harral expressed the view that pupils could be active agents for school public relations by:

1. Participating in assemblies, sports, music groups, publications, class organizations, and other activities.
2. Studying subjects and projects which show the relationship between the school and the community.
3. Participating in school-community programs with their parents.
4. Appearing on programs of civil, cultural, religious, and professional organizations of the community.
5. Participating in field trips, excursions, and other school sponsored visits to places of interest in the community and in the region.
6. Writing editorials, news stories, feature stories, cartoons, and photographs in the student newspaper and yearbook.
7. Acting as guides and members of the greeting committee, not only on special occasions but also in day-to-day contacts as well.
8. Designing posters, building exhibits, and making displays for use in stores and offices during the observance of American Education Week.\footnote{Harral, op. cit., p. 55.}

The principal and teachers should do everything possible in helping students to appreciate their school. By giving them a voice in programs, plans, and policies they will become ambassadors of good will. Participation, both in and out of school, in activities which offer a source of satisfaction to
the pupil, and which, simultaneously, help parents of the community to receive a broad interpretation of the nature of the school and strengthens the framework of an effective public relations program.

Community's Responsibilities

Historically the American public school is a product of generations of men and women who have believed that a democracy can survive only through education for all youth and who have given the funds and often actual labor, skill, and materials to make this goal a reality.

When communities were small, the link between them and their schools remains strong; but as the communities grew the lines of communication between the school and the community became less personal, more fragile, and often nonexistent. How to extend and strengthen these lines of communication has long been a concern of this country's educators.¹

This line of communications is not just a one-way street leading from the school to the community. To achieve good school-community relations it is imperative that both the school and the community recognize their individual responsibilities.

Co-operation between the community and schools is the
guiding philosophy today. Evidence is accumulating that edu-
cational leaders are on the right track. They are emphasizing
understanding and participation as they broaden their public
relations activities. It was the belief of Harral that it was
not enough that the people spoke and that their voices be
heard.\textsuperscript{1} It was even more important that the quality of the
voice improve, that deeper understanding of school problems
be matured among all of the people. Better schools exist in
communities where public esteem and understanding of what the
schools are trying to do have reached high levels.\textsuperscript{2}

\textit{Schools' duties.} Morhous believed that genuine concern
for education would imply an unprecedented opportunity to foster
real empathy between the schools and the community to activate a
partnership between educators and laymen so that each would know
the other more fully. This better understanding between the
community and school should create more public support for edu-
cation.\textsuperscript{3} Because of the importance of this the school should
make every effort to communicate with the community since this
is the most effective key to good relations.\textsuperscript{4}

\textsuperscript{1}Harral, \textit{op. cit.}, p. 61. \textsuperscript{2}Ibid.
\textsuperscript{3}Morhous, \textit{op. cit.}, p. 54.
\textsuperscript{4}N. B. Sigband, "Key to Effective Home School Relations," \textit{High School Journal}, XLII (February, 1959), 150.
The school authorities have various opinions on how good school-community relations may be built. Fyles listed the following suggestions that a school could do for building school-community relations:

1. Provide informational bulletins such as report cards, school policies, and examination dates.
2. Have school personnel participate in social and civil organizations.
3. Use parents as resource people when possible.
4. Have the school strive to make a good appearance when student groups participate in public.
5. Provide school plant for community's use.1

Morhous recommended certain procedures that he thought would best accomplish good community-school relations.

The first procedure that was recommended was the gaining of knowledge of the community. The physical setting is important; the customs, the age levels, the educational and occupational status, the population, and the industries that provide employment are all important in the understanding of the community.

The second recommendation made by Morhous was the use of community resources. Scientists from local industries, who are better qualified than any available teacher, can be of unlimited assistance in developing experimental projects in such areas as physics and chemistry. They would also be helpful in organizing field trips to many areas, thus making the community a living laboratory for learning experiences.

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1 W. G. Pyles, "What Are Some Ways to Develop Good School-Community Relations?" The Bulletin of the National Association of Secondary-School Principals, XXXIX (April, 1955), 278.
In addition to the people in the community who could act as educational consultants, every community contains citizens from all walks of life who are able and often anxious to take an active role in working on school problems. This would eliminate the reason to "sell" the need, for the lay people would know the need.

The third procedure recommended by Morhous was to introduce business to education. The local Chamber of Commerce is usually anxious to support efforts to improve the school. In many communities the Chamber of Commerce carries the ball in Education-Business Day activities when local business executives visit schools. The Chamber of Commerce also makes possible an exchange visit which gives teachers the opportunity of spending a day visiting local business and industry. On this Business-Education Day newspapers, industrial plants, insurance agencies, and law offices open wide their doors, conduct tours, proffer hospitality, and stimulate discussions. The teachers return to school with a fresh approach and a deeper understanding of the complexities and problems of the community.

The fourth recommendation of Morhous was concerned with involving teachers in community efforts. The community welcomes the support of the schools in fund raising and membership drives of the Red Cross, Community Chest, Young Men's Christian Association, Young Women's Christian Association, and other civil enterprises. For the teacher these contacts mean a
broadening of interests and a widening of his world. At the
same time the layman comes to recognize the teacher as a
fellow citizen who is sharing the problems of the community
and earnestly trying to help in their solutions.

The fifth procedure that Morhous was concerned with was
opening schools to community use. Morhous believed the policy
of permitting the use of school facilities by community groups
during and after school and vacation periods should not only
be tolerated but also encouraged. This has been a policy which
focuses attention on the schools as centers about which commu-
nity life flourishes. Shops and laboratories could be used
for apprenticeship training programs of local industries; the
auditorium for civil plays, concerts, and lectures; the class-
rooms for adult education classes. ¹

The school newspaper, the yearbook, the radio, and the
television are all media through which community support in
all of the areas which Morhous recommended could be maintained.
If public relations are considered as a state of mind rather
than a "gimmick," then the power of these instruments of
communication is limitless.

