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PUBLIC RELATIONS
IN SCHOOL ADMINISTRATION

PUBLIC RELATIONS IN SCHOOL ADMINISTRATION

PRESENTED TO
THE FACULTY OF THE DEPARTMENT OF EDUCATION
EASTERN ILLINOIS STATE COLLEGE

A REPORT
SUBMITTED IN PARTIAL FULFILLMENT
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STATEMENT OF PURPOSE

The author feels a good public relations program should be set up in Dieterich Community Unit No.30. The unit is small and the people have an interest in our schools. Their prime purpose is to see that their students get the best education possible. It is the superintendent's duty to fulfill their wishes and to keep them informed on its progress. This paper's purpose is to show what should be done in public relations in the Dieterich Unit, and how the superintendent should try and fulfill his public relations role.

CHAPTER I

PUBLIC RELATIONS IN SCHOOL ADMINISTRATION

Public relations in a basic sense is as old as history. Primitive priests and medicine men used it when their tribes were in danger. A Greek poet as early as the 5th century B. C. used a form of public relations in selling his songs. Examples of a near form of public relations was carried on down the long line of professional men.

Some forms of public relations used by the many countries are The Rosetta Stone; Julius Caesar and Napoleon Bonaparte wrote articles or bulletins to their senate and people, and the Statue of Liberty which France gave to the United States.

"The term Public Relations did not come into general use until after World War 1."¹

The first industries to make general use of the term public relations were the U. S. railroads and public

¹. "Public Relations," Encyclopaedia Britannica, Eighteenth Edition, Volume XVlll (1953), p. 774B.

utilities. In the Electric Railroad Journal for December 13, 1913, an editorial stated "The subject of the public relations of public utility companies occupied almost exclusively the attention of three important conferences in New York."²

The words public relations was used in school in the United States as early as 1882. Darman B. Eaton used the words in his talk to a graduating class at Yale Law school. Thomas Jefferson used the term in 1807, but in a sense of foreign relations.

After World War 1, public relations has been used in all phases of life. The topic in which the author is most interested is public relations in schools. The rest of this paper will be devoted to this topic. Public relations have been used in schools in different forms from the time that schools were organized in the United States. Some of these examples are given through the paper.

PUBLIC UNDERSTANDING AND POLICIES

Since most of the families of any community are represented in the school by the students of that community and affected by it, it is true that whatever the school does has public significance. The term "public relations", as used in this discussion, refers to those activities designed to inform the public concerning the school and to cause the patrons to participate cooperatively in its work.

2. Ibid.

The term "program" in this connection implies that these activities are continuously and systematically directed.

A public relations program should be designed to establish mutual understanding and cooperation between the school and the community and to induce the patrons to become partners with the school in the educative process.

In a democracy a school system cannot progress faster than it can carry the public along with it. The action of school boards reflect very definitely the opinions of the public with reference to the school.

These boards are elected to represent the people; and if the people undervalue the work of the school and object to educational expenditures, the board usually acts accordingly. The voice of the people in a democracy is the sovereign power. They elect the officials who appropriate the money, and by taxes they pay the bills.

Consequently, it matters little how many experiments and studies are made or how conclusively they show that particular improvements are needed in order to make the school what it should be; until the majority of the people are led to see the need of these changes, very few of them can be made. The progress of any school system rests with the people.

A small majority of people in a community really knows what a good school is, and they work to have one.

Another small majority neither knows what a good school is nor care whether they have one. The larger majority of people wants a good school but really don't know what a good school is. They are well-meaning parents who want their children to have every advantage and express willingness to cooperate with the school administrator. Their conception of a good school is based on the school that existed in the time of their own youth. They do not really know the requirements for a modern, efficient school of today.

It is only through a good public relations program that they can find the facts that are needed to formulate an opinion in favor of the modern school.

The school administrator must plan his program in such a fashion as to cause the people to want the things that are needed for better schools. They must be lead to realize that educational needs are not, nor will they ever become, static. They constantly change, and to keep in stride, our school administrators must persistently lead ahead.

A public relations program must be carefully distinguished from mere publicity. Publicity is nothing more or less than obtaining public attention. This alone could easily be very detrimental, since many publicity agents capitalize on items of a negative as well

as a positive nature. Negative publicity may create disrespect in the minds of the public which would be immediately harmful to the school. A good public relations program will be so carefully planned that it will be an influence on public opinion. It alludes to the things that a school actually does, not merely on what it says. It must be a well planned and long range program.

