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INTERPRETING THE SECONDARY SCHOOL TO THE PUBLIC



BULLETIN, 1932, No. 17

MONOGRAPH No. 18

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COMMISSIONER

INTERPRETING THE
SECONDARY SCHOOL
TO THE PUBLIC

BY

BELMONT FARLEY

BULLETIN 1932, NO. 17

NATIONAL SURVEY OF SECONDARY EDUCATION

MONOGRAPH NO. 16



UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON : 1933

For sale by the Superintendent of Documents, Washington, D. C. . . . Price 10 cents

NOTE

Belmont Farley, the author of this monograph, is assistant director of the division of publications of the National Education Association and specialist in school administration of the NATIONAL SURVEY OF SECONDARY EDUCATION. William John Cooper, United States Commissioner of Education, is director of the Survey; Leonard V. Koos, professor of secondary education at the University of Chicago, is associate director; and Carl A. Jessen, specialist in secondary education of the Office of Education is coordinator.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., July, 1933.

SIR: Within a period of 30 years the high-school enrollment has increased from a little over 10 per cent of the population of high-school age to more than 50 per cent of that population. This enrollment is so unusual for a secondary school that it has attracted the attention of Europe, where only 8 to 10 per cent attend secondary schools. Many European educators have said that we are educating too many people. I believe, however, that the people of the United States are now getting a new conception of education. They are coming to look upon education as a preparation for citizenship and for daily life rather than for the money return which comes from it. They are looking upon the high school as a place for their boys and girls to profit at a period when they are not yet acceptable to industry.

In order that we may know where we stand in secondary education, the membership of the North Central Association of Colleges and Secondary Schools four years ago took the lead in urging a study. It seemed to them that it was wise for such a study to be made by the Government of the United States rather than by a private foundation; for if such an agency studied secondary education, it might be accused either rightly or wrongly of a bias toward a special interest. When the members of a committee of this association appeared before the Bureau of the Budget in 1928, they received a very courteous hearing. It was impossible, so the Chief of the Budget Bureau thought, to obtain all the money which the commission felt desirable; with the money which was obtained, \$225,000, to be expended over a 3-year period, it was found impossible to do all the things that the committee had in mind. It was possible, however, to study those things which pertained strictly to secondary education, that is, its organization; its curriculum, including some of the more fundamental subjects, and particularly those subjects on which a comparison could be made between the present and earlier periods; its extracurriculum, which is almost entirely new in the past 30 years; the pupil population; and administrative and supervisory problems, personnel, and activities.

[v]

LETTER OF TRANSMITTAL

The handling of this Survey was intrusted to Dr. Leonard V. Koos, of the University of Chicago. With great skill he has, working on a full-time basis during his free quarters from the University of Chicago and part time during other quarters, brought it to a conclusion.

This manuscript was prepared by Dr. Belmont Farley of the National Education Association. He made an effort to find the effect of publicity in four city school systems, namely, Denver, Cleveland, Philadelphia, and Kansas City. He examined columns upon columns of newspaper publicity. In addition to this he sent out a questionnaire to some 292 public high schools. Of these, 166, or approximately 55 per cent, replied. These replies came, 2 of them from schools which also had junior colleges, 116 of them from senior high schools, and 44 from strictly junior high schools.

A rather unusual part of the investigation was concerned with the questionnaire sent to parents in the schools of the four cities mentioned above. The replies indicated that there was practically no difference between fathers and mothers in their knowledge of what went on in school. This is a surprise to many people who assume that since the mothers attend the parent-teacher meetings much more frequently than the fathers do they are far better informed on the schools to which their children go. Nor does there seem to be any great difference between parents of varying educational levels. Parents with college educations scored no higher than those with high-school educations and only slightly higher than those who had attended only elementary school. There does seem to be a real difference statistically between the parents who have had children in school only one year, those who have had them in school two or three years, and those who have had them in school longer. The amount of knowledge which a parent has of the school seems to be directly proportional to the length of time his child has been in school.

I think the manuscript is exceedingly illuminating and should be published as a monograph of the National Survey of Secondary Education.

Respectfully submitted.

W. M. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

INTERPRETING THE SECONDARY SCHOOL TO THE PUBLIC

CHAPTER I: THE BACKGROUND AND METHOD OF THE INQUIRY

1. THE DEVELOPMENT OF EDUCATIONAL INTERPRETATION

Government by the people depends upon the ability of the people to govern. Early American ideals of political freedom required that schools be established to guarantee that citizens might have this capacity. Through the years that have followed, free and universal education has been increasingly recognized not only as an integral part of the concept of popular government, but also as an immensely powerful factor in directing the course of social change. The conduct of the schools is therefore an enterprise in which all citizens should be vitally interested.

The faith that we have in democratic forms of living and working together rests on the solid fact that men and women are capable of being made more responsible and more intelligent through training. It is doubtful if the ideals of democratic life could be anything but an intellectual mirage if we could not believe in the educable qualities of men and women. . . . Education is basic to a better society, as it is to a better government or any other cooperative enterprise.¹

In earlier days this interest was manifested in lay school committees which played a large part in administration, supervision, and even instruction.² It was one of the functions of these laymen to keep citizens informed of their schools. Through such representative bodies of control the public was responsible for defining the objectives and appraising the results of its educational institutions.

The natural development of the art and science of instruction gradually made the work of the nonprofessional school

¹ Suzzallo, Henry. *Our Faith in Education*. Philadelphia, J. B. Lippincott, pp. 23, 24.

² See Neale, M. G. *School Reports as a Means of Securing Additional Support for Education in American Cities*. Columbia, Mo., Missouri Book Co., 1921.

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overseers a severe burden. This may be noted in the following groan from a lay school committee:

Having devoted eight entire days to the examination of teachers, your committee found themselves required by statute to visit each of the 28 schools, once at the beginning, once near the close, and once each month during their continuance. The law on the one hand demands nearly 200 days of labor, and their own number of three makes compliance with this demand an utter impossibility. . . . It is both a false and wretched economy which seeks to obtain from three men, the labor which six could hardly perform.³

As the burden became greater, more and more responsibility was placed on the professional educators, who in turn distributed their tasks among each other in accordance with the demands of increasing specialization.

Thus what was once primarily an obligation of parenthood to pass on to the next generation the heritage of race experience has been little by little removed from the hearthstone to the schoolhouse. With this removal the determination of social conservation and change has been largely transferred from parents to a professional class. The exchange of the amateur for the expert is usually accompanied by greater immediate efficiency in skill of operation. Institutionalized education is not an exception. The economy of time and money and the greatly enriched results of education in schools far outmeasure the meager accomplishments of instruction as a part-time employment of untrained parents.

Such a transfer is, however, inevitably attended by a loss. It is a deep-seated characteristic of the individual to have more interest in the thing he himself is doing than in any task performed by another. "Where your treasure is, there will your heart be also." Specialization in child training has freed the home of the necessity of much concern about the course of social progress, insofar as it is determined by education. While the professors argue over whether the plastic generation should be recast in the mold of its elders through some plan of indoctrination or allowed to set as it will in a matrix of its own making, father reads the sport

³ Annual report of the School Committee of West Springfield, Mass. Quoted from Almack, John C. *The School Board Member*. New York, Macmillan Co., 1927, pp. 46-47.

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page and mother goes with the children to the movies. The argument is evidently that of the professors.

Quoting again from Doctor Suzzallo:⁴

In the task of improving men, all men and institutions must help. . . . Here [in the schools] the teachers are the deliberate improvers of a plastic youth working through fact and thought to a plan. It is a large and inspiring task. They must believe in their work. And by the same arguments they should share their faith in education with those who need it most of all—the citizens of our American republic.

One of the principal objectives of the educator's program of educational publicity or interpretation is to share faith with and quicken the sense of responsibility in all citizens for thoughtful participation in the social task of educating youth in a free and universal system of schools.

2. INCREASED ATTENTION OF EDUCATORS TO THE NEED FOR INTERPRETATION

Increasing recognition of the need and appreciation of the value of systematic educational interpretation is indicated in the following resolution of the Department of Superintendence of the National Education Association:

At no time in the history of public education has it been more important that the relationship between the public and the schools shall be one of sympathy, cooperation, and understanding. We recommend, therefore, that extraordinary efforts be made to continue courteous, tactful, and considerate public relationships; that administrators gain and keep the confidence of the community through the increased efficiency of the school system, the impartiality of its officials, and the farsightedness and justness of the policies of boards of education; and that departments of public relations, whether in a system so small that the superintendent is the department, or in a city large enough to have its own organization, be established. Such a policy will be a legitimate and necessary source of friendliness between a public-school system and the community which it serves.⁵

The following resolution of the National Education Association likewise endorses the principle of educational interpretation:

The National Education Association appreciates the cooperation of newspapers, magazines, press associations, radio, and other agencies

⁴ Ibid. pp. 107-108.

⁵ Department of Superintendence of the National Education Association, Official Report of the 62d Annual Convention, Washington, D.C., February 1932, p. 278.

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in the interpretation of education; and urges that further provision be made for the extension of cooperation with these agencies to the end that the public may fully understand the achievements, ideals, work, and needs of the school.⁶

Perhaps the demand for interpretation of the objectives, activities, and results of education is more insistent at the secondary-school level than at any other step on the educational ladder. The great increase in enrollment in high school has been responsible for rapid expansions in the educational offering and for the introduction of a multitude of technics which are little understood by the average layman. These developments have caused the cost of operating the secondary school to mount. New objectives of education are more evident to the layman when they apply in secondary schools where young minds are beginning to make use of previously acquired tools of learning and to think and act on their own part. These innovations and the apparent increased cost incurred on their account gives rise to doubts and protests in the lay mind. The necessity for a program of interpretation for secondary schools was recognized by a speaker before an annual meeting of the Department of Secondary School Principals of the National Education Association as follows:

If education is to continue to receive and enjoy something like adequate moral, popular, and financial support, two things seem certain: First, the gap between the thinking of our professional leaders and that of the laymen must be kept relatively small. This must be accomplished without penalizing or impeding the progress of our leaders. Second, blind faith in education, educational institutions, and methods must be replaced by a well-informed, intelligent understanding of what we are doing and what we propose to do.⁷

3. COOPERATION OF NEWSPAPERS AND OTHER MEDIUMS OF PUBLIC INFORMATION

Newspapers and other mediums of public information have shown a disposition to cooperate with educators in their

⁶ National Education Association, 67th Annual Convention, Atlanta, Ga. Proceedings of the National Education Association, 1929, p. 1136.

⁷ Morrisett, L. N., principal, Classen High School, Oklahoma City, Okla. See Bulletin No. 35 of the Department of Secondary School Principals of the National Education Association, March 1931, Proceedings of the Fifteenth Annual Meeting of the Department, p. 115.

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efforts to keep the schools before the people. Reynolds⁸ found 5,483 school news items in newspapers from 25 cities. Garlin measured 15,047.5 column inches of school news articles in *The Dallas (Tex.) News* in one year.⁹ Farley classified 29,265 column inches of schools news from three months' issues of 10 newspapers in as many cities.¹⁰

Similar studies would probably show a generous use of magazines, the public forum, the radio, and other mediums for interpreting the aims, needs, and achievements of the schools.

An analysis of the total of 15,047.5 column inches of educational news measured by Garlin shows that 7,776.5 column inches or more than half the entire space reported college and university affairs. The 7,271 column inches remaining were devoted to the various educational levels as follows: High school, 1,395, or 19 per cent; elementary school, 575.5, or 8 per cent; kindergarten 123, or 1.7 per cent. *All departments, rural schools, and general and special* are the categories under which the remaining 71 per cent of the 7,271 column inches is classified. From this evidence it appears that institutional units command space in the press in a ratio similar to their level on the educational ladder. Doubtless the high school shares generously in the amount of space devoted to education under the last three rubrics listed above.