Well-informed parents can be effective agents in the
schools' public relations program. Parents play a vital role
because they spread information and opinions regarding per-
sonnel, curriculum, facilities, and other phases of school
life throughout the community.

¹Ibid., pp. 54-58.
A great deal of the criticism of the American schools is a result of poor communication between the school and the home. Information between the school and home could follow many channels; the student, written letters, newspapers, radio, television, telephone, neighbors, or face to face with the parent. Whatever channel is used, it must be kept open.

The community organization which could do the most for the betterment of communication between school and home should be the parent-teacher association. This association has been expanded in some communities to now include the students.

Too many of the parent-teacher associations have become nothing more than a school money raising organization. In spending so much time raising money many of the associations have lost contact with their real purpose, the working together of the parents and educators for the common good of the child.\(^1\)

**Community's duties.** In this period of time with over-loaded teachers, crowded buildings, and not enough recreational space for children, the parent should not expect to take a passive role in school-community relations. While the school should realize certain obligations to the parent, the parents should also realize that they have certain duties to perform if they want to achieve a good relationship between themselves and the school, and most important a better educational program for their children.

\(^1\)Kindred, *op. cit.*, p. 185.
While there are perhaps many things that the community could do, Melby felt there were certain general obligations for each parent.

The first duty of every parent, according to Melby, was the visiting of school. Parents should get out of the habit of visiting school only in times of trouble. Rather they should always feel free to call up the school for a conference with a teacher. This does not mean constantly running to the school, but it does mean taking the initiative about their child's progress.

Right along with the first duty discussed by Melby comes the asking of their children what they did in school that day. While this certainly could be overdone, a certain amount of it is good because it shows the child that his parents are interested in what he does at school other than just at report card time.

The third responsibility of the parent is to try to attend the local parent-teacher association meetings. This involves more than just attending, it also means taking an active part in trying to achieve the association's real purpose, the betterment of the children's education in the community.

In connection with the third parent's duty is the obligation of the parent to try to become better informed on the present conditions in American education. Reading an
article from a periodical or book just once a week will do much to make the parents a better informed group on education.

The fifth duty that Melby discussed was the parents' loyalty in reading the school paper or news section. Many times this section of the local paper seems childish and boring, but it does provide information about what the students are doing. It also gives the community a chance to read the thoughts and beliefs of the students.

In discussing the sixth duty of the parents Melby was of the opinion that parents should try to attend as many of the school functions as they can. This shows the school and students that the parents believe these activities to be useful. It also provides a chance for the parents to see the school in action.

The seventh and last suggestion that Melby made in regard to parents' duties was the volunteering of their help concerning certain school functions. The parents could assist the teachers by helping to sponsor school social activities, helping in school sales, or helping to supervise students on field trips. This would relieve the teacher of some of his workload thus giving him time to do something else. This would also provide the parent to closely observe the class in operation. ¹

Good school-community public relations program requires the application of the two-way directional principle of public relations; school to community and community to school. It establishes between school personnel and community representatives a partnership in which each partner shares mutual status.¹

III. SUMMARY

Prerequisite to other steps in the development of a good public relations program is the establishment of assured channels for comfortable interactive relations between the school and community. To develop open channels of communication between the community and school demands that the public relations program be a product of co-operative effort. The major part of this co-operative effort should come from the following groups: (1) administration, (2) staff, (3) students, and (4) community.²

¹American Association of School Administrators, op. cit., p. 136.
²Ibid., p. 135.
CHAPTER III

PRESENTATION

The extent of the Ogden Community Schools' public relations activities was appraised by surveying with a questionnaire; the board of education, administration, instructional staff, noninstructional staff, the high school juniors and seniors, and 102 parents of children in the Ogden School system. The questionnaire issued to each group contained the recommended public relations responsibilities for the group.

The purpose of each group's questionnaire was to determine which of the recommended public relation activities the group carried out and the number of responses received for each answer or answers to each question. This would provide an opportunity to view the strong and weak parts of each group's public relations responsibilities.

I. BOARD OF EDUCATION QUESTIONNAIRE

A survey was made of the Ogden Board of Education to determine the extent of their public relations activities. The questionnaire issued to the board of education (see Appendix C) consisted of six questions in which they were to check the item or items that they thought best applied to their situation. Of the five questionnaires issued all were
returned. The board members responded to the survey questions in the following manner:

Which of the following professional magazines do you read? In response to this question all five of the board members reported that they read some professional magazines. The *American School Board Journal*, *Iowa School Board Journal*, and *The Educational Bulletin* were each read by at least two members while one member read *School Management*.

How often has the school furnished you with a loose-leaf notebook in which is filed the more important school information? In answer to this question four of the board members reported that they had received a booklet. Two of the board members believed they had received such a booklet once a month while two other members believed they received such a booklet once a year.

How often do you visit the school other than for board meetings? In response to this question four stated they did visit the school once a month.

Which of the following conventions have you attended? In response to this question all of the board members stated that they did attend at least one convention a year. The Iowa State Association of School Board Members and Administrators and the County School Board Conventions each received three responses. Only one board member attended the Regional School Board Convention.
How often do you have a personal conference with the superintendent? All five board members reported that they did have personal conferences with the superintendent. Four of the board members reported they had a conference with the superintendent once every month while one board member reported a personal conference once a year.