It must also be realized that the essential function of public relations is only partially performed through efforts for financial support. Its scope is much more extensive than the matter of money and equipment. It should educate the community through participation in the solution of school problems, and to use the gain thus made in the solution of still greater problems which an advancing school system is likely to face in the future.

The task of the school is underestimated; as a rule, the general public underestimates the task which confronts the school administrator and the school. The old idea of the school being a knowledge shop still survives in too many minds. It was once supposed that the educative process was simply a matter of pouring knowledge into the heads of children. Emphasis was placed on the subject, rather than on the child.

In the opinion of the writer, the public generally is not aware that to educate really means to change the

behavior of the one who is educated, to develop in him new habits of life, attitudes and appreciations, ideals, interests, knowledges and abilities, and to guide them toward nobler ends. They likewise are not aware of the immensity of the task.

The school must keep the students reacting in desirable ways toward desirable ends, the whole objective being toward a finer type of citizenship.

WHY DIETERICH COMMUNITY UNIT NEEDS A STRONG PUBLIC RELATIONS PROGRAM

The Dieterich Community Unit needs a good public relations program, because in 1956-57 they started a new high school. The new school was voted to be built in 1953, but there was a group of people who didn't want the high school in Dieterich. They filed a petition which was taken to the Supreme Court of Illinois. The court's decision was against the petitioners.

The objectors of the school tried to petition out as a group, but were turned down by the Board of School Trustees of Effingham County.

The difficulty that Dieterich Community Unit had in getting the school is one reason why a good public relations program is needed.

Dieterich is a farming community from where a lot of students want to drop out of school after their sixteenth birthday. A good public relations program could be an

aid in keeping students in school.

The general public in the community is interested in the school; a good public relations system is needed to let people know what is going on in school, and a lack of knowledge about what is going on around school can cause disinterest, which you, a superintendent, attempt to avoid.

The smaller the community, the larger percentage of the people know what is going on in school, and without a good public relations program people can get the wrong ideas as to what is going on in school. An example of this is that the Dieterich Community Unit doesn't have enough money to pay their employees. That statement was made and referred back to the superintendent. A poor public relations program on the part of the superintendent caused this talk to get started. You have to go to the people with information of this order, they do not come to you to seek the information.

The basis for the above statement is the fact that at a school board election 1132 out of a possible 1170 voted. There was an issue involved in the election whether a new high school should be built. Two members were to be elected. Two were for the school, and two were against the school.

CHAPTER II

THE ADMINISTRATOR'S ROLE IN PUBLIC RELATIONS

The superintendent of schools is the executive officer of the board of education. It is his duty to develop the needed policies for the consideration of the board and to interpret and carry out the policies decided upon. The superintendent should be assisted by the principals, teachers, and all the school personnel. He is responsible for the setting up of the framework around which the entire public relations program is built. He is directly responsible to the public. He will be called upon to give speeches. He must provide for his constituency all the necessary information regarding schools. He must possess a knowledge of the mobility of the population in considering long range building plans. He must be an aggressive educational leader who may act freely with the full consent of the board of education.

The superintendent of schools must coordinate school activities with all other community services which are related to education. These in addition to innumerable other tasks must be performed and yet must not let such items weaken his status as a good school leader.

J. L. Larson has listed a number of items which

directly affect the public and must be handled by the administrator.

1. Give a monthly report to the board concerning:

- A. Pupils
- B. Important Activities
- C. Accomplishments of school projects
- D. Current problems, including,

- 1. Curriculum revision
- 2. Maintenance and repairs
- 3. Maintenance on buildings
- 4. Furniture and equipment
- 5. New buildings
- 6. Personal matters

E. Personnel

1. Supply national data on

- a. Salaries
- b. Cost of living

II. Keep the public up to date concerning:

- A. Immediate improvements
- B. Long time proposals
- C. Growing needs of community
- D. Curriculum committees
- E. Veteran education
- F. Increased birth rate

1. Buildings in the future

III. Keep good will of the press:

- A. Prepare materials in newspaper style
- B. Keep materials absolutely new
- C. Announce assemblies, exhibits and outstanding accomplishments of students.
- D. Use popular pamphlets for explaining building programs or for proposing the budget

1. Limit pamphlets to one central idea.

E. Solicit aid from:

1. Public library
2. Service clubs
3. Women's organizations
4. Labor
5. Professional organizations

IV. Superintendent should maintain membership in leading organizations.

A. Stress educations as a big business.³

It is imperative that the public be informed of more than the band activities and the athletic contests. The newspapers and local radio stations are in a position to do the schools an immense amount of good. It is among the first "musts" of a school executive to acquire the good will of these agencies.