4. PURPOSES OF THE STUDY OF SECONDARY-SCHOOL INTERPRETATION

Educators have expressed the need for more comprehensive and better planned programs of educational interpretation. Mediums ordinarily used for publicity purposes are devoting their resources to informing the public of its schools.

In this program of public relations the secondary school enjoys generous treatment. It will be helpful to those who are responsible for the improvement of the program of interpretation of secondary schools to have (1) a detailed knowl-

⁸ Reynolds, R. G. *Newspaper Publicity for the Public Schools*. New York, A. G. Sellen, 1922, p. 17.

⁹ Garlin, R. E. *A Study of Educational Publicity in Texas Newspapers*. *University of Texas Bulletin*, No. 3044, Nov. 22, 1930, p. 19.

¹⁰ Farley, Belmont M. *What to Tell the People About the Public Schools*. Teachers College, Columbia University, *Contribution to Education* No. 355, 1929, p. 46.

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edge of the policies and practices in publicity of a few selected secondary schools; (2) information on the extent to which these policies and practices obtain in a larger number of secondary schools in which educational interpretation is emphasized and (3) an estimate of the relative effectiveness of the mediums and methods of interpretation used. It is the purpose of this study to throw some light on these three subjects.

5. SELECTING THE SCHOOLS FOR STUDY

Two hundred and ninety-two public high schools were invited to participate in this study of the National Survey of Secondary Education. One hundred and sixty, or approximately 55 per cent, accepted the invitation and returned usable replies to the inquiries sent.

The schools were selected as follows: State superintendents of schools were asked to report those cities of their States which were engaged in an active public relations program. The superintendents of schools in larger cities were requested to point out the high schools which they considered representative of the best publicity practices in their cities. The high-school principals were asked to appraise their own publicity programs. Invitations were extended to schools concerning which it was unequivocally stated by all three school officers that their publicity programs were unusually effective or the object of considerable planning and study by principals and teachers. The policies and practices in publicity portrayed are therefore those of selected schools, although many of these policies and practices are being carried out in varying degrees of effectiveness in nearly every high school of the present day.

CHAPTER II : POLICIES AND PRACTICES IN SELECTED
SCHOOLS OF FOUR CITIES

I. THE CITIES REPRESENTED

High schools of four cities, Denver, Cleveland, Kansas City (Mo.), and Philadelphia, were chosen to illustrate the detailed secondary-school interpretation program. These schools were picked for certain contrasts which they offer in the mediums and methods of their interpretation programs. These contrasts will be evident in the following descriptions and are commented upon at some length in Chapter IV.

I. THE PROGRAM OF INTERPRETATION IN DENVER

(a) PRACTICES IN THE CITY SCHOOL SYSTEM

The population of Denver in 1930 was 287,861. The city has 10 junior high schools and 5 senior high schools, practically every one of which is housed in a building recently constructed in accordance with modern principles of school-building planning and conforming to artistic and sometimes unique canons of architecture. The necessity for securing the cooperation of citizens in the financial program required to underwrite these buildings was one of the first reasons for establishing a public relations department in the central office of the city school system. Another important project of the city schools demanding the active cooperation of citizens was an extensive program of curriculum revision. During this adaptation of the curriculum to present needs of the schools a capable newspaper man was employed to explain to the public what the proposed changes were expected to achieve. The feature article shown in Figure 1 illustrates the program of interpretation carried out for this purpose.

The department of public relations was formally organized in 1929 with the well-understood objective of carrying out a permanent continuing program of educational interpretation. According to school officials this policy was adopted formally by the board of education which gave its approval through

[The Denver Times, November 17, 1934]

Latin Study Changes in Denver so Students Now Understand it

No Longer Can Teacher's Pet Get Away With Nonintelligible Jargon of English Phrases in Translating

This is the second of a series of articles on Denver schools. The first appeared in *The Sunday News*. New phases of the subject will be covered in articles to be printed in *The Times* each day this week. Watch for them.

BY GEORGE LOOMS

They are not teaching Latin as they used to teach it.

You doubtless realize now after about fifteen years that Gaul was divided in three parts and that Caesar's rookies got very soft in winter quarters and that Cicero was a sort of hysterical gent, who was always rising to a point of order with a phrase like: "When I remember this, O Catiline."

But these disconnected bits are about all any of us carries away from that dim, melodious past.

The Denver school system is hopeful that our children will have a happier Latin experience. In our day it was merely a job of learning the most complicated sort of grammar, a lot of conjugations and declensions and their exceptions. And then we had to be able to pick up a text and stagger thru it, reducing the words to an English equivalent, or what passed for an English equivalent. And when we had finished the translation it would have taken a Philadelphia lawyer to extract therefrom the meaning.

Here's Sample Phrase

How familiar does the following translation sound to you?

"Now that I might separate myself, Conscript Fathers, a certain almost just complaint of the state, I ask diligently, as I say, let this sink

deeply into your minds and hearts!" Great stuff, isn't it. Gives a marvelously clear picture of the life of Rome, doesn't it?

Or consider this tidy bit: "For when the forces of the enemy had not been far away, nevertheless, if no breaking down was made, then grazing was left behind, the culture of the fields was deserted, navigation of the merchants sleeps."

Latin is supposed to give us a better working knowledge of English, a more sympathetic insight into the life of the past, a cultural background. If the above two questions are fair samples of what the characteristic teacher's pet used to get away with and earn therefrom the sticky sweet smile of his mentor, is there, then, small wonder why some of us are down on the classics as cultural aids?

Teaching Changed

In 1924 the American Classical League, under the leadership of Dean Andrew West of Princeton University, published an outline of what it considered the correct way to teach the classics. Before the syllabus was published, the curriculum revision department of the Denver public school system got hold of it and adopted its principles with the result that the modern improved method is now in effect in our schools before most other schools have even heard that there was a reform started.

FIGURE 1.—The newspaper interpreting the schools

INTERPRETING THE SECONDARY SCHOOL

successive appropriations of funds to finance the new department. The director of public relations is in general responsible for contacts with the newspapers and is directly in charge of the publications of the city school system. Each school in the city, however, has its own publicity department organized in accordance with a plan of the principal and accommodated to the organization of the school and the special qualifications of faculty members.

The director of public relations for the school system issues two types of publications for the purpose of interpreting the work of the schools. The first is entitled *Denver Public Schools Bulletin*. This is published monthly during the school year and carries the by-line "By authority of the Board of Education, Denver, Colo." It is essentially a "house organ" for the professional workers of the city school system. A sample copy consists of 12 pages, 6 by 9 inches, on cream-colored art stock. These bulletins are a supervisory as well as publicity device. The cover page usually carries a quotation from some current educational book or a report of some outstanding public agency such as the White House Conference on Child Health and Protection. Content is indicated by the following topics: "Developing Health Attitudes in Children," by the director of health education in the city schools; "Nutrition Work in Whittier School," by the principal; "Ventilation," by the director of health service; "Teaching for Health Through Biology," by a high-school teacher; "Posture Defects in School Children," by an orthopedic physician; "Functions of the Home Room Project in Good Manners and Courtesy"; "Development of Organized Guidance in the Denver Schools," by a research assistant; "Critical Problems in the Counseling Program."

Usually each bulletin is developed around a single educational problem which is attacked from several angles. While the publications are designed for professional use, most of the articles are in nontechnical language and may be considered a valuable medium of interpretation for the intelligent parent.

Another publicity organ of the central public relations department is called *The School Review*, Official Publication of

the Denver Public Schools. *The School Review* is issued monthly and is distributed to every patron of the schools. It is first made a subject of discussion during one period of each home room. The home-room teacher explains the articles and tells the pupils why they are published. Each pupil is then asked to take his copy to his parents. The size of this 4-page publication is 10 by 14 inches. It is laid out in three 18-em columns. Headlines are printed in newspaper style. Representative headlines are: "Nutrition Program Shows Good Results"; "Teachers of Denver are Well Qualified"; "Platoon Plant to Replace Central, Franklin, Elmwood"; "Appointment to Teaching Positions in Denver Schools on Basis of Merit"; "World Federation of Education Associations to Meet in Denver."

The following quotation from an illustrated feature article indicates the style of writing:

PROBLEMS OF EVERY DAY FORM COURSE OF STUDY FOR
EAST HIGH PUPILS

Once in the life of every bungalow! The day that the electric iron doesn't work, and the hot-water faucet leaks, and the furnace won't draw. The day that Horace, Jr., has a cold on his chest, and his mother is sure that something is wrong with the mustard plaster she has made for him. The day that Horace, Sr., does the marketing.

"And what sort of tough meat is this, Horace? I thought you'd get a flat-bone or a pin-bone steak."

"Gosh! It's beef, isn't it?"

"There's the phone. Hello; yes, Dad. What, I'll be right over. Horace, mother's sprained her ankle, and Dad wants me to come right away."

"Say, Mary, I forgot. I'm going to that Citizens' Club dinner, and I've only got a minute to get into my tux."

"It isn't pressed. You'll have to do it yourself."

And the curtain falls on the tempest.

Electric fuses, faucet washers, mustard plasters, tough steak, unpressed tuxedos. Little nothings in themselves. Surely of no value in a school course. But gather them together into one unit and they present a list of problems in everyday living, of adjustments to emergencies, of comprehension of values, which together require a genuine course of study if they are to be coped with. Such a course might be called "Common Knowledge," "Common Sense," or just "Problems in Everyday Living," as it is termed at East High School.

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(b) PRACTICES IN SKINNER JUNIOR HIGH SCHOOL

Character of the school.—Skinner Junior High School was selected for special study because reports to the staff of the National Survey of Secondary Education indicated an especially active program of public relations. The school enrolls 1,435 pupils. The faculty numbers 58 members. The organization includes grades 7, 8, and 9. The school is located in a recently developed outlying district of the city. The population of this district is heterogeneous in character, composed of representatives of the unskilled laboring class as well as highly educated professional people. It may be considered a little below the average district in Denver in respect to the percentage of citizens following occupations requiring high-school and college education. A cursory inspection of the district discloses that homes are well built and neatly kept.

Interpretation to pupils.—A continuous program of interpreting education to the pupils is carried out at Skinner Junior High School. No credit toward graduation is given pupils for study of or participation in this program except as incidental reference to it occurs in the courses in social science. In carrying out this program emphasis is placed upon publicity for the affairs of Skinner Junior High School. Assembly exercises, home rooms, school clubs, and community organizations are considered important mediums of interpreting education to the pupils. The school produces in its own print shop a great variety of publications, most of which are designed to explain the work of the schools either to pupils or to parents.

The school paper is known as the *Skinner Citizen*. This 6-page, 8 by 11 inch publication is laid out in three 13½-em columns. Newspaper style is followed. It is issued monthly by the journalism classes of the school. More than 100 pupils are enrolled in these classes. They receive no school credit for this work. The masthead lists 80 reporters who interview members of the faculty, principal, counselor, or other school officers, and the pupils. A typical issue of the *Skinner Citizen* employs such headlines as: "Kallminzer and Watters Win 8A Oratorical Contest"; "Miss Brown Returns

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from St. Louis—Saw Interesting Work in Various Junior High Schools"; "Social Science Class Studies Unusual Method of Capital Punishment"; "Leisure Interests Shown in Assembly Program"; "Art Classes Visit Chappell House"; "Child Health Day Observed."