How do you report information concerning the school to the community? In response to this question all the members reported that they gave out school information to the community by the publication of certain items required by law. Four of the board members believed they supplied school information to the community by feature stories in the local paper.

II. ADMINISTRATION QUESTIONNAIRE

A survey was made of the administrators of the Ogden Community School system to determine the extent of their public relations responsibilities. The questionnaire (see Appendix D) was issued to the superintendent, high school principal, and elementary principal. The questionnaire consisted of ten questions covering the basic public relations responsibilities of the school administrators. The administrators responded to the survey questions in the following manner:

How often do you have a staff meeting concerning school public relations? All three of the administrators replied
that no meeting was especially devoted to public relations. The administrators felt that school public relations were discussed when they were related to the total curriculum.

**How often is a feature story concerning the Ogden School reported by your office?** Two of the administrators stated that feature stories were reported by their office five or six times a year. One administrator listed once a month. All three administrators reported that there was no special time but merely periodically as items of special interest arose.

**Which of the following best describes your method of public relations assignments?** In answer to this question two of the administrators felt that they handled the public relations assignments of the school. One administrator replied that the assignments were handled by use of teachers, committees, and himself.

**How often does the Ogden Schools display exhibits of school work?** All of the administrators answered that the school did utilize exhibits of its work. Once a month, three or four times a year, and continuously were the various times of exhibiting school work listed by the administrators.

**In which of the following community activities do you participate?** All three of the administrators reported that they did participate in various of the community's activities. All three of the administrators reported that they took part
in some church organization while two administrators were
members of the Lions Club. One administrator took part in
the community's recreational program.

How often do you participate in inter-visitation with
the parents? In response to this question all of the admin-
istrators stated that they did utilize inter-visitation with
the parents. Once a week, two or three times a week, and on
special occasions were the various amounts of inter-visitation
listed by the administrators.

Which of the following do the Ogden Schools use to send
home information to the parents? In response to this question
all three of the administrators stated that the school sent
home school information to the parents by the use of report
cards and special notices. One administrator also listed the
sending home with the students informational pamphlets.

Which of the following is done by the Ogden School
system to help orientate new teachers? All three of the admin-
istrators responded to this question by answering that their
orientation program for new teachers consisted of an explanation
of the school's policies and the using of social functions to
help the new teachers get acquainted.

Which of the following do the Ogden Schools do for its
alumni? All three of the administrators responded to this
question by reporting that the alumni program of the Ogden
School system consisted of sponsoring faculty, pupil, and
alumni social affairs.
Of which of the following professional organizations are you a member? All three of the administrators answered this question by reporting that they were members in the National Education Association and the Iowa State Education Association. The other professional organizations that were listed were the: American Association of School Administrators, National Association of Secondary School Principals, Iowa Association of School Administrators, and Iowa Association of Elementary Principals.

III. INSTRUCTIONAL STAFF QUESTIONNAIRE

A survey was made of the instructional staff members in the Ogden School system to determine the extent of their public relations activities. The instructional staff questionnaire (see Appendix B) consisted of ten questions of which they were to check the item or items that they thought best applied to their situation. The questionnaire was issued to the fifteen high school and junior high school teachers and the fourteen elementary school teachers. Of the twenty-nine questionnaires issued, twenty-eight or 96 per cent were returned. The instructional staff responded to the survey questions in the following manner:

In which of the following community activities do you participate? In answer to this question 67 per cent of the staff reported that they did participate in some form of community activity. Ten staff members felt that they were
participating in the community through church social clubs while eight staff members participated in community recreational programs. Seven members of the staff reported working in children's summer programs while five reported helping out with local charity drives.

How often do parents visit you? In response to this question twenty-one of the teachers reported that parents did visit them sometime during the year. Of the twenty-one teachers visited by the parents five were visited once a week, eight were visited once a month, five were visited twice a year, and three were visited once a year.

How often do you visit the students' homes? In response to this question only 42 per cent of the teachers reported that they did visit the students' homes. Six of the teachers visited the students' homes on special occasions while three visited once a year. Only three teachers reported that they visited the students' homes once a month.

Which of the following do you use to make the parents aware of the class activity? In response to this question twenty-three of the teachers reported that they did make some effort to keep the parents informed of the class activity. Eighteen teachers used news articles as a vehicle of information to the parents while eleven teachers used letters to the parents. Twelve teachers reported that they made use of school exhibits to give out information to the parents.
How often does a member of the community seek school information from you? In response to this question twenty, or 71 per cent, of the teachers reported that the community did seek school information from them at least once a month. Ten teachers reported that they gave school information to a community member once a week, while nine gave out school information once a month. Only one teacher reported giving out school information to a member of the community once a day.

Which of the following do you do to help create a better curriculum? In reply to this question 71 per cent of the teachers felt that they were helping to create a better curriculum by doing research reading on various teaching procedures. Six teachers believed they had helped the curriculum by attending curriculum conventions while twelve teachers reported they had served on curriculum committees.

Which of the following have you used to become familiar with your public relations duties? In answer to this question twenty-four of the teachers reported that they had used some method to become familiar with their public relations duties. Sixteen teachers reported the use of administrative information while fifteen believed they received public relations information through their subjects in college. Twenty-two teachers felt that other teachers helped them become better informed concerning their public relations duties.
How often do you go back to college for advanced study?

In replying to this question 75 per cent of the teachers reported that they did go back to college for advanced study at least once every three years. Eight teachers go back to college for advanced study once a year while nine teachers go back once every two years. Four teachers reported that they went back to college for advanced study once every three years. It should be noted that the seven, or 25 per cent, that did not go back was partly due to the fact that three teachers just finished college in 1960 and have not had time to do any advanced study in the summers.