Since it is a matter of professional pride of newsmen, they can usually be trusted with any pertinent information. If it is preferable for some item to remain unpublished for some time, or permanently, they will usually be willing to cooperate. They will be reasonable and understand the necessity for such decisions. But in most cases it is best to let them "in" on the information.

In use of public relations facilities, it is well to glorify simple teaching and to accentuate the activities of the school clubs. The administrator must be very discreet in keeping himself in the background. He must stay away from the headlines, and yet see to it that his program is carried on through other means.

³Larson, J. L. "Keeping Public Up To Date On Educational Matters," School Executive, LXVI, March 1947, pages 62,62.

Other direct means available which have been found practical in the community for such programs are:

1. Get directly to the parents through school bulletins and various usual channels.
2. Make pupils thoroughly acquainted with the school system.
3. Through teacher's activities in the community.
4. Annual report.
5. Public poll.
6. Reports of board meetings.
7. Bringing the public to the school.
 - a. As visitors.
 - b. As consultants.

THE PUBLIC RELATIONS DEPARTMENT.

Many administrators are beginning to realize the importance of public relations, and are setting up within their schools a public relations department. The public relations department is best suited in a large school system. In a small school unit it is very unlikely that they have a public relation department. These departments are to work in conjunction with the superintendent. They assume the responsibilities of interpreting to the public the administrative policies, the school needs, practices and accomplishments. They frequently take inventory of the opinions of the teachers,

of the non-certificated personnel, the public, and sometimes the students.

The Public Relations Department also makes use of the questionnaires for obtaining public opinion. They find it useful to create a speaker's bureau made up largely of teachers who are made available for use of the general public. They plan and utilize the press, radio, publications and other afore-mentioned media for conveying information to the public. They also go more into detail as to those whom they contact as well as the means used.

A special effort should be made to impress the absent land owner and non-parents as to the effect a good school will have on the value of property. They must convince the taxpayer that he does get his "money's worth".

A good public relations department must obtain general respect by going beyond the expectations as they are generally conceived. They must consider themselves interested in all things which occur beyond the four walls of a classroom. They must keep their program alive and keep their customers (the parents and students) satisfied. The students and parents are the best public relations agents. The students are the most potent. The department must maintain a gentle pressure on the consciousness of the public by the publicity of special courses, visual aids, homemaking departments, veterans programs, driver education classes, etc. The entire public relations program must be well organized so that everyone is working toward common ends.⁴

4. Shibley, H. L., "Public Relations", American School Board Journal, (November, 1956), pp. 113-131.

Since the teacher is the most important of all school employees, the public should be kept well informed as to the things, which help in keeping the good teachers they have and being able to attract the best teachers when vacancies exist.

In this respect it is only necessary here to repeat the list set up by R. B. Norris:

1. Do you have essential equipment?
2. Do you have essential janitorial service?
3. Are supplies provided as needed--especially to the new teachers?
4. Are teachers considered in the budget?
5. Is the school plant large enough for the enrollment?
6. Is the tax program adequate?
7. Is the staff large enough?
8. Are teachers permitted to work in their own fields?
9. Is the school administered democratically?
 - a. Are the students and teachers permitted to help form policies?
10. Does the curriculum fluctuate?
11. Is the principal liked by members of the staff?
12. Are there any arrangements for slow and fast children?
13. Do you have a guidance program?
14. Are teachers allowed time off during the day?
15. Are leaves of absence permissible?
16. Do you have religious tolerance?
17. Are recreational and cultural opportunities available?
18. Are teachers considered social equals?
19. Are living quarters available and adequate?⁵

THE PRINCIPAL'S ROLE IN PUBLIC RELATIONS

The principal is sometimes considered a field agent for the superintendent. His duties are to exhibit loyalty

⁵. Norris, R. B., "Can School And Community Hold Best Teachers", American School Board Journal, (October, 1953), pp. 17-42.

to the superintendent and endeavor to promote the policies that have been set up by him. He should seek out any needs of the community which are not being adequately met and report them to the superintendent for consideration.

The principal will specialize in the activities of Parent-Teachers organizations in sponsoring a feeling of cooperation and in interpreting school ideals and policies. He will be able to make more detailed use of bulletins of the "Know your school" variety in which, among other things, he will give the names and addresses of his teachers and announce important school dates and holidays.