The paper is illustrated with photographs of pupil activities and reproductions of work of the art department. Once each year the *Skinner Citizen* appears in magazine form. The magazine consists of 28 pages, 6 by 9 inches. It carries a large number of signed articles. The following illustrates the way in which this publication is used to increase the appreciation of the students for their school:

WHAT SKINNER HAS MEANT TO ME

BY HELEN MITCHELL, 9A

Citizenship is the basis of community life. The first training in citizenship is received in the home. After this, it is the school which directs us. We know that we are often judged by the companions we have, because our character is largely determined by our environment.

In Skinner we have always looked up to the higher and nobler things of life; we have chosen people to lead us who can be looked up to. I am sure that if we continue striving toward citizenship ideals as we have in Skinner, our class will be an asset to our community and our country.

One of the most difficult things to do in going out into life is to adapt ourselves to the conditions encountered. Every day in Skinner we have problems confronting us which demand our attention and immediate decision.

Success is gained only through hard work and many trials. So it is in our school life. It is not possible for all of us to be leaders. We can not always be on top. But if one has ambition and pluck mingled with some of that rare and seldom-found common sense, it is sure that success will be reached in some measure. One of the greatest contributions of Skinner to her pupils is the training in solving our own problems with our own minds.

A man's success can to a great extent be measured by the friends he has made, and the number of people he has helped. In school we are trained to become useful citizens by practicing self-denial and service. If, when leaving Skinner, we are not helpful in social life, it is because we have not been willing to learn.

I can think of no better expression than to say that Skinner has been my home for three years. In leaving her I shall experience all the heartache and "homesickness" accompanying the separation of the members of any home.

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The circulation of the school paper is 1,200, which is about 85 per cent of the enrollment. The school does not publish an annual. The student handbook is called *Skinner Lore*. Somewhat larger than the average handbook, 5 by 7 inches, containing approximately 60 pages, illustrated with graphs and charts, it sets forth the school organization and the rules and regulations in an attractive manner.

The courses of study in Skinner Junior High School, as in other Denver schools, are kept in flexible form. Because of the program of revision the courses have not yet been finally put into print. A list of suggested curriculums, giving the main activities of the courses and credits earned for taking them, is published in a 64-page bulletin entitled *General Information and Courses of Study for the Senior High School*. A few weeks before Skinner Junior High School pupils finish the ninth grade, copies of this bulletin, which is published by the division of publications of the central office, are distributed to their parents.

Perhaps the most effective type of educational interpretation to the pupils carried out at Skinner Junior High is pupil project work in school publications. These projects are executed chiefly by the English, art, and printing classes. The work is done almost wholly with school equipment. In addition to their value as class exercises, these projects require the pupil to understand the objectives of education and the activities and achievements of the school well enough to explain them to others. Among these projects are such bulletins as *Adventures in Goodwill*. This 30-page bulletin, bound in heavy green art paper, illustrated with a linoleum design on the cover, interprets the work the school is doing in teaching international affairs and promoting world goodwill. It is profusely illustrated with original drawings by pupils in the art department and contains chapters on the following subjects: "Art in Foreign Countries;" "Two Foreign Religions;" "England Trains Craftsmen and Designers;" "Photography and Internationalism;" "International History of Printing;" "Types of Government in the World Today;" "Nationalities Represented at Skinner;" "Folk Dancing;" "What Foreign Nations Have Contributed to

Science;" "The Social Science Class Publishes an International Newspaper;" etc.

These bulletins are discussed at parents' meetings and distributed to pupils and patrons. *The Voice of Skinner* is another interpretation project. A current number is tastefully bound in orange-colored art paper. The cover design exhibits a ship on the high seas with its radio antennae flashing visible Hertzian waves. These waves, of course, are intended to carry the voice of Skinner to the world. Pupil government, social science, physical science, girls' athletics, social life, journalism, health, commercial subjects, boys' athletics, music, boys' vocational subjects, remedial penmanship, French, Spanish, measurements, cafeteria, library, home economics, Latin, mathematics, and art all have a place in this booklet. The interpretation of each subject or course begins as a radio broadcast and describes in popular language the object of each activity. The distribution of these publications to citizens is an effective means of carrying out the interpretation program for the general public.

Other pupil projects include pageants, plays, graduation exercises, and special assembly programs. Many of these are artistically printed and bound. The successful accomplishment of such a creative task inspires the pupil with a sense of the importance of the courses he is taking and is a testimonial to the public of worthy achievement. Publications of pupils at Skinner Junior High School are illustrated in Figure 2.

Interpretation to teachers.—Under the direction of the principal of the Skinner Junior High School, a program of interpretation to teachers and other school employees is continuous and purposeful. In faculty meetings the teachers inform themselves of the work of other schools through a study of the annual report of the superintendent of schools and of the courses of study in their various stages of revision. The principal issues a mimeographed bulletin at frequent intervals to members of the faculty. The following item from one of these bulletins explains a special public relations duty of the home-room teachers.

1. Home-room teachers should visit the homes of the students in their care. A knowledge of the home conditions is a prerequisite to an understanding and adjustment of the student's problems.

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Home visiting may at first appear to some of you useless and tedious, but I believe in time that you will come to feel its importance to the child's proper adjustment to his social and school environment. These visits may be made during the free period, on Saturdays, or before and after school. Should a teacher use the free period for these visits he should notify the office.

2. The parents should be encouraged to visit their child in his classes and during his activities. In time the parents will come to realize the

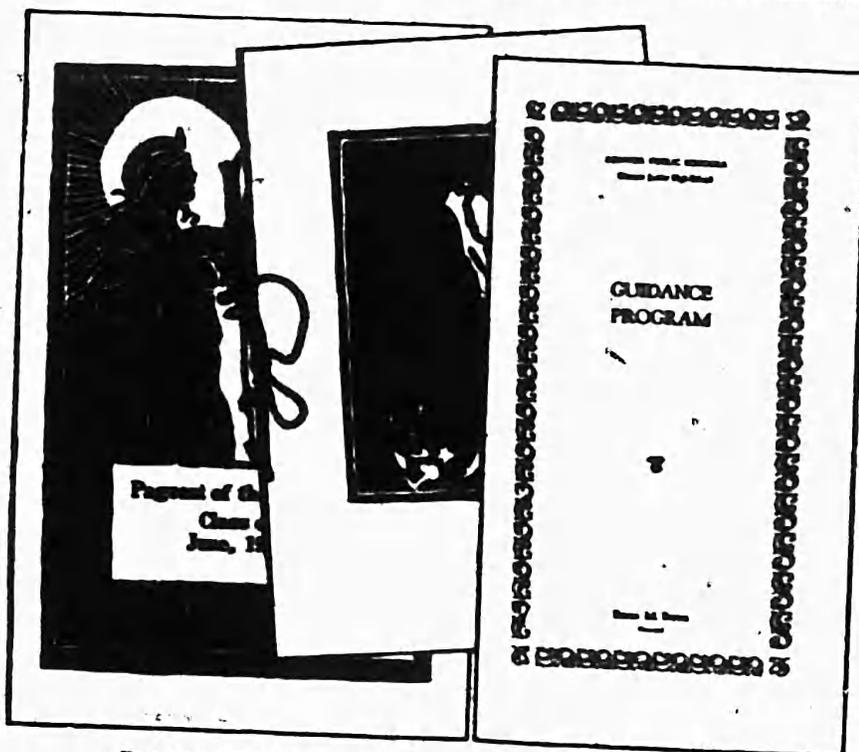


FIGURE 2.—Publications of pupils at Skinner Junior High School

part which the home-room teacher plays in promoting the child's best interests. . . .

Meetings are held for the janitors, clerks, and other employees of the school.

Interpretation to the public.—A continuous interpretation program for parents is carried out with the aid of a generous supply of school publications and frequent meetings of parents and teachers. The local newspapers devote much space to school affairs. In the two local metropolitan dailies school news appears in the form of school departments, and the school also shares in the editorials and the general run of

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the news. *The Northside Monitor*, a "give-a-way" newspaper in the Skinner Junior High School community, cooperates in keeping parents informed of school affairs. Contacts with these newspapers are made through the principal or through a teacher who works in both the art and journalism departments and who is appointed director of public relations for the school. Teachers are frequently interviewed by city reporters, and pupils collect news for both of the city dailies. City reporters make intermittent visits at the school. The pupil reporters are responsible chiefly to the school. These reporters work under the direction of the teacher in charge of public relations. Occasionally members of the faculty contribute special signed feature articles for local newspaper publication.

The local newspapers have special school editors, frequently feature school affairs in the Sunday edition, illustrate their news and feature articles with photographs, sometimes publish special school editions or school sections, and give the schools space on their rotogravure pages.

Bulletins for the home are frequently issued at Skinner Junior High School. Most of these invite parents to regular or special meetings of parent-teacher organizations. The special pupil publications described above further the function of interpreting the school work to parents. However, occasional mimeographed bulletins of several pages are distributed to homes, explaining the special difficulties, weak points, or strong points of the schools. A typical number describes the operation of the health courses. A mimeographed bulletin shows the number and per cent of boys and girls in each grade who are excluded by school and family physicians from the physical education courses. The percentage of underweight and overweight pupils with a statement of improvement in the correction of these conditions is another item of this bulletin. The work of the health department in correcting the defects of bad tonsils, enlarged cervical glands, flat feet, and poor vision is described. While this bulletin appears rather technical because of its tabulation of statistics, it offers objective evidence of achievement in school health.

Commencements are carried out with their effectiveness in interpreting the work of the schools in mind. Each com-

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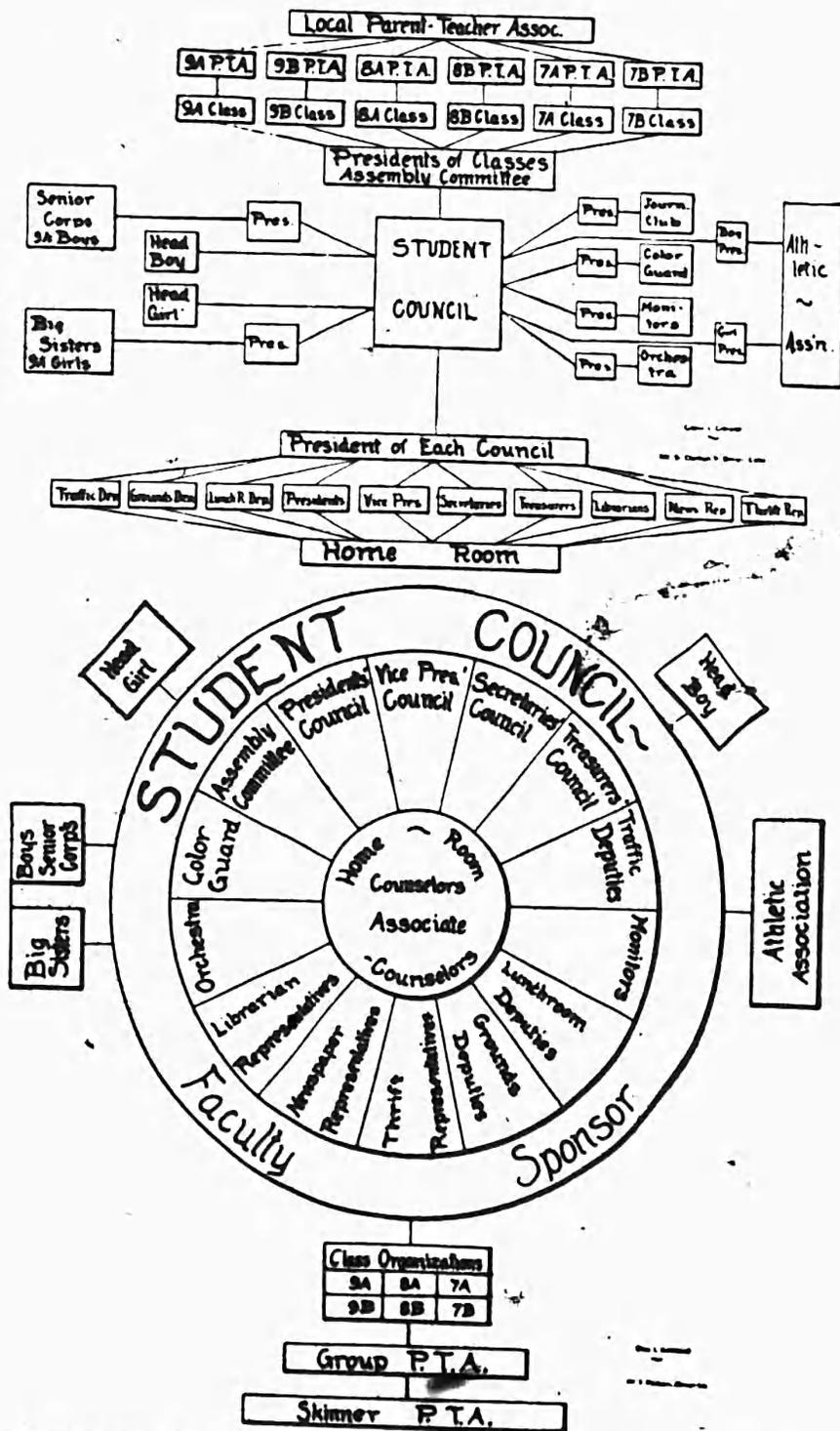