Of which of the following organizations are you a member? In replying to this question all twenty-eight of the teachers reported that they were members of the Iowa State Education Association and the Ogden Parent-Teacher Association. Thirteen teachers reported membership in the National Education Association while nine teachers reported being members in educational organizations of their own fields.

How often do you use community resources for teaching aids? In answer to this question twenty-three, or 82 per cent, of the teachers replied that they did use community resources for aids in teaching. Two teachers used the community resources for teaching aids once a week while five teachers reported their use as once a month. Nine teachers believed they used community resources two to four times a year while seven teachers used community resources only once a year.
A survey was made of the noninstructional staff members in the Ogden School system to determine the extent of their public relations activities. The noninstructional staff questionnaire (see Appendix F) consisted of four questions of which they checked the item or items that they thought best applied to their situation. The questionnaire was issued to four school cafeteria workers, two school secretaries, one school nurse, and three school custodians. The school bus drivers were not surveyed as they are not directly employed by the school. Of the ten questionnaires issued, all were returned. The noninstructional staff responded to the survey questions in the following manner:

Which of the following best describes the public relations activities you perform? In answer to this question all of the noninstructional staff reported that they performed one or more public relations activities. Working co-operatively with the instructional staff and safeguarding the health and welfare of the children were reported as being done by all ten of the respondents. Nine of the respondents reported giving courteous treatment to the students while eight members of the noninstructional staff believed that they gave a polite reception to the visitors of the school and provided school information when requested. Seven members replied that they
answered the phone in a polite manner while only five members reported the prompt and polite handling of complaints.

**Which of the following have you used to become familiar with your public relations duties?** In responding to this question 90 per cent of the noninstructional staff reported that they had used one or more of the represented procedures in becoming familiar with their public relations duties. Receiving public relations knowledge from the administration and from articles in books and magazines both received six responses. Three members of the noninstructional staff reported that they received information from previous employees.

**In which of the following community activities do you participate?** To this question 80 per cent of the noninstructional staff reported that they did participate in some form of community activity. Eight of the members reported taking part in church social clubs while seven members participated in the community recreational programs, but only one member reported attending the parent-teacher association meetings.

**How often do you attend staff meetings of the school?** In answer to this question only one of the respondents listed attending a staff meeting and that was only once a year. The consensus was that they did not feel that this was expected of them and the meetings were of no general interest to them.
V. STUDENT QUESTIONNAIRE

A student survey was made to determine how the students of the Ogden School system viewed their public relations roles. The student questionnaire (see Appendix G) consisted of ten questions of which the students were to check the item or items that they thought best applied to their situation. The questionnaire was issued to the forty-four seniors and fifty-eight juniors that were in school during January 23, 1961. The survey was taken during the school day. Of the 102 questionnaires issued all were answered and returned. The students responded to the survey questions in the following manner:

Which of the following do you believe the students do in advertising their school during American Education Week?

In response to this question 45 per cent of the students felt that some advertisement was done during American Education Week. Twenty-eight students reported having designed posters advertising the school while nineteen students felt displays had been made concerning the school. Only five students listed building of exhibits in stores and offices.

Which of the following public relations activities do you believe the students have the opportunity to do? In response to this question 94 per cent of the students reported that they were allowed to do one or more of the represented public relations activities. Eighty-three students participated in activities which attract adult audiences while twenty-seven
conducted community surveys. Twenty-five students stated they had acted as classroom or school receptionists.

Which of the following do you believe the students write in the school yearbook or city paper? In response to this question seventy-eight of the students reported that the Ogden students wrote chiefly in the form of editorials or feature stories. Fifty-four of the respondents also believed that the Ogden students made use of news stories while sixty-seven also reported the use of cartoons and photographs.

How often does your class go on a field trip or excursion? In response to this question seventy-six, or 74 per cent, of the students reported that they took a field trip at least once a school year. Fourteen students reported going on a field trip once a semester while six stated that they went once a year. Only one student listed going on a field trip once a month.

In which of the following community programs have you ever taken part? In reply to this question 87 per cent of the students stated that they took part in some form of community program. The program receiving the largest amount of responses was the church program with eighty-five reporting. The teachers' programs and the parent-teacher association meeting both received nine responses. Five students stated taking part in the Lions Club while four had taken part in the Women's Club meetings.

In which of the following school activities have you ever taken part? In response to this question ninety-seven, or
95 per cent, of the students replied that they had taken part in one or more school activities. Eighty-three students had been active in class organizations while sixty-one had participated in the music organizations. Fifty-seven students listed participating in athletic organizations and three students worked on the school annual.

In which of the following do you and your parents participate together? In responding to this question fifty-eight, or 56 per cent, of the students believed that their parents did participate with them in one or more school functions. Students', parents', and teachers' association meetings and school charity drives each received thirteen responses. Forty-four of the students felt that their parents participated with them in school social functions.

How often do you have units of study about your community? In response to this question sixty of the students reported that they had units of study concerning the community at least once each year. Eighteen students reported having units of study concerning the community several times a year while thirteen students listed twice a year. Twenty-nine of the responding students felt that they had such units of study once a year.

How much influence do you believe the student council has on the school policy? In answer to this question only 39 per cent of the students thought that the student council
had an average or above average amount of influence on the school policies. Forty of the students thought that the student council has a small amount of influence while twenty students thought that it had no influence on the school policies.

Which of the following best describes your feelings toward the Ogden Academic program? In response to this question seventy-three of the responding students rated the Ogden Academic program as average. Only four of the students surveyed thought the Ogden Academic program to be a poor one.