He will be cautious in handling his faculty and secure their good will in order that the same feeling of security and satisfaction will be carried over by the pupils into the homes and community. Pupils, as well as teachers, must be kept well informed.

The principal will maintain contacts outside school and possibly in some cases visit the homes. The latter, however, must be done with immense precaution and care. He is in an excellent position to sponsor the proper attitudes through the extra-curricular activities in the school.

The principal must keep the work of the school of such a calibre that in all respects it is entirely worthy of interpretation. If any doubt arises as to the worthiness of any school work, steps should be taken immediately

to improve these activities.

The advertising program of the school should never be of the cheap or one-sided variety. Publicity stunts are never justified if they are made in an effort to cover up some phase of a poorly organized school program.

The policies that are developed and perfected by the superintendent and school board never have had success unless the principal is entirely in sympathy with them and actually makes them become functional. The teachers must accept the policies and work to see that they are fulfilled.

After the public relations program has been set up and is in operation, the principal should continually check to determine whether the results are in accord with the original objectives. Decisions must not be made too hastily. It is a rather slow process to measure the results of a public relations program. It is best to observe the trend of the public opinion over a period of years to determine the exact potentialities of the over-all program. The principal must have a background of information obtained from a complete survey of the community. The principal frequently needs to take the initiative.

The community survey will have two divisions.

A. Ways of knowing the community.

1. Industrial and professional survey.
2. Use of excursions and field trips.

3. Extension of science class and home garden-
ing.
4. Survey of garbage disposal.
5. Revival of interest in local history.
6. Survey of what high school and grades
are doing.
7. Survey of types of literature sold to
pupils.
8. Survey of danger spots to the morals
of pupils.
9. Safety survey.
10. Survey of community resources.
11. Home contacts.
12. Establish alumni organizations.
13. School museum.
14. Outdoor toilet survey.
15. Establishment of dental and health clinics.
16. Adult education.
17. Parent-teacher organizations.
18. Use of lay opinion in curriculum building.
19. Cooperation with churches.
20. Membership in civic clubs.

B. Ways of informing the public about schools.

1. Calendar of school events.
2. Paid advertising in newspaper.
3. Open board meetings.
4. Encouragement of parent visitation.
5. School telephone.
6. Use of posters on needs of school.
7. School newspaper.
8. Local newspaper publicity
 - a. Keeping himself in the background.
9. Newsletters to parents.
10. School handbook and report.
11. School-made movie.
12. Exhibits.
13. Complete report to parents.
14. Commencement exercises.
15. Musical organization.
16. Athletic contests and physical training.
17. A course in "The Public Schools."⁶

SUPERINTENDENT'S RESPONSIBILITIES IN DIETERICH UNIT

The superintendent is directly in charge of the

⁶. Hightower, H. W., "Public Relations In A School System", Educational Administration and Supervision, (November, 1946), XXXII, pp. 449-457.

public relations which are carried on in the Dieterich Community Unit No.30. His teachers can be of vital help to him. The author feels that the teachers of the Dieterich Unit are doing their part.

It is the duty of the superintendent to inform the public on the curriculum that is to be offered, one which is the best for the community. Since Dieterich is a farming community, agriculture and home economics are put into our schedule. These two courses alone helped us to overcome the trouble which we had in getting the new high school.

The author feels that most of our public relations was carried home by the children. The students were happy at being in a new school, and they went home telling their parents how much they enjoyed coming to school at Dieterich. The author first started to work with the children so that they would enjoy going to school.

Dieterich has a group of young teachers; most of them have had from two years to six years experience. Only two members of the high school staff did not have any previous experience. Before school started in September, at our work-shop, the teachers were briefed on what had happened and a program was set up to work by for the year. The cooperation which the author received from his teachers was such that it made the superintendent's work a great deal easier in trying to

organize the new high school, especially with the group who had opposed it so violently.

Working through the Parent-Teacher Associations, both on the part of the superintendent and the teachers, is a good way of improving this public relations program. The Dieterich Unit has four active P.T.A. organizations which the superintendent and teachers can work with during the year.

CHAPTER III

PUBLIC RELATIONS IN RURAL SCHOOLS

The reorganization of school districts has carried the rural school into prominence almost overnight. The reorganization was so sudden that the problem of adjusting the constituency of the rural school to its membership in a large unit organization has to be met immediately and handled with utmost care. The rural school has existed very complacently as the center of the local community.