FIGURE 1.—Graphic presentation of school organization, Skinner Junior High School, Denver, Colo.

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mencement has had its own artistically printed program of musical numbers, addresses, and other pupil performances, made in the school print shop and the art department.

The principal makes about 20 public addresses during the year. Approximately the same number of public speeches is made by the members of the faculty.

The fathers of Skinner pupils have an organization known as the Fathers' Council of Skinner Junior High School. The mothers' organization is known as the Mothers' Study Circle. Sometimes these organizations have joint meetings. This joint assembly is called the Parent-Teacher Association.



FIGURE 4.—A goodwill bond

The Parent-Teacher Association has six group meetings each year, two for each grade. The group meetings for the seventh grade, for instance, are devoted largely to the problems of pupils, teachers, and parents interested in that year. Invitations to attend these parent-teacher organizations are extended by letter or by printed invitation. The charts shown in Figure 3 are photographed or planographed on light cardboard, 4 by 6½ inches, and distributed to members of the parent organizations.

The parent-teacher organizations are considered an important factor in school success. Both major groups work actively in school elections or in securing for Skinner Junior High School through public appropriation or private sub-

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scription the equipment and services which members feel the school needs. The activities of these organizations are thoroughly reported in the local press. Forty per cent of the fathers of pupils enrolled in Skinner Junior High School belong to the Fathers' Council. Approximately 150 fathers attend each monthly meeting. Among the accomplishments for which this Council is partly responsible are the half-rate carfare for school children and a pupil loan fund. This loan fund is raised by the sale of "Goodwill Bonds of the Skinner Junior High School's Student Finance Corporation." One of these bonds is shown in Figure 4.

Another project of the Fathers' Council is a motion-picture record of Skinner activities. The project was financed by the Fathers' Council which announced its presentation with the following card:

**THE FATHERS' COUNCIL OF
THE SKINNER JUNIOR HIGH SCHOOL
PRESENTS THE FACULTY AND STUDENTS IN
"SCHOOL DAYS"**

The following titles appeared on the film:

Scenario.....	Fathers' Council
Photography.....	Chas. A. Dowling
Projection.....	Albert Haanstad
Action.....	All of Us

When Bugle Sounds

Yes, They Must Watch the Camera Man

"We Shall Have the Minutes of the Last Meeting"

"The Meeting is Now Adjourned"

Concert Orchestra in Action

THE "MAJOR DOMO"

Greeting the Camera Man

Three Familiar Faces

SOUND MINDS NEED HEALTHY BODIES

Boys Battle Over Ball in Soccer Game

Graceful? Yes Indeed Girls Can Kick the Ball, Too

When She Tells Them, They Stay Told

Candidates for the Pennant

"OUT"

Some One Rings the Fire Alarm

1,500 Pupils Clear the Building

In Short Time

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These films were presented at a Fathers' Council vaudeville show to which admission was charged. It was planned to show these also at a meeting of the World Federation of Education Associations held in the city.

The Mothers' Study Circle meets once each month. Class sponsors are chosen from this Circle. The "mother-sponsor" of a class remains with the class until its graduation. Each class has a teacher-sponsor as well as a mother-sponsor. The sponsors of the sixth grade accompany the class upon its arrival for enrollment at Skinner Junior High School.

The typewritten history and minutes of the Skinner Parent-Teacher Association are carefully preserved in bound form.

Extensive exhibits of Skinner Junior High School work are made at intervals of every three years. The poster in Figure 5 illustrates part of the publicity for one of these triennial exhibits. An artistically printed card presented with the poster was made for inclusion in report card envelopes.

The newspaper story reproduced in Figure 6 describes school work exhibited.

At the triennial exhibits not only products of school classes are shown, but classroom procedures are demonstrated. In addition to the triennial exhibit there is a continuous exhibit in the halls of the Skinner Junior High School. This exhibit consists of art work and the products of vocational and industrial classes. At the time of the visit in connection with the National Survey it was labeled "What the Girls Did in the Boys' Shop."

School demonstrations at evening assemblies held for parents are frequently given. On one of these occasions a mathematics class on the assembly stage demonstrated the entire mathematics curriculum of the junior high school. At other times new methods of teaching algebra, English composition, and social science were demonstrated.

The Skinner Junior High School cooperates actively with community organizations, including the public library, Chamber of Commerce, Y. W. C. A., Y. M. C. A., service clubs, fraternal organizations, and the like. Each year a meeting of representatives of all organizations in the Skinner

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DENVER PUBLIC SCHOOLS

Skinner Junior High School
Adventures In Good
Will
Triennial Exhibit
of
STUDENTS' WORK

in
ALL DEPARTMENTS

FRIDAY, MAY 23, 1930
2 p. m. to 10 p. m.



VAUDEVILLE IN AUDITORIUM

Presented by

MUSIC AND PHYSICAL EDUCATION DEPARTMENTS

at

2 p.m. 7:30 p.m. 9:00 p.m.

Admission to vaudeville 10 cents



You are cordially invited to be present at an exhibit
of the

Students' Work

to be held in the

Skinner Junior High School

Denver Public Schools

Friday, May the twenty-third

one thousand nine hundred and thirty

Two mill ten o'clock

FIGURE 5.—Publicity for school exhibits

Skinner Junior High School Will Present Exhibit

All departments of the Skinner Junior High school are participating in an exhibit of students' work accomplished during the year which will be held at the school during this week. Each department is displaying elaborate specimens of work.

Parents, teachers and students are co-operating to make this one of the finest exhibits ever sponsored by a school. A reception will be held in the school today, fifty parents receiving the visitors.

Those who will be in the receiving line are: Mesdames D. D. Sturgeon, La Fay Hoffman, Elsie Johnson, E. A. Jenks, Carney Hartley, J. W. Neuman, E. E. Kellogg, J. W. Thomas and L. J. Morgan; Messrs. W. O. Emmons, G. F. Sink, Lee Nannigan, Grover Forcade, A. J. Haze, D. J. McAllister, E. L. Leisenring, E. De Lay, J. W. Horner, R. Maria, Arthur Steinke, L. R. Welger, A. G. Little, L. O. Ward, F. H. Brownyard, A. J. Mattick, B. Reilley, Charles J. Hotchkiss, William H. Richardson, J. C. Kringie, D. D. Sturgeon, E. L. Wagner, C. Surguine, H. W. Wadley, G. A. Nordquist, E. H. Derrick, Chester Walker, Arthur Eiting and J. P. Varian.

MOTHERS WILL BE ON COMMITTEE.

Mothers comprising the courtesy committee are: Mesdames John Corry, chairman; Walter Kellogg, J. W. Thomas, Charles E. Hotchkiss, Walter Probst, W. H. Edmunds, E. C. Wagner, W. S. Ames, A. C. Stice, L. D. Cray, H. E. Bingham, George W. Lovering, E. A. Hollingsworth, Herbert A. Clark, Albert M. Cavey, Daniel J. Hannigan, P. Keplinger, Henry S. Miller, William H. Richardson, Rush Rasse, H. T. White, E. H. Brownyard, W. O. Emmons, Herbert O'Neil, H. Kasch, N. A. Nelson, L. O. Ward, Albert A. Oppenlander, A. M. Zeiner, W. J. Noerlin, H. W. Hove and A. U. True.

The exhibitions, which will be given by the students in the gymnasiums, include a swimming meet, fashion display, debate, gymnasium exhibitions by the boys, language, and a class for all parents who wish to learn how to prepare the well-balanced meal. This will be conducted by the girls' cooking classes.

Mrs. Alice M. Richardson of the girls' physical education department, announces that the department will show the progress made by the girls in the decathlon tests, swimming and floor work. Charts will be exhibited showing photographs of the play festival, rules for games and the final scores in all tournaments.

Among the specimens that will be shown by the girls' vocational department are exhibit charts, household articles, invalid trays, and many useful and attractive articles that the girls have made.

Sewing classes will exhibit hats, dainty lingerie and beautiful gowns designed and made by them.

The cooking classes will show the mothers how to set a table correctly for every occasion.

English words derived from Latin, French and Spanish; a Roman miniature house, pictures and posters showing the life of Latins will be included in the language exhibit.

One of the most beautiful exhibits is that of the social sciences department. A poster silhouette in various shades of lavender has been made for every unit represented in the course. A silhouette for the industrial cities, shows the sky line of New York City, while the poster representing agricultural cities shows an outline of horses in the field. The posters were designed by Miss Mildred Biddick.

A program will be given in the auditorium at 2 o'clock which consists of an argument contest between the debating teams of the school.

Participants in the debate are Paul Clemmet, Sterling Gilbert, Elmer Oppenlander, Thomas Attick and Lawrence Le Sasso. The judges are Mrs. MacFoster Perryman, Miss Isabelle Redmond and Mrs. Pearl Crosley Brierly. Mrs. J. W. Thomas, president of the P. T. A., will present the decision of the judges. A musical entertainment will be presented by the students.

FIGURE 4.—The newspaper extends the effectiveness of the school exhibit

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Junior High School area is called at the school building to discuss plans for such cooperation. An important type of cooperation with these organizations is illustrated in a project of the City Club of Denver. This club made a survey of all the Denver high schools and published two bulletins as a result of its study; the first was entitled *The Junior High Schools of Denver: Their Contribution to Citizenship*, and the second *The Senior High Schools of Denver*. These bulletins outline the changing status of the high school, its aims and purposes, its curriculums, and its extracurriculum activities. The foreword of the junior high school study follows:

THE JUNIOR HIGH SCHOOLS OF DENVER

Their Contribution to Citizenship

Foreword:

For something more than a year, the Committee on Education and Welfare of the City Club has been making a study, as time would allow, of the Junior High Schools of the City of Denver. About 20 different men have been members of this committee during this period, and nearly all of them have visited one or more of these schools. All of the schools have been visited, most of them several times. The committee has been handicapped by the changes in personnel on the committee, but a sufficiently large nucleus has been kept intact throughout to insure the continuity of the report. Different members of the committee have been assigned to various phases of the subject and the report is in every sense a committee report.