VI. COMMUNITY QUESTIONNAIRE

A questionnaire was sent to 102 Ogden parents who had children in the Ogden High School, Junior High School, or Elementary School. The questionnaire (see Appendix H) consisted of seventeen questions. Questions one through seven were established to determine how the parents viewed their public relations duties toward the school. Questions eight through seventeen were established to determine how the parents felt about the schools' public relations activities. Of the 102 questionnaires issued 101 or 99 per cent were returned.

Community's Public Relations Duties

Questions one through seven on the questionnaire sent to the community (see Appendix H) were established to determine
how the community fulfilled its school public relations responsibilities. The parents responded to the survey questions in the following manner:

**How often do you visit your child's teacher or teachers?**

In response to this question 85 per cent of the parents reported that they visited their child's teacher at least once a year. Sixty-three of the parents reported visiting the teacher once a semester while nineteen listed visiting once a year. Only four parents stated that they visited the teacher once a month.

**How often do you seek information from your child of his class activities?** In response to this question ninety-five of the parents reported that they did seek school information from their children at least once a semester. Eighty-two of the parents indicated that they sought school information from their children once a day while eleven parent respondents believed they only sought information once a semester.

**How often do you read an article in a magazine or book about education?** In response to this question 97 per cent of the parents reported that they did read an article concerning education at least once a year. Thirty-eight parents reported reading such an article concerning education once a month. Six of the parents thought that they read an article concerning education once a year and seven parents reported that they read such an article whenever they noticed it.
How often do you attend the parent-teacher association meetings? In answer to this question 68 per cent of the parents reported that they never attended the meetings. The parents reported that there was no further need to attend the meetings since their children were no longer in the elementary school. Only four of the respondents reported attending the meetings every month.

How often do you read the school's section of your local paper? In reply to this question 91 per cent of the parents reported that they did read the school's section of their local paper every week. Three parents reported that they read the school's section of the paper once a month. The seven parents who did not read the school news reported that they did not take the local paper.

Which of the following school functions do you make it a practice to attend? In response to this question 78 per cent of the parents reported that they made it a practice to attend at least one school activity regularly. Fifty-five parents reported attending regularly the music programs and the class plays. Forty-seven parents regularly attended the athletic contests. Some of the nonattending parents reported that since their children were not in the event they did not feel compelled to attend.

With which of the following school functions have you volunteered to help? In response to this question eighty
parents reported that they did volunteer to help with one or more school functions. Thirty-two of the parents aided the students in the selling of magazines, candy, and cards while thirty of the parents aided the students by sponsoring school social functions. Twenty-two of the parents reported that they volunteered to aid the youth recreational programs.

School's Public Relations Duties

Questions eight through seventeen on the questionnaire issued to the community (see Appendix H) were established to determine how the Ogden community thought the Ogden School was fulfilling its public relations responsibilities. The results of these ten questions appear in Table I (see Appendix A). The parents responded to the survey questions in the following manner:

Do you believe the school utilizes American Education Week enough? In responding to this question 42 per cent reported that they had no opinion concerning American Education Week. Thirty-seven parents answered "yes" while twenty-one parents responded with a "no."

Do you believe there is adequate participation by school people in social and civil organizations? In responding to this question fifty-one, or 50 per cent, of the parents answered "yes" while twenty-four parents answered "no." Twenty-six parents had no opinion concerning this question.
Do you believe the school provides an adequate course of study for your child? In responding to this question 85 per cent of the parents answered "yes" while ten parents answered "no." Five parents reported that they had no opinion concerning this question.

Do you believe the school receives enough news coverage? In responding to this question sixty-five parents answered "yes" while twenty answered "no." Sixteen parents reported they had no opinion concerning this question.

Do you believe the school uses the parents as resource teaching aids enough? In responding to this question thirty-six parents answered "yes" while thirty-five parents answered "no." Thirty of the parents reported that they had no opinion concerning this question.

Do you believe that you receive courteous treatment when you visit the school? In responding to this question ninety-four, or 93 per cent, of the responding parents answered "yes" while three parents answered "no." Five parents reported they had no opinion concerning this question.

Do you believe the school buildings are made available for the community's use enough? In responding to this question 68 per cent of the parents answered "yes" while nineteen parents answered "no." Thirteen parents reported that they had no opinion concerning this question.
Do you believe the school does an adequate job of informing you of the progress of your child? In responding to this question 73 per cent of the parents answered "yes" while twenty-two of the parents answered "no." Five parents reported that they had no opinion concerning this question.

Do you believe your child has the opportunity for enough extracurricular activities? In responding to this question eighty-eight, or 87 per cent, of the parents answered "yes" while six parents answered "no." Seven parents reported that they had no opinion concerning this question.

Are you satisfied with the Ogden Adult Classes? In responding to this question 64 per cent of the parents reported that they did not have an opinion concerning adult classes. Twenty-five of the parents answered "yes" while eleven of the parents answered "no."

VII. SUMMARY

Board of education. In appraising the public relations activities of the Ogden Board of Education a questionnaire was used. The questions covered the basic public relation duties usually delegated to a board of education. The board members reported that: (1) they were doing professional readings; (2) they did receive informational booklets from the school; (3) they usually visited the school once a month, other than regulated board meetings; (4) they did attend at least one
professional convention a year; (5) they usually had a conference with the superintendent once a month; and (6) they kept the public informed by publishing the school items required by law and by issuing feature stories in the Ogden Reporter.