The patrons have held the local school as their medium of social functions. The new unit administrator is now confronted with the task of helping those people readjust themselves and of re-dedicating their loyalty to the new school unit.

The school must be re-established as the integral part of the community. The administrator is called upon to make new contacts, to adapt his established methods of public relations to those people most of whom heretofore have been concerned only with the teacher of the local school.

It is self-evident that the teacher must be called upon to successfully complete this task. She is the one in whom the confidence of that community has been placed, and in all probability, the constituency of her school can best be touched and led through the same teacher.

The administrator must be especially careful to obtain the confidence of that teacher because her attitudes toward the superintendent will be extended into that school district. If the new organization is successful, it must be supported by the people of the entire unit. Any discrepancy in this respect will be very difficult to overcome and may cause serious retardation in the progress of the educational practices.

For the school to become a part of the community, the administrator and the board must extend beyond doubt, well defined policies of cooperation. They must obtain the confidence of the parents. The pupils must be made happy in their work. The administrator must be sure that the curriculum will meet the expectations of the community and that the type of product put out by Dieterich Community Unit will prove the merits of the school system.

The program of public relations must be made flexible in order to compensate for unusual situations which will definitely arise from time to time. In rural communities it is usually quite easy to bring the home and school together. Organize P. T. A.'s in schools where none have existed.

The administrator must survey the occupations prevalent in his newly acquired territory in order that the curriculum might be altered to meet the needs of the industries which may exist.

Personal contact is a natural source of public relations. By providing community services and programs not otherwise available, people of smaller communities may be met and valuable acquaintances made which would be impossible in other situations.

In a study made by McGuffey-Pierce-Tostlebe, the items of greater importance in rural schools as listed by teachers educational institutions included such articles as:

1. Furniture and equipment.
 2. Attendance reports.
 3. School programs and entertainment.
 4. Teacher living quarters.
 5. Organization of curriculum.
 6. Teacher relationship with supervisors.
 7. Administrative framework of rural education.
 8. Child development.
- The same check list sent to rural school supervisors found these items ranked highest:
1. School laws.
 2. Communicable diseases and their control.
 3. Construction and use of teacher made tests and examinations.
 4. Educational agencies in rural districts.
 5. School cooperation with other agencies.
 6. Rural health.⁷

Teachers colleges as yet have not placed full emphasis on problems as they are met in actual administrative situations.

PROGRAM IN RURAL SCHOOLS AT DIETERICH

The Dieterich Community Unit is considered a rural unit. The high school is in Dieterich, the largest town

7. Hilton, E., "Major Importance In Rural School Management Courses", Education And Administration Supervision, (April, 1941), pp. 241-244.

in the unit. There are four grade schools, one in Dieterich (500 people), one in Montrose (350 people), one at Eberle, a small, one-store town, and one at Elliottstown, the same sized town as Eberle.

The elementary grade schools each have a building principal who executes the superintendent's policies. The superintendent of Dieterich Community Unit is also the principal of the grade and high schools.

The methods of public relations used in the Dieterich Community Unit are the four P. T. A.'s, school paper, teachers, programs, and the students.

The Dieterich Unit has four P. T. A.'s, all of which are in the elementary schools. They meet once a month; teachers are required to attend them, and the superintendent attends each one five or six times during the year. The meetings are for the purpose of finding out more about the schools. The teachers are more than happy to answer questions which the parents ask. The meetings are designed so that a topic on education is discussed, and a special program is usually given, in which the students participate. A good P. T. A. program is important to have a good public relations program.

The Dieterich High School puts out a mimeographed school paper every two weeks, which gives information of the many activities and studies that are taking place in school. The weekly local newspaper has space devoted to

school news in it every week. One edition was dedicated to the Dieterich Community Unit Schools.

The teachers in the schools are good public relations workers. The methods they use in teaching is the basic way they have of showing it. Students go home and tell parents what their teachers say and do in school. A good teacher will help to operate a unit effectively. The good teacher is a mixer. She will meet more people in the community especially if they have lived in the community for most of their lives. The grade school teachers of Dieterich Community Unit mostly live in the community. The high school teachers aren't local; they come from all over the state of Illinois.

The programs are another important public relations function. The grade schools always have a small program for P. T. A. meetings, and there is always a Christmas program. Parents of the children always turn out for these activities. The high school students have a lot of activities during the year.