The chief reason for making this study was that the Junior High School is a comparatively new feature of public-school education, that many citizens of Denver do not have an adequate conception of the objectives and methods of this new type of school, and that this committee felt that it might render a service by endeavoring to interpret some phases of its work to those who have not had the opportunity to investigate for themselves. The committee is composed of busy business and professional men who do not claim to be experts in the field of public-school education, and whose time has been too limited to make an exhaustive or scientific study of the subject. They merely wish to pass on to the public some of the things with which they have been deeply impressed as they have sat in the classrooms or assembly halls, or talked with pupils, teachers, and principals. . . .

At Christmas time the home rooms of Skinner Junior High School prepare baskets of food and other gifts for dis-

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tribution to the needy. The printing department manufactures an address tag with the following message:

MERRY CHRISTMAS

AND

HAPPY NEW YEAR

FROM

Home Room -----, Skinner Junior High School

A similar project is carried out at Thanksgiving time. These gift projects are carried out with the cooperation of the parent-teacher association, which sometimes contributes financial assistance. When the pupils discovered that an 11-year-old child had never owned a sled, the home room and the PTA together purchased the sled for him.

The school music organizations furnish vocal and instrumental music for festivals held under the auspices of civic groups. About 15 such services are rendered each year.

Special occasions for interpretation observed by the school include American Education Week, Book Week, and Health Day.

Teachers sometimes broadcast addresses from local radio stations. The topics of these addresses are largely chosen from the special field of the teacher.

Among the miscellaneous public relations contacts of the school, the following deserve commendation:

Contacts with the community are sometimes made by the student council, which is frequently asked to act as arbiter between students and members of the community in cases of student misbehavior. At the time of this study the student council was carrying out a program designed to keep students from walking across lawns, at the request of citizens.

Members of the Skinner Parent-Teacher Association are planning to place cards with the statement "I am a member of the Skinner PTA" in their store windows and offices.

The home economics department gives a dinner for representative business men of the Skinner Junior High School district each year.

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Each home room maintains an honor roll for attendance at PTA meetings. Parents who have children in these rooms contribute by their attendance to the status of the honor roll.

The principal of Skinner Junior High School writes congratulatory letters to parents of pupils who achieve especially high standing at school. The names of such pupils are posted. Their pictures are published in *The Skinner Citizen* and sometimes in the city dailies.

3. THE PROGRAM OF INTERPRETATION IN CLEVELAND

(a) PRACTICES IN THE CITY SCHOOL SYSTEM

The population of Cleveland in 1930 was 900,429. In the Cleveland school system there are 13 senior high schools and 17 junior high schools. Since 1920, when the first director of publications for the school system was appointed, a permanent continuing program of interpreting education has been a policy of the Cleveland schools. The policy in effect has evolved through common understanding of school officers and teachers and is due to their initiative and not to a formal adoption by the board of education. The board of education provision for the appointment of a director of publications and the quotations from the administrative code of the board of education offered later in this section indicate the approval of this body for a public relations program which has attracted Nation-wide attention.

The total annual budget for the division of publications is approximately \$2,000 for maintenance and printing and \$800 for supplies. This amount is exclusive of salaries. As the publisher of school bulletins, courses of study, etc., the division of publications is a service department. The cost of such publications comes from the budget of the department served. The school system "house organ," known as *School Topics*, is a charge on the budget of the division of publications. As a public relations department, the division of publications has a program of its own carried out by its director and assistants independently of other departments.

The division of publications is the chief contact of the local press with the school system. The director keeps

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informed of school affairs through reports from principals and teachers in the several schools and through reading their publications. He frequently visits the individual schools in a search for educational news and feature articles. While representatives of the press usually call directly on the director of publications, they are frequently sent to a principal or teacher for first-hand and more complete information. Any school employee may be interviewed by newspaper reporters. The division of publications seldom writes news or feature stories for the metropolitan dailies. Its work is confined to calling attention to opportunities for such stories and to helping the newspapermen collect facts. Three daily newspapers of the city devote a great deal of space to reporting school affairs. One of these has a school editor who is in charge of a school page printed weekly. Another newspaper publishes a school page during Education Week. All these newspapers illustrate school activities generously, and occasionally publish special school editions or sections.

It is the opinion of school officers and teachers that the newspapers offer a balanced program of school news and emphasize sufficiently courses of study, methods of instruction, and the purely educational activities of the schools. Improper behavior of students has been a fairly frequent news topic in the Cleveland papers. The division of publications does not attempt to censor reports of school disciplinary cases, believing that the facts are the best defense of the school, if it needs one.

Important projects of the division of publications which are sent to the public in connection with secondary education are *School Topics* and the *Illustrated Course of Study*. *School Topics* is a supervisory as well as publicity device. One of its important purposes is to center the attention of teachers on the best work which is being done in their respective subjects in the school system. It helps make good teaching practices universal in Cleveland. The masthead of *School Topics* explains that the publication "is published to promote the educational welfare of the children of Cleveland."

INTERPRETING THE SECONDARY SCHOOL

It seeks to accomplish this by printing articles in which the city's public-school teachers may find helpful information, clearer understanding of educational aims and methods, and inspiration contributing to effective, whole-hearted teaching.

The policies of *School Topics* are made by its editorial board which passes on material submitted for publication.

The second purpose of *School Topics* is the interpretation of educational methods to citizens. This is done indirectly through the inspiration which the publication gives to newspapers for educational stories and also through its direct circulation to citizens who subscribe for it.

The administrative code of the board of education contains the following sections relative to the publication and distribution of *School Topics*:

Section 246. The superintendent shall continue to publish *School Topics* as a professional bulletin for circulation primarily among the teachers in the Cleveland schools. Complimentary subscriptions may be given to teacher-training schools and colleges and their libraries, to the Cleveland public library, and to such other persons or institutions as the superintendent shall determine. Subscriptions may also be given upon an exchange basis. The rate to other subscribers shall be \$1 per annum, payable in advance. The superintendent may designate some competent person in the department of instruction as editor, who shall devote so much of his time to the publication of *School Topics* as may be required.

Section 247. There shall be an editorial advisory board for *School Topics*, which shall consist of the editor ex-officio, one member of the board designated by the board, one representative of the superintendent designated by him, one principal, one senior high school teacher, one junior high school teacher, and two elementary teachers, each elected by a majority vote of their respective groups. The editorial advisory board shall have power to determine all questions of editorial policy of *School Topics*, and shall approve the publication of all matter in *School Topics* prior to its being printed.

School Topics is always illustrated. A sample publication includes articles written on the following subjects: A classroom project in a study of American pioneering; a survey of the activities of pupils from Friday to Monday; a demonstration of scientific experiments to patrons of an elementary school; a report on the effect of the mental differences of children upon the future of society; the management of a

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school library; prizes and other matters of interest to school employees.

The makeup of *School Topics* follows newspaper style. There are four 13½-em columns to the page. The 4-page publication is 10½ by 14 inches in size. It is issued fortnightly during the school year and costs approximately \$2,000 annually for printing and mailing.

The division of publications issues printed programs of studies called *Illustrated Courses of Study* for senior high schools and for junior high schools. These publications are revised as often as changes in curriculums seem to make revision desirable. The most recent *Illustrated Course of Study* for junior high schools contains 64 pages and is 7 by 10 inches in size. The following excerpts from the introduction set forth the purposes of the publication. The introduction is signed by the superintendent of schools.

Junior high school is the school of early adolescence. It is placed in the educational ladder between the elementary and the senior high schools and comprises grades 7 to 9, inclusive. . . .

This booklet represents an exposition of the junior high schools of Cleveland, so far as that explanation can be made graphically. It is a poor substitute for an actual visit to any Cleveland junior high school, but it will suggest, at least something of the spirit of the school and the opportunities it offers. It affords a glimpse of the endless ingenuity that teachers and principals use, in cooperation with pupils, to find out how the world is put together and how it works.

There are three main divisions of the materials of this book, the first being an exposition of the more important principles of education illustrated from Cleveland junior high schools. The second division is devoted to departmental statements by members of the Cleveland educational staff, and the third to an outline of the curriculum.

The first junior high schools in Cleveland were established in 1915. To-day there are 20. The policy of junior high school instruction will be continued and extended, probably in 3-year schools; but no doubt we shall continue to employ the 6-year junior-senior high where it seems advantageous. No definite policy as to this dividing line has been established. This booklet stresses the reasons for junior high school work regardless of its location.

The contents disclose an outline adapted from the seven *Cardinal Principles of Education*. The booklet is divided into the following sections: Introduction; Fundamental facts and processes; Health work in the junior high schools; Home

INTERPRETING THE SECONDARY SCHOOL

membership; Vocations; Wise use of leisure time; Citizenship and ethical character; Departmental statements; Curriculum movements in the junior high school.

The bulletin is written in popular language and is generously illustrated. The copy examined contains 59 pictures of school activities. The contrast to the usual printed program of studies may be seen in the following paragraphs which introduce the school courses which have to do with educating for the wise use of leisure time:

This is the twentieth century, the age of the automatic machine—sometimes called the Age of the Iron Man. Man does not toil from dawn to dusk for his livelihood to-day. He does not go home from work so physically fatigued that he can think of nothing more than a bite to eat and a bed upon which to rest.

Machinery, which needs only the assistance of man's hand or foot, largely has taken the place of manual labor in the world of industry. Six-day weeks and 8-hour days are the rule of the industrial world of the present generation. Even shorter hours and fewer work days are predicted as the machine age advances.

And what does this shorter working day mean to Man? It means more leisure time. To-day the masses reach home filled with a nervous energy after a day at automatic machines. Only their nerves seem to be tired. This leaves them with a restlessness that demands physical action. Unless this demand of the body be given healthful and suitable guidance, strength will soon fail and the body will no longer be ready and fit for action each morning. This natural energy, coupled with a greater amount of leisure time with nothing definite to occupy it, has given rise to a great social problem.

The most recent copy of the *Illustrated Course of Study for the Senior High Schools* consists of 64 pages, 7 by 10 inches, carrying 63 pictures. The following paragraphs from the introduction suggest the style of the bulletin:

To fly with Lindbergh, to build great bridges, to help humanity by conquering disease, to lead the United States Senate—do these deeds fire your imagination, fill you with ambition to equal or even surpass these achievements?

Or are you, perhaps, more interested in how to repair your automobile, to be a good stenographer, to make a stylish dress, or to manage a successful store? Or possibly you are undecided about any real vocation.

At any rate, you will soon be leaving junior high school; and the question arises, what next?

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The contents of this publication lists courses in academic, commercial, technical, cosmopolitan, and evening high schools. One page is devoted to guidance and counseling. About one-third of the text is devoted to dramatics, school clubs, and other student activities.

These printed programs of studies are placed in the hands of pupils a few months before they are to enter the junior or senior high schools. The students are asked to study these publications carefully with their parents as a first step in educational guidance. They are considered by the officers and teachers of the Cleveland schools an important medium for increasing the appreciation of the public for the work which the schools are doing.

The division of publications has, in former years, printed courses of study for teachers' use. However, there is a growing tendency to have courses of study mimeographed rather than printed so this phase of the work has not been extensive in the last year or so. Occasionally a booklet is printed for the use of students but this is a rare event.

(b) PRACTICES IN COLLINWOOD HIGH SCHOOL

Character of the school.—Collinwood High School includes grades 7-12 under the administration of one principal, who has an assistant devoting a major portion of his time to the junior high school division. The combined enrollment of the senior and junior high schools is 4,600. The faculty consists of 142 teachers.

This school was selected for study because of the representative character of the community from which the students come. The chief of the bureau of educational research of the Cleveland board of education has this to say of the Collinwood Junior and Senior High School and the Thomas Jefferson Junior High School, the other Cleveland high school selected:

These schools represent extreme cosmopolitan populations, that is, they have the widest range of intelligence and social background of any schools in the city, with the smallest concentration of average pupils in the city. However, the average of their populations is approximately the average for the city.

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As indicated in the report of the bureau of educational research, students come from superior homes of the professional and business class as well as from the homes of labor, both skilled and unskilled. It is the heavy representation in upper and lower economic and social ranges which makes in these schools what is referred to as the "smallest concentration of average pupils in the city."

Interpretation to students.—Officers and members of the faculty devote a great deal of attention to the interpretation of education to the pupils, though no credit toward graduation is given to them for this work. Publicity for pupils is confined largely to reports of the affairs of Collinwood School. Social science courses contain extensive references to the significance of the school in the evolution of American democracy. Extracurriculum activities such as the assembly exercises, home rooms, the school publications, are employed as mediums for educational interpretation. As both junior and senior high schools share in most of the school publications it is impracticable to assign them definitely to either organization.

Once a year Collinwood observes a special occasion in connection with its guidance program. One half day is devoted to special exercises at this time. These exercises, known as life-purpose conferences, begin with a life-purpose assembly where pupils are addressed by school officers—at the most recent life-purpose conference by the first assistant superintendent of schools. Upon the adjournment of assembly, pupils report to various rooms for sectional conferences with outside experts representing the leading types of occupational interests.

The school paper, known as the *Collinwood Spotlight*, circulates to 100 per cent of the enrollment of the school. It is published weekly by news-writing classes having offices set apart specially for their use in connection with the school paper. It is printed in the school printshop. Practically one entire page of this 4-page publication is devoted to sports. Members of the reportorial staff of the *Spotlight* attend meetings of both faculty and pupils, and frequently interview teachers on the work of their departments.

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The serious character of the school news reported is indicated in the following subjects upon which articles are printed in recent issues: Methods employed in assisting 7A, 8A, and 9A pupils to select subjects for the next term; pupils interview employment and personnel managers of big Cleveland stores; students earn honor awards; enrollment of pupils at the beginning of the new term; new semester of evening school to start on Monday; increased enrollment in commercial schools; 200 on honor roll; history of Collinwood School; library project of English classes; and how to study.

The senior class booklet is published twice a year. Thirty-four of the forty-eight pages of this publication, known as *The Turret*, are devoted to photographs of seniors. The remainder of the publication is devoted to athletics, class songs, and other nonscholastic subjects. It is chiefly a souvenir for graduates.

The Collinwood Student Handbook serves for both junior and senior high school pupils. It includes chapters on school regulations, schedules, student activities, student publications, class organization, and extracurriculum activities. Fifty-one of the 112 pages are devoted to explanations of the courses of study, setting forth objectives, content, and textbooks.

The Collinwood Junior and Senior High Schools both share in the use of the illustrated printed programs of studies prepared by the division of publications of the board of education which describe the kinds of work done in all of the high schools.

Collinwood High School has its own printed program of studies outlining the various curriculums with the points earned for the year's pursuit of each subject. This booklet is little more than a list of subjects, although there is some attempt at explaining the objectives of the various curriculums, such as college preparatory, home making, etc. An effective bulletin of 80 pages describes the *Health Program of Collinwood High School*. This bulletin is written in popular language, is well illustrated, and planned for the use of parents and students. Its table of contents lists such chapter titles as the "Collinwood Health Standard," "Health Examinations," "Health and Home Nursing," "The Cafeteria,"

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"The Building," and "Health Publicity." There are 14 chapters devoted to the correlation of health with school subjects and extracurriculum activities.

Other periodical Collinwood publications include *The Tower*, a monthly magazine artistically printed and bound, the contents of which consist largely of literary productions of students; *Alcove Echoes*, published by the student council, largely editorial in character; and the annual report of the student council describing the work of that body for the school year.

Interpretation to teachers.—The program of interpreting education to the members of the Collinwood faculty includes publicity for the affairs of Collinwood and also for those of the city school system and for education in general. Such subjects as tax levies being asked of the public, and surveys made of the school or of the city school system are discussed in faculty meetings. The principal issues a routine bulletin to faculty members. No plan is regularly carried out for interpretation of education to janitors, clerks, and other school employees.

Interpretation to the public.—Educational interpretation for the patrons and the general public includes publicity for the affairs of the school and for the affairs of the city school system.

The Collinwood principal regards the local press as an important medium of educational interpretation and has assigned an assistant principal to the position of director of public relations for the school. The assistant principal describes his publicity duties as follows:

It is our practice to gather together such materials as we wish to appear in the daily papers and send them to the city editors. We do not wait for the papers to see us usually, although one paper, *The Cleveland Press*, has a school page, the editor of which makes regular visits here. There is nothing particularly new about this practice, excepting the idea that it is better to have one person in charge instead of leaving it to the various teachers and department heads.

Contacts with newspapers are made through the central office of the city school system, and through newspaper reporters especially assigned to cover the Collinwood School. These reporters make intermittent visits to the principal's

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office. They are permitted to interview school officers, teachers, and pupils as they wish. Pupil reporters help the assistant principal to collect news of school activities. The pupil reporters are responsible chiefly to the school, not to the newspaper.

Members of the faculty frequently contribute to *School Topics*, the house organ of the city school system. This publication is a source of school news for the local dailies. Copies of *The Collinwood Spotlight* are sent to local papers. These furnish information for school stories, or suggest leads to the newspaper editors.

The principal and teachers of Collinwood High School consider that these dailies give a satisfactory amount of space to the course of study, methods of instruction, and the general educational side of school life. As usual, a great deal of emphasis is placed by these newspapers upon social and sports activities of the school.

The following note printed on stock of a size to fit into the school report card envelope illustrates a type of home cooperation sought by the department of physical welfare and health education:

To the Parents of Bearer:

Cleveland is located in a goiterous district. About one-third of our girls in the public schools above the age of 10 years have some degree of enlargement of their thyroid glands or simple goiter. Many of our boys are likewise affected.

The expenditure of a trifling sum yearly will prevent this affection. To 10 grains of sodium iodide add 10 teaspoonsful of water. Take 1 teaspoonful of this solution in a glass of water once daily, after breakfast, for a period of 10 days in the spring, and repeat the same dose daily for a period of 10 days in the fall. This preventive procedure should be carried out yearly between the ages of 6 and 16 years, and is not intended for the cure of an existing goiter.

SUPERVISOR, Health Education Department.

Other publications designed for the home include lists of common foods and their vitamin content, describing the bodily functions which these foods perform; bulletins prescribing treatment for scabies, nits, etc.

Graduation exercises are considered an opportunity to explain to parents what the school does. Commencement exercises each year are usually built around one objective of

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education or school subject. The twenty-seventh commencement was built around the subject of music in Collinwood High School. One year the student commencement addresses were published in a 12-page booklet. At one commencement classroom work was dramatized, while a student interpreter explained the purposes and significance of the processes shown.

Other mediums for the interpretation of the school to the public include addresses of faculty members before clubs and

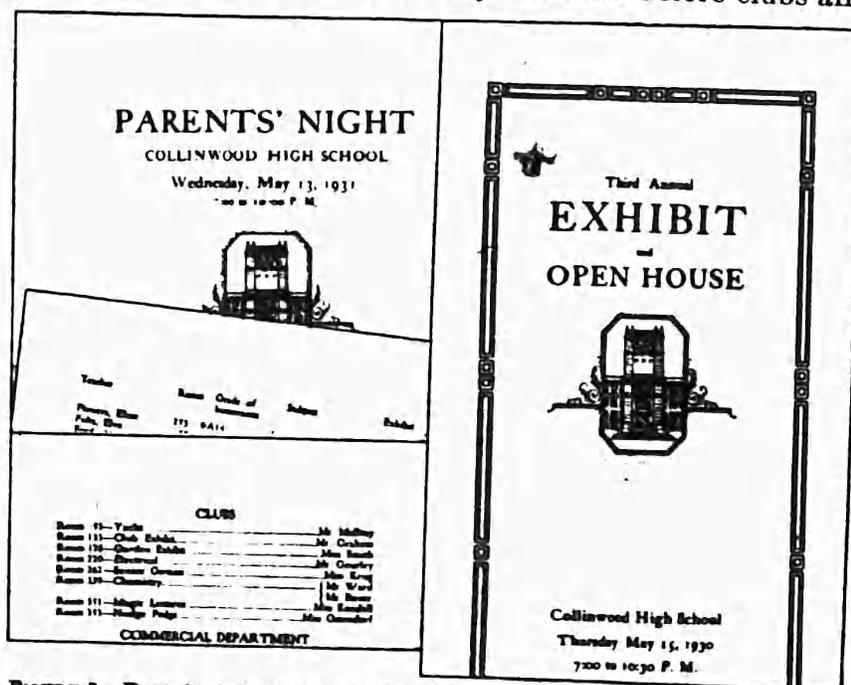


FIGURE 7.—Route books for Parents' Night at Collinwood High School, Cleveland, Ohio

other public groups, a program of publicity especially designed for parent associations, and exhibits of school work. Only two or three of the senior high schools in Cleveland have organized parent-teacher associations. At Collinwood a Mothers' Club with a small membership is highly cooperative and interested in school affairs. A special type of contact with the home at the present is due to the economic depression. The teachers are feeding, partially at their own expense, many pupils who are not properly nourished in their homes. Other pupils are provided with carfare. The necessity for obtaining the facts about a child's home situation necessitates more frequent relations with parents than ordinarily needed.

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Exhibits are held at the school building annually. Figure 7 illustrates printed programs used in connection with one of these exhibits displayed at a special night session of the school held for parents. A feature of these exhibits is the demonstration of classroom teaching and of laboratory work. These are given in addition to displays of school production such as the work of the industrial arts department, the vocational classes, etc.

Among the special occasions of which Collinwood takes advantage in its interpretation program are Education Week, Book Week, and Health Day. In carrying out the program of the latter, the school cooperates with the local medical association.

The chief employment of Collinwood School as a community center, in addition to open house and school entertainments to which parents are invited, is for adult evening classes. A community club and an oldtime dancing club have held sessions at the school.

Teachers visit homes systematically as a school duty. The maximum number of visits made by any teacher in the school year up to the time of the visit to the school, November 13, was 15. Parents are welcomed during regular sessions of the school as well as on entertainment occasions.

(C) PRACTICES IN THOMAS JEFFERSON JUNIOR HIGH SCHOOL

Character of the school.—Thomas Jefferson Junior High School is in one of the older residential sections of the city. This district is populated largely by middle-class professional and trades people with apparently a larger percentage of skilled workmen than lives in the Collinwood district. While no statistics are available on the point, it is evident from an inspection of class rosters that many of the children come from homes of foreign extraction, originating in South Central Europe.

The enrollment of Thomas Jefferson Junior High School is 1,912. There are 65 members of the faculty. Grades 7, 8, and 9 are included in the school organization. The principal has been carrying out an aggressive program of educational interpretation for a number of years and has received wide

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recognition for his work in this field. The publicity program includes plans for interpreting education to the students themselves. The study of the significance of the American school systems, their methods of support, types of organization, and services rendered are included as incidental topics in the social studies of the school curriculum. The assembly exercises, home-rooms, and school clubs are considered important extracurriculum opportunities for educational interpretation.

Assembly exercises are used for such types of interpretation as exhibits of work done in home economics and vocational classes and for dramatization and demonstration work. The programs of two such assemblies were printed and presented at two conventions of the National Education Association, held at Philadelphia and Columbus, respectively. They have also been published in educational magazines.

An illustration of the published dramas of these assembly exercises is *Ruth at Thomas Jefferson*. This play is the story of a pupil who had not chosen her life work and who depended upon the guidance aid of Thomas Jefferson in selecting it. During the course of the play she is taken to the various shops and classrooms of the school building and shown boys and girls preparing for various occupations. While the epilogue of the play does not disclose that Ruth definitely decided upon her vocation, her experience at Thomas Jefferson inspired her to plan a college education.

Another such assembly project was entitled *East of the Sun and West of the Moon*. This is a fantasy of five scenes with prologue and epilogue, accompanied by music. The drama was presented in pantomime under the direction of a teacher of art, and in published form is profusely illustrated with original drawings of the art department. This project appears to be an effective method of interpreting the school's work in art and literature.

The chief contribution of the home rooms to the interpretation of education is the program of educational guidance carried out under the direction of the home-room teacher. The function of the extracurriculum activities in interpretation is rather to show the objectives and achievements of

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these activities themselves than to inform students or the public of the work in regular school subjects. Parents frequently attend club meetings and exhibitions.

The school paper is known as *The Jefferson Quill*. Approximately two columns of this 4-page publication are devoted to school sports. A glimpse of the following headlines shows the character of the interpretation articles in one issue: "Nutrition Class Learns to Care for Teeth;" "Two Supervisors to Lecture on Foreign Languages;" "Honor Pupils Receive Pins;" "Drama Class Gives Russian Play;" "English Test Proves Simple;" "Mechanical Class Visits Steel Plants;" "Dr. Stratton Speaks on Creative Power;" "Eighth Grade Survey Taken." The school paper frequently carries editorials discussing the needs, aims, and achievements of the school. In the collection of school news, pupil reporters visit classes and interview teachers. The circulation of the school paper is 1,600. Pupils take the paper home for their parents to read.

Other school publications include annually from 3 to 10 bulletins or pamphlets describing the work of the schools. These publications contain original poetry, illustrations of art work done in the school, and the assembly presentations described above. They are printed in quantities and given to the parent-teacher association members. Two or three copies are given to each pupil participating in the projects. They are sold to other pupils for 10 cents each. They are printed in the school print shop, where all of the work is done except the linotyping. They are paid for out of school funds and do not carry advertising. The school does not issue an annual.

The principal issues a typed bulletin to faculty members as a routine procedure. Faculty meetings are devoted largely to problems of method and administration. The teachers of Thomas Jefferson are active in the preparation of educational articles for outside publications. Many of these articles describe the work done in the school. The principal reports that within a period of 3 years, 200 such articles have been published in a great variety of magazines.

In the program of interpreting education to the patrons and general public the principal and teachers of Thomas

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Jefferson regard the local newspapers as important mediums. The faculty adviser of *The Jefferson Quill* is also director of public relations for Thomas Jefferson Junior High School. In this capacity she contacts the newspapers directly, and also indirectly through the publications division of the central office. Frequently pupils write articles which are published on the school pages of the local newspapers. Reporters visit the school at irregular intervals and interview teachers or pupils as they wish.

A special bulletin for the home is printed. It carries the title of *PTA Bulletin* in order to stimulate the interest of that organization in the work of the schools.

In connection with graduation exercises a special school night for parents is held during which children demonstrate the work of the schools. The emphasis is placed upon demonstration, not exhibition of finished products of school classes. An outstanding example of demonstration programs carried out by Thomas Jefferson Junior High is the Broadcasting Night which was held during the spring Education Week in 1931. This interpretation project is described in the following bulletins which were sent to parents and to teachers respectively. This simulated broadcast on parents' night was preceded by an actual broadcast on a local radio station which presented some school activities like those which were to be demonstrated at the school building. The radio program also offered the occasion for a detailed announcement of the parents' night and the extension of the invitation to attend to many more people than the number to which the mimeographed bulletin was sent. Many of the visitors upon this special occasion could not be admitted because of the large attendance. The school holds approximately three parents' nights of some description during each semester.

Education Week at Thomas Jefferson Junior High School, Cleveland, Ohio

Visitors are encouraged to attend the classes of Thomas Jefferson Junior High School during the entire week of May 10-15. Our regular program will be scheduled at this time.

Two night programs will be featured. On Wednesday night, May 13th, a social evening will be given under the auspices of the Parent-

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Teacher Club. This evening will be called Play Night. Social dancing, bridge, bunco, checkers, and miniature golf will be featured. Teachers and parents will spend an evening in playing together.

Friday night, May 15th, will be given over to a rather comprehensive program. This evening will be called Broadcasting Night. Our purpose will be to give an exposition of the different types of work which may be found in our school.

Improvised microphones have been placed in every room. Children will "broadcast" from these rooms and the parents will hear their programs. Mathematics, English, social studies, general science, art, music, woodwork, home economics—in fact every subject taught in the school will be given unique demonstration.

Let me illustrate with a typical English project. An 8B class will present the poem "Evangeline" in the following manner:

A student will stand before a microphone and give a short biography of Longfellow. This will be followed by music (*Ave Maria*) which will place the audience in the atmosphere of the poem. The story compiled from compositions written by the entire class will follow. Slides showing pictures which will illustrate vital portions of the plot will accompany the discourse of the students. This lesson will last 30 minutes. At the same time a similar program will be given in each room of the building. At the expiration of the half hour, a bell will ring and the parents will pass to any class of their choice.

Both gymnasiums will be given over to gymnasium demonstrations in which many students will participate. In the auditorium a public address system will receive the exposition and the large audience will hear the broadcasting of the children and observe the participants as if they were "sending" from a real radio station. Two interesting radio plays thus given will be embellished by a number of dances prepared by our creative dancing classes.

Our complete schedule of classes follows:

* * * * *

About 1,000 selected students will participate in the schedule of classes. Each class will repeat its lesson three times so that the visitors will have an opportunity of observing at least three separate programs.

Broadcasting Night

TIME SCHEDULE

1st Period.....	7:30—8:00
Change classes.....	8:00—8:10
2nd Period.....	8:10—8:40
Change classes.....	8:40—8:50
3rd Period.....	8:50—9:20
Dismissal.....	9:20

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Each recitation will last 30 minutes. Each program will be repeated three times. You must choose the three programs which you desire to attend. Do not fail to observe the lessons in which your child has had a part. Please be quiet in the halls when classes are in session. Most of the work is oral and the parents within the rooms will desire to hear the complete recitations. If you are late to class, you will get a low mark. Better be on time.

Directions to Studios

* * * * *

Most of the programs listed above are unusual. They represent the very best work of our school. I am sure that you will be pleased with the part which your child has taken in this exhibition. I should like to describe each project in detail because I have observed almost every lesson, and I have selected it for some unusual merit in each case. Space will not permit lengthy exposition here. I should like to direct your attention to a few unique programs which you might overlook.

"Lady of the Lake" Program—Little Playhouse North
Basement

The Gymnasium Exhibitions

Auditorium—Real Broadcasting—Creative Dancing

"Evangeline" Program—Rooms 211, 209—Broadcasting
sent and received in adjoining rooms

Club Display in the Library

Old Manuscripts—Room 325

Shadow Play—Room 323

Photography Class—Room 313

Observe Broadcasting in Glass Studio—Room 305

Mouth Organ Symphony—Room 300

ARTHUR M. SEYBOLD,

Principal Thomas Jefferson Junior High School.

The parent-teacher association is considered an important audience in school interpretation. This organization works actively with the public on behalf of the schools and is considered one of the most important means of securing cooperation from patrons and public. Exhibits of school work are constantly on display at the school building, in show windows or stores in the neighborhood, and are regularly sent to local fairs and expositions. The principal for some time has been averaging two addresses before public organizations each week. The radio is used occasionally. Preparation for the use of it on the part of students is considered effective motivation. The radio programs are characterized by the school principal as an excellent supervisory device as

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well as an effective method of instruction. Teachers and pupils throughout the city learn from these programs about outstanding instructional projects carried out in their own and in other schools of the city.

Extensive use is made of motion-picture films in the publicity program at Thomas Jefferson Junior High School. These films are made in the school itself by a teacher of mechanical drawing who is interested in this kind of work. Motion pictures are made of such school activities as collective gymnastics, the publication of the school paper, classroom work in social studies, and dramatics. Shots of high-spot features are removed from the motion-picture film and put on stereopticon slides to illustrate certain instructional techniques.

The school is preparing a library of motion-picture films for its own use. These films fulfill the dual purposes of classroom projects and educational publicity. Recently the pupils of an English class dramatized "The Lady of the Lake." After some time spent in rehearsing, pupils and teachers transferred their activities from the classroom to a rustic setting, where the play was performed before the motion-picture camera. Background and stage properties included a lake, boats, and all paraphernalia needed in dramatizing the poem. This project served several purposes. It motivated the work of the English class producing it. It was presented at the high school as a part of the graduation class night program. The film has been shown to parent-teacher associations and other community groups and has been loaned to other schools. It was taken to New York for exhibition before an educational organization. The film is used in the educational guidance program to help students select the courses which they may take in senior high school. Finally, it will be placed in the film library of the school, where it may be enjoyed by future classes whose own projects will be the dramatization of other literature before the motion-picture camera.

The school cooperates with the local library in exhibiting educational activities. The library exhibits on its own display rack important references which the pupils are using in

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schools. Accompanying this display are exhibits of school projects such as miniature houses, airplanes, puppets, shadow plays, and the art work of the schools. Exhibits of this same type are also placed in the rooms of the Cleveland Chamber of Commerce.

The pupils and faculty of Thomas Jefferson Junior High School cooperated with the Chamber of Commerce recently in raising money for helping needy children. An attendance of 800 was registered at the Christmas party which was given to raise money for this charity. Occasionally all of the schools of the city combine their exhibits of school projects. Thomas Jefferson furnishes musical organizations, plays, and other entertainments for local churches and other community groups. It encourages such junior organizations as Boy Scouts and Camp Fire Girls. These organizations meet on club days in the school. Among the activities of community groups for which the building is used are: Athletics, including boxing, modern and oldtime dancing; musical plays; and creative work such as can be done in the school. Teachers are encouraged to speak before local organizations, either at the school or elsewhere. Most home visitation is done by the visiting teachers only. Others visit socially as convenient. Parents are invited to attend regular sessions of the school as well as those held on special occasions or for entertainment purposes. Practically every parent is in the school building at some time during the school year.

A special publicity device not found in any other city of the survey was in use at the time of the National Survey at Thomas Jefferson Junior High School. Phonograph records of classroom and assembly work are made. The recording is done in a professional studio on aluminum records. These records are played on an ordinary phonograph turn table with an electrical pick-up on the side. This so magnifies the transcription that it can be heard by an audience of several hundred people. Records have been played on this apparatus before civic and luncheon clubs, parent-teacher associations, and other city and community organizations. These transcriptions are representative of what the school is doing and serve the convenience of teachers, pupils, and audience. Once made, a record can be repeated whenever

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it is needed. The mechanical device used for playing the records was built at a total cost of \$40. The aluminum records were purchased for an average price of \$1.50 for 5 minutes playing time.

4. THE PROGRAM OF INTERPRETATION IN PHILADELPHIA

(a) PRACTICES IN THE CITY SCHOOL SYSTEM

The population of Philadelphia was 1,950,961 in 1930. The city has 14 senior high schools and 22 junior high schools. The superintendent of schools and his staff strongly favor a policy of continuous educational interpretation, although the policy has been adopted by common understanding and without formal action of school officers.¹ Both individual schools and the central office are actively engaged in a public relations program.

A recent publication of the board of education is entitled *A Synopsis of the Accomplishments of the Board of Education for the School District of Philadelphia*. This booklet of eight 7- by 4-inch pages lists 14 accomplishments, such as payment for school building construction out of current funds, the erection of 111 fireproof buildings in 10 years, the adoption of such innovations as the summer school system and the system of dental and medical inspection, the increase in the sanitary rating of the school plant from 81 to 93 per cent, etc. The booklet conveys a mass of important information in spite of its somewhat unattractive appearance and small type.

There is no director of public relations for the school system. However, the superintendent is greatly interested in interpretation and is himself responsible for many publicity activities which some school heads prefer to delegate to assistants. The City Teachers' Council has a committee on public relations, of which an assistant superintendent of schools is chairman. This committee was organized in 1922. It is the duty of this committee to recommend to the Teachers' Council and to the superintendent those immediate objectives of publicity which it appears need most attention. Through its operation misinformation of the community is detected as

¹ Many of the policies and practices of interpretation being carried out effectively in the Philadelphia schools have already been sufficiently described in previous pages. These policies and practices are merely mentioned or omitted altogether in this section.

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soon as it is expressed, and an attempt is made to disseminate the facts quietly and without making a show.

For two years the high schools have, in accordance with a plan announced by the superintendent to the principals, employed the high-school papers as a publicity medium. They have endeavored to make these publications reflect the serious side of school work, and to carry stories of school subjects, methods of teaching, and educational achievements to the parents. These papers are circulated to the homes through the students.

Another medium which school officers and teachers of Philadelphia consider highly important is the extensive parent-teacher organization. There are 80 of these organizations, known as Home and School Associations, in the city. They have a central council which averages one meeting per month throughout the school year. This council is frequently addressed by the superintendent, by someone from his staff, or by principals and teachers. The members of this council carry back to the local associations of each school specific facts, of which it is desired to inform the patrons. Once or twice each year the council has a dinner, when school officials discuss the aims, needs, and achievements of the schools.

It is the aim of the school superintendent to be quite specific in regard to facts to be emphasized in the publicity program. These facts are repeated in a variety of ways on different occasions. For illustration, when the present study was being made, the board of education had just completed one of the largest and most elaborate central office buildings in any school system of the United States. The superintendent had just sent to every principal in the system a brief typed bulletin telling what the administration building had cost, for what it was to be used, stressing the fact that it had already been completely paid for out of funds derived from the sale of abandoned school buildings and sites, without any appropriations from current revenues. Advantage of this opportunity was taken to emphasize the fact that the financial condition of the school system was good, despite the fact that the city government, according to the local newspapers, was in financial straits. Principals were asked to include the

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facts of this bulletin in the midyear commencement addresses, to read them before the school assemblies, to publish them in the school papers, and to make them a subject of discussion in the next meeting of the Home and School Association. Of course, a "story" was also released to the newspapers, reporters from which regularly visit the superintendent's office.

Other ways of publishing such facts include the community news sheets locally known as the "give-away papers."

These commercial advertising mediums, thrown upon the doorsteps periodically in the outlying communities of many cities, frequently carry school news among other items appealing to local pride and interest, and are an increasingly used medium of public-school information. Usually they have no editorial policy, and they often print school news just as it is written by the principal, some teacher, or even pupil, to whom the task of reporting has been delegated.

Four daily newspapers of the city have staff members specially assigned to cover school news. One of them has an editor with two assistants who devote a major portion of their time to reporting school and social welfare work. This paper, particularly, devotes attention to the general educational affairs of the Nation. The Sunday editions of all these newspapers carry educational feature articles. They frequently illustrate school news with photographs, and school authorities report occasional rotogravure school pages and special school sections.

The City Home and School Association sponsors a weekly radio program on educational affairs. This feature is broadcast under the direction of an assistant superintendent of schools. Programs are 15 minutes in length, and usually consist of addresses by school officers or teachers.

A novel medium of interpretation has been incorporated in the new city school administration building mentioned above. An exhibit room, or school museum, occupies a generous space on one of the floors of the new unit. This room is equipped with large glass-covered display cases, effectively illuminated with an indirect lighting system, and arranged according to the design of some of the art and natural history museums of the larger cities. It is planned to make special school exhibits here at periodic intervals. Another feature of the

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new administration building is an auditorium where city organizations may hold meetings to discuss school affairs.

Two important bulletins for student and parent guidance are published by the central office for the junior and senior high school pupils: *The Junior High Schools of Philadelphia*, and *The Senior High Schools of Philadelphia*. Both publications are prepared for students entering these organization units. Most of each bulletin is devoted to a very briefly annotated outline of the curriculums.

(b) PRACTICES IN OLNEY HIGH SCHOOL

Character of the school.—The Olney High School (grades 9–12) is located in what appears to be an average outlying community of the city. Most of the patrons are represented as “middle-class” professional and business people, with perhaps less than the average number of patrons of foreign birth or extraction. There are 3,700 students enrolled with 140 teachers. The building cost two and one-half million dollars and is equipped with modern furniture, apparatus, and library.

Interpretation to pupils.—The principal and faculty are definitely interpreting education to the pupils, emphasizing both the affairs of education in general and the objectives and achievements of Olney High School.

The school paper, called *The Olney Highlights*, is considered the most important medium of intraschool interpretation. One of the principal aims of the school paper is to interpret the needs, aims, and achievements of the high school. It frequently carries editorials written by students on educational matters. Two thirds of the students subscribe to the school paper. Other important means of keeping students informed include the pupil adviser, assembly exercises, home rooms, and school clubs. The school has not yet published an annual.

An important school publication is a handbook of 98 pages, entitled *So You Are Going to Olney*. The booklet is thoroughly indexed. It reproduces the floor plans of the building, lists the faculty, and states the routine of the school day, together with regulations applying to infirmary, elevators, fire drill, lockers, absence from school, study hall, etc. It

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contains a chapter on how to study, another on how to select studies, outlining the objectives of each subject, and the requirements for graduation. It describes summer school opportunities, college scholarships available to graduates, and college-entrance requirements. It contains a description of the pupil association and its constitution. It enumerates school clubs and their sponsors.

Olney mimeographs a 1-page *Dailygram* carrying routine announcements for students and for faculty.

Interpretation to the public.—The daily newspapers of the city are considered an important medium of publicity for the school. The principal makes the chief contacts with representatives of the press, who call the principal's office by telephone according to a routine of the newspaper. The newspapers ordinarily take the initiative in getting news of the school. A designated pupil is allowed to use the principal's telephone in reporting extracurriculum activities, particularly athletics, to the newspapers. A pupil is given permission to write his own accounts of school affairs for the *Olney Times*, and the *Lawndale Press*, neighborhood newspapers.

The parent association of the school is known as the Big-Four Fathers Association, though mothers and other citizens as well may belong to it. The Association has a total of 1,000 paid-up members with as many more whose dues are in arrears.

Olney High School displays an exhibit of the work of pupils each term at the school building. An extensive exhibit was held during American Education Week in every department of the school. A music festival is held annually. Parents of elementary-school pupils are invited to visit the school in advance of the enrollment of their children at Olney. Certain departments of the school, such as French and Science, cooperate with the same departments of other high schools in presenting programs designed to interpret the objectives of these subjects both to pupils and parents. Departments from several schools assemble for demonstrations or discussions at one school to which patrons of all schools represented are invited.

The school furnishes musical groups for entertainment of business men at noonday luncheons and for participation in

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church programs. A committee of the Chamber of Commerce accepted an invitation to visit the new school. Local organizations such as the Y.M.C.A. and Y.W.C.A. are represented by junior organizations in the school. A local patriotic organization recently presented a flag to the school with appropriate ceremonies.

The officials of Olney participate in the local radio programs interpreting the schools. At the time the visit made in connection with this study a series of programs was in progress on the general topic: "How parents may select a high-school course of study for their children."

In addition to American Education Week, Olney High School observes Book Week. Book Week is observed in cooperation with local libraries. Other special occasions celebrated by the school include Columbus Day, Penn Day, and Constitution Day.

The Olney building is new, and because of its pleasing architecture, it is considered a good publicity medium in itself. The exterior is illuminated by flood lights whenever there is a night meeting at the school.

(c) PRACTICES IN SHAW JUNIOR HIGH SCHOOL

Character of the school.—The Shaw Junior High School (grades 7-9) was organized in 1921. It enrolls 2,049 pupils, and employs 71 teachers. It is located in an older section of the city than the Olney High School. Parents are largely professional and trades-people. It is regarded by school authorities as a representative junior high school of the city.

Interpretation to pupils.—Extracurriculum activities are employed as mediums of school interpretation to pupils. Chief among these are assembly exercises, home rooms, school clubs, and school publications.

The Broadcaster is the most important student publication. This is printed in magazine form, contains about 40 pages, and is issued four times a year. The interpretation of needs, aims, and achievements of the school is considered an important objective of this publication. Editorials from this quarterly reflect the serious side of school thought and activity. It regularly contains one or more original literary productions by pupils, chiefly poetry and essays. It carries

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few news articles except those which relate to school clubs. Athletics do not consume a great deal of space in *The Broadcaster*. The high-school principal writes for each issue one page devoted to the interpretation of the objectives of the school. Three-fifths of the pupils are subscribers to *The Broadcaster*, which sells for 10 cents a copy. The magazine circulates to parents as well as to pupils.

A handbook of 42 pages publishes the school calendar, a directory of the building with floor plans, the names of members of the faculty, the subjects of study, and the daily class schedule. It explains the use of the infirmary, the care of textbooks, and other routine regulations which pupils must know to cooperate in the operation of the school.

A weekly mimeographed sheet, *The Radiogram*, is distributed in home rooms. This bulletin calls attention to school regulations and plans, and makes the routine announcements of the school.

Interpretation to the public.—The attempt of the officers and teachers of Shaw Junior High School to interpret education to the patrons and the general public is devoted largely to publicity for the affairs of the school itself. The local newspapers are considered an important medium of educational publicity. The school faculty has a publicity committee. The members of the publicity committee are appointed by the principal because of their special fitness for this kind of work. Membership is not ex officio because of teaching positions in English or in any other special subject. In addition to the metropolitan dailies, two community newspapers carry a great deal of information on Shaw Junior High School affairs. The representatives of the press interview the principal usually by telephone, although they make intermittent visits to the school. On these visits they may obtain facts for school news from the faculty publicity committee, from the principal, or from pupils as they wish. A member of the faculty is an amateur photographer. He takes many photographs of school activities which are used in the newspapers and sometimes on stereopticon slides.

Parents are frequently circularized with mimeographed letters written by the principal. These letters extend in-

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visitations to visit the school on special occasions, announce parent-teacher conferences, describe the meaning of pupils' marks, and call attention to new school regulations, school entertainments, and the school calendar.

Parents are frequently invited in for group and individual conferences with faculty members. The discussions of these conferences are limited largely to problems of educational and vocational guidance and other matters relating directly to the interests of pupils as individuals. There is no formal organization of a parent-teacher association. The principal makes approximately 10 addresses annually before community groups. Teachers also frequently speak before community organizations, though the teacher-contacts with the community are somewhat limited because of the residence of many of the teachers outside the community served by Shaw Junior High School.

A continuous exhibit of school work is on display at the school building. Demonstrations of extracurriculum activities are made at evening meetings.

The use of the school building is permitted to outside organizations. These organizations are not asked to defray the expense of janitorial service, lights, etc., if they are meeting to discuss matters of interest to the community. The building