Administrators. In appraising the responses to the administrator's questionnaire the following results were noted: (1) the Ogden School system never had a staff meeting solely for public relations but merely incorporated public relations into the regular meetings; (2) news articles were issued periodically as items of special interest arose; (3) the Ogden Schools did display exhibits of their schoolwork; (4) the administrators were actively participating in the activities of the community; (5) the administrators did utilize parental inter-visititation; (6) report cards and special notices were the chief means of commuting school information to the parents; (7) teacher orientation consisted of an explanation of the school's policies and the use of social functions; (8) the Ogden Alumni Program was limited to the sponsoring of faculty, pupil, and alumni social affairs; and (9) the administrators were active members in numerous professional organizations.

Instructional staff. In appraising the responses to the questionnaire issued to the instructional staff the
following results were noted: (1) the majority of the teachers reported that they did participate in community activities; parents did visit them; they did try to make the parents aware of the class activities; the community did seek information from them; they did take steps towards curriculum improvement; they received most of their public relations knowledge from other teachers; they did go back to college for advanced study at least once every three years; they did belong to some professional organizations; they did use the community resources for teaching aids, and (2) the majority of the teachers did not visit the students' homes.

**Noninstructional staff.** In appraising the responses to the questionnaire issued to the noninstructional staff, it was noted that: (1) all of the respondents recognized that they did have certain public relations duties; (2) the majority of the respondents felt that they gained their public relations knowledge through administrative advice and through articles in magazines and books; (3) all of the respondents did participate in some form of community activity; and (4) only one of the respondents ever attended a school staff meeting and that was only once a year.

**Students.** In appraising the responses to the questionnaire issued to a sampling of the Ogden students the following results were noted: (1) the majority of the students reported
that they did have an opportunity to participate in school public relations activities; they did feel that editorials and feature stories were chiefly used to report the school's news; they took a field trip at least once a year; they took part in some of the community's programs; they had taken part in one or more school activities; that the parents did participate with them in one or more school functions; they had units of study about the community once or more each year; they believed the Ogden academic program to be an average one, and (2) the majority of the students felt that the school did not advertise during American Education Week and that the student council did not have even an average amount of influence in regard to the school policies.

Community. In appraising the responses to the questionnaire issued to the sampling of the Ogden parents the following results were noted: (1) the majority of the parents reported that they did visit their children's teachers at least once a year; they did seek school information from their children; they did try to keep informed about education through readings; they did read the school's section of the Ogden Reporter; they made it a practice to regularly attend at least one school activity; and they did volunteer to help with one or more school function, (2) the majority of the parents reported that they did not make it a practice to attend the parent-teacher association meetings,
(3) the majority of the parents thought that the school was doing an adequate job concerning the participation of the school people in social and civil organizations; providing a sound course of study for their children; providing enough news coverage; treating visitors courteously; letting the community use the school buildings; providing an opportunity for enough extracurricular activities; and reporting of the child's progress, and (4) the majority of the parents did not believe the school was doing an adequate job concerning the utilizing of American Education Week and the use of parents as resource teaching aids.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this project was to select the basic school public relations activities by a review of the past and current school public relations literature and to use this information to determine the extent of the Ogden Community Schools' public relations activities for the school year of 1960-61.

I. SUMMARY

The procedure followed in this project was: (1) to clarify the function of school public relations programs, (2) to select the basic public relations responsibilities for the administration, staff, students, and parents, (3) to determine the extent of the Ogden Community Schools' public relations program by surveying the administration, staff, students, and parents, and (4) to compare Ogden Schools' public relations responsibilities with the selected basic public relations responsibilities.

This project was carried out during the 1960-61 school year in the Ogden Community Schools.

II. CONCLUSIONS

The conclusions reached as a result of this project...
were: (1) that the Ogden Board of Education was satisfactorily fulfilling its public relations responsibilities, (2) that while the Ogden administrators were satisfactorily meeting their public relations responsibilities a systematic plan for public relations was not in use, (3) that the teachers did recognize and meet their public relations responsibilities, (4) that the noninstructional staff did participate in Ogden's public relations program, but felt that attending staff meetings was not expected of them, (5) that the students were satisfied with the school's curriculum and extracurricular program and that they did successfully participate in the Ogden's public relations program, but felt their student council had a below average amount of authority in dealing with the school policies, (6) that the parents were carrying out their public relations responsibilities, (7) that high school parents did not believe it was necessary to attend the parent-teacher association meetings, and (8) that the parents thought the Ogden School was carrying on a satisfactory public relations program with the exceptions of utilizing American Education Week and of using parents as resource people.

III. RECOMMENDATIONS

As a result of this project the following recommendations are hereby submitted:
1. The Ogden administrators should develop a more systematical plan for the Ogden Schools' public relations program. This plan should be of such nature that it would insure the school of being well presented to the community.

2. The instructional staff should visit the students' homes more often so as to better understand the individual student and his parents. This would also provide an opportunity for the parents to better understand the teacher.

3. The noninstructional staff members should be invited to the school's staff meetings whenever the meetings in any way would concern them. This should help the noninstructional staff members to become better informed about the school and make them feel more like a part of the Ogden Educational program.

4. The student council should be given a voice in the planning of school policies. This would serve a two-fold purpose. First, if the students help plan the school's policies, they would better understand them and thus be better able to keep the community informed. Second, if the students understood the school's policies, they would assume more responsibility for the carrying out of the policies.
5. The Ogden Parent-Teacher Association meetings should be made more attractive to the parents of high school students. The purpose of such meetings is to develop a better educational program for the children. This should include both elementary and high school children. Some schools have a great deal of success with this by including the high school students in their program.\(^1\)

6. The Ogden Schools should make better use of American Education Week. The school could perhaps have a special feature story in the local paper during American Education Week or establish a parent's night at the school. Some schools have taken movies of their school in operation and shown these during this week.\(^2\)

7. The Ogden community members should be used as resource teaching aids whenever they would be beneficial to the educational program. Many schools have utilized the community members by forming mothers' and fathers' clubs, parent study clubs, and school and parent councils.\(^3\)

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\(^1\) Kindred, *op. cit.*, pp. 171-173.


\(^3\) Kindred, *op. cit.*, pp. 177-179.
BIBLIOGRAPHY

A. BOOKS


B. PERIODICALS


### APPENDIX A

#### TABLE I

THE RESULTS OF A PARENT QUESTIONNAIRE RETURNED BY 101 OGDEN COMMUNITY PARENTS ABOUT THE OGDEN SCHOOLS' PUBLIC RELATIONS PROGRAM

<table>
<thead>
<tr>
<th>Questions</th>
<th>Number of Replies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Do you believe:</td>
<td></td>
</tr>
<tr>
<td>1. The school utilizes American Education Week enough?</td>
<td>37</td>
</tr>
<tr>
<td>2. There is adequate participation by school people?</td>
<td>51</td>
</tr>
<tr>
<td>3. The school provides an adequate course of study for your child?</td>
<td>86</td>
</tr>
<tr>
<td>4. The school receives enough news coverage?</td>
<td>65</td>
</tr>
<tr>
<td>5. The school uses the parents as resource teaching aids enough?</td>
<td>36</td>
</tr>
<tr>
<td>6. That you receive courteous treatment when you visit the school?</td>
<td>94</td>
</tr>
<tr>
<td>7. The school buildings are made available for the community's use enough?</td>
<td>69</td>
</tr>
<tr>
<td>8. The school does an adequate job of informing you of the progress of your child?</td>
<td>74</td>
</tr>
<tr>
<td>9. Your child has the opportunity for enough extra-curricular activities?</td>
<td>88</td>
</tr>
<tr>
<td>10. Ogden has adequate adult classes?</td>
<td>25</td>
</tr>
</tbody>
</table>
APPENDIX B

January 23, 1961
Ogden, Iowa

Dear Respondent:

Enclosed is a questionnaire for a survey I am making in fulfillment of the requirements for my master's degree at Drake University.

In filling out the questionnaire merely check the item or items that most closely describes your opinion, and in the space provided add any comment that you think pertinent to the question.

The information secured will be strictly confidential and no names will be used or mentioned in the survey. This study, as many other studies in education, is to see how we can best improve our schools.

In closing I would like to take this opportunity to thank you for your kind consideration and time. If you should like a summary of the findings of the questionnaire, I would be glad to send you one. Thank you again.

Sincerely,

Gary L. Caldwell
APPENDIX C

QUESTIONNAIRE ON PUBLIC RELATIONS, BOARD OF EDUCATION

As a member of the Ogden Board of Education:

1. Which of the following professional magazines do you read?
   - American School Board Journal
   - The School Executive's Magazine
   - The Nation's Schools
   - Other: none

2. How often has the school furnished you with a loose-leaf notebook in which is filed the more important information concerning the school?
   - once a year
   - twice a year
   - once a month
   - never
   - Other:

3. How often do you visit the school other than for board meetings?
   - once a day
   - once a week
   - once a month
   - never
   - Other:

4. Which of the following conventions have you attended?
   - Iowa State Association of School Board Members and Administrators
   - Regional School Board Conventions
   - County School Board Conventions
   - none
   - Other:

5. How often do you have a personal conference with the superintendent?
   - once a week
   - once a month
   - once a year
   - never
   - Other:

6. How do you report information concerning the school to the community?
   - publication of certain items required by law
   - addresses before civil and social organizations
   - feature stories in the local paper
   - none
   - Other:
APPENDIX D

QUESTIONNAIRE ON PUBLIC RELATIONS ADMINISTRATION

As an administrative officer of the Ogden Schools:

1. How often do you have a staff meeting concerning school public relations?
   - once a month  
   - once a semester  
   - once a year  
   - never  
   - Other:

2. How often is a feature story concerning the Ogden Schools reported by your office?
   - once a day  
   - once a week  
   - once a month  
   - never  
   - Other:

3. Which of the following best describes your method of public relations assignments?
   - chiefly by superintendent or principal  
   - handled by one teacher  
   - committee in charge  
   - none  
   - Other:

4. How often does the Ogden Schools display exhibits of school work?
   - once a week  
   - once a month  
   - once a year  
   - never  
   - Other:

5. In which of the following do you participate?
   - Lions  
   - Kiwanis  
   - community recreational programs  
   - Chamber of Commerce  
   - church organizations  
   - none  
   - Other:
6. How often do you participate in inter-visitations with the parents?

- once a day
- once a week
- once a month
- never

7. Which of the following do the Ogden Schools use to send information to the parents?

- report cards
- school notices
- informational pamphlets
- none

8. Which of the following is done by the Ogden Schools to help orientate new teachers?

- explanation of the school's policies
- social functions helping teachers to get acquainted
- establishment of a "big sister" or "big brother" program
- none

9. Which of the following do the Ogden Schools do for its alumni?

- publish honors won by former pupils
- collect and keep personal information about the alumni
- mail the school paper to alumni whose addresses are known
- sponsor faculty, pupil, and alumni social affairs
- none

10. Of which of the following professional organizations are you a member?

- N.E.A.
- I.S.E.A.
- A.A.S.A.
- none

Other:
APPENDIX E

QUESTIONNAIRE OF PUBLIC RELATIONS INSTRUCTIONAL STAFF

As an instructional staff member in the Ogden Schools:

1. In which of the following community interests do you participate?
   - Lions
   - Church social clubs
   - Community recreational programs
   - Children's summer programs
   - Local charity drives
   - None
   - Other:

2. How often do parents visit you?
   - Once a week
   - Once a month
   - Once a year
   - Never
   - Other:

3. How often do you visit the students' homes?
   - Once a week
   - Once a month
   - Once a year
   - Never
   - Other:

4. Which of the following do you use to make the parents aware of the class activity?
   - News articles
   - Letters to parents
   - Exhibits
   - None
   - Other:

5. How often does a member of the community seek school information from you?
   - Once a day
   - Once a week
   - Once a month
   - Never
   - Other:
6. Which of the following do you do to help create a better curriculum?
   __ attend curriculum conventions
   __ serve on curriculum committees
   __ research reading on various teaching procedures
   __ none
   Other:

7. Which of the following have you used to become familiar with your public relations duties?
   __ administrative information
   __ information from other teachers
   __ college study
   __ none
   Other:

8. How often do you go back to college for advanced study?
   __ once a year
   __ once every two years
   __ once every three years
   __ none
   Other:

9. Of which of the following organizations are you a member?
   __ I.S.E.A.
   __ N.E.A.
   __ Professional organizations
   __ none
   Other:

10. How often do you use community resources as teaching aids?
    __ once a week
    __ once a month
    __ once a year
    __ never
    Other:
APPENDIX F

QUESTIONNAIRE ON PUBLIC RELATIONS
NONINSTRUCTIONAL STAFF

As a noninstructional staff member in the Ogden Schools:

1. Which of the following best describes the public relations activities you perform?

   - answering the telephone in a polite manner
   - courtesy treatment of the students
   - polite reception of visitors to the school
   - working co-operatively with the instructional staff
   - prompt and polite handling of complaints
   - providing school information when requested
   - safeguarding the health and welfare of the children
   Other:

2. Which of the following have you used to become familiar with your public relations duties?

   - administrative advice
   - books and magazine articles
   - information from previous employees
   Other:

3. In which of the following community interests do you participate?

   - Lions
   - church social clubs
   - local charity drives
   - none
   Other:

4. How often do you attend staff meetings of the school?

   - every meeting
   - once a semester
   - once a year
   - never
   Other:
APPENDIX G

QUESTIONNAIRE ON PUBLIC RELATIONS
STUDENTS

As a student in the Ogden Schools:

1. Which of the following do you believe the students do in advertising their school during American Education Week?
   - make displays concerning the school
   - design posters advertising the school
   - build exhibits for use in stores and offices
   - none
   - Other:

2. Which of the following public relations activities do you believe the students have the opportunity to do?
   - conduct community surveys
   - act as classroom or school receptionists
   - participate in activities which attract adult audiences
   - none
   - Other:

3. Which of the following do you believe the students write in the school yearbook or city paper?
   - editorials
   - news stories
   - feature stories
   - cartoons or photographs
   - none
   - Other:

4. How often does your class go on a field trip or excursion?
   - once a month
   - once a semester
   - once a year
   - never
   - Other:

5. In which of the following community programs have you ever taken part?
   - Lions program
   - Church program
   - Teachers program
   - Daughter of American Revolution Program
   - none
6. In which of the following school activities have you ever taken part?

- class organizations
- athletic organizations
- music organizations
- none
- Other:

7. In which of the following do you and your parents participate together?

- school social functions
- student parents and teacher association
- school charity drives
- none
- Other:

8. How often have you had units of study about your community?

- once
- twice
- several times
- never
- Other:

9. How much influence do you believe the student council has on school policy?

- a great deal of influence
- an average amount of influence
- a small amount of influence
- none
- Other:

10. Which of the following best describes your feelings towards the Ogden Academic Program?

- excellent
- average
- poor
- no opinion
- Other:
APPENDIX H

QUESTIONNAIRE ON PUBLIC RELATIONS
COMMUNITY

As a parent of a student in the Ogden Schools:

1. How often do you visit your child's teacher or teachers?
   - once a month
   - once a semester
   - once a year
   - never
   Other:

2. How often do you seek information from your child of his class activities?
   - once a day
   - once a week
   - once a semester
   - never
   Other:

3. How often do you read an article in a magazine or book concerning education?
   - once a week
   - once a month
   - once a year
   - never
   Other:

4. How often do you attend parent teacher association meetings?
   - once a month
   - once every two months
   - once every three months
   - never
   Other:

5. How often do you read the school's section of your paper?
   - every week
   - once a month
   - once a year
   - never
   Other:

6. Which of the following school functions do you make it a practice to attend?
   - athletic contests
   - music programs
   - class plays
   - none
   Other:

7. With which of the following school functions have you volunteered to help?
   - sponsoring school social functions
   - aiding in youth recreation programs
   - students'sale of magazines, candy, and cards
   - none
   Other:
8. Do you believe the school utilizes American Education Week enough?
   _ yes  _ no  _ no opinion

9. Do you believe there is adequate participation by school people in social and civil organizations?
   _ yes  _ no  _ no opinion

10. Do you believe the school provides an adequate course of study for your child?
    _ yes  _ no  _ no opinion

11. Do you believe the school receives enough news coverage?
    _ yes  _ no  _ no opinion

12. Do you believe the school uses the parents as teaching aids enough?
    _ yes  _ no  _ no opinion

13. Do you believe that you receive courteous treatment when you visit the school?
    _ yes  _ no  _ no opinion

14. Do you believe the school buildings are made available for the community's use enough?
    _ yes  _ no  _ no opinion

15. Do you believe the school does an adequate job of informing you of the progress of your child?
    _ yes  _ no  _ no opinion

16. Do you believe your child has the opportunity for enough extracurricular activities?
    _ yes  _ no  _ no opinion

17. Are you satisfied with the Ogden Adult Classes?
    _ yes  _ no  _ no opinion