In Chapter 4, the author hopes to summarize some of the activities of Dieterich High School.

CHAPTER IV

PUBLIC RELATIONS PROGRAM FOR DIETERICH COMMUNITY UNIT

One of the jobs of a superintendent is to direct the public relations program in schools. He must work with the other agencies in the community. Better relations can be had if the superintendent works with the churches, civic organizations, and the members of the town board. Working with these organizations will gain the confidence of the community and could cause a better understanding between the superintendent and community. A good superintendent has to show the general public that he is capable of guiding the education of their children.

The superintendent, with the Board of Education, principals and teachers should lead the way in the public relations program in the schools.

The Dieterich Community Unit became a unit in 1948. The Unit had four grade schools with no high school. The high school students were transported to Effingham with tuition being paid for their education. A bond issue was passed in 1953 to build a new high school, but a group of patrons objected to the building of the high school. The courts finally decided against their objection, and in 1956 the high school was built. The children already enrolled in the Sophomore, Junior, and Senior Class, at

Effingham, didn't want to change schools. The author could understand why the Seniors would want to finish at the school in which they started.

The school started with 125 students enrolled the first of September. The teachers were all young with experience. This was a good idea that the board had in selecting their teachers. The students seemed to enjoy having teachers close to their own age. The author feels that the teachers play an important part in changing the students mind about going to high school at Dieterich.

The superintendent's idea was to try and gain the confidence of the children. The method the superintendent used in trying to accomplish this was to give the students as much responsibility as possible in the organization of the school. The students accepted the responsibility and worked hard in making the school a success. They also went home and told their parents that they enjoyed going to school at Dieterich, also the different organizations that they belonged to which they didn't have a chance to participate in at Effingham.

The activities which the High School Student took part in are as follows:

1. Sock hops by class organizations
2. Junior class play
3. Christmas dance
4. Junior and Senior Prom and Banquet

5. Music Department in a Spring Concert
6. Junior carnival
7. Baseball, Basketball and Track
8. Future Farmers of America Banquet
9. Style show
10. Mother and Daughter Banquet sponsored
by Future Homemakers of America.
11. Open house
12. Baccalaureate and graduation
13. Year book
14. School paper
15. Athletic Banquet
16. F. F. A. trips to St. Louis Stockyards
and Chicago Museum of Science and Industry
and Barn Dance
17. F. H. A. Champaign for F. H. A. meeting
18. Hot lunch program

The Dieterich High School open house was held in October. The Student Council, under the supervision of the superintendent and teachers, organized the program. The program included the entire student body acting as guides.

The grade school activities for the year were:

1. Open house for parents
2. P. T. A. meeting once a month
3. Art exhibits

4. Christmas programs
5. Music and plays at all P. T. A. Meetings
6. Graduation programs
7. Teacher's conferences with parents
8. Chili suppers and Ice cream socials
9. Softball, basketball and track
10. Montrose first place in Effingham Daily News Tournament
11. Dieterich second place in Effingham Daily News Tournament
12. Articles for local paper
13. Hot lunch programs

Indications are that the public relations program for the Dieterich Community Unit 30 was a success. There are quite a few projects which would improve the relationship of the school and community.

Next year the following projects are proposed:

1. Installation of loud speaker system in gymnasium. (the acoustics are very bad and throughout the entire gym people are unable to hear.)
2. A school paper and also a weekly page in the Dieterich Gazette.
3. Class clubs
 - a. Commercial club
 - b. Lettermans club
 - c. English club

4. Acquire new equipment for class rooms in grade schools.
5. An advisory committee for the F. F. A.
6. Improve the P. T. A's
 - a. Superintendent working more with each group
 - b. Discussing school problems
7. Build up our school library

The Board of Education has already taken steps on some of the projects. The board has authorized the superintendent and agriculture teacher to proceed with the organization of the advisory committee for the F. F. A. The board has authorized the superintendent to purchase the loud speaker system for the gymnasium, and to purchase 100 new elementary seats. The Board of Education in the Dieterich Community Unit is very cooperative and seem to be assisting the superintendent in his public relations role.

CONCLUSION

Public relations have a dual purpose. First, they must give the public truthful and intelligent information regarding school activities and conditions, and they must give the school personnel information regarding the community needs and conditions, together with a knowledge of the attitudes of the public toward the school.

The program should use every facility available, reach all the people in the community, be continuous, honest, understandable, and be aggressive in a dignified way.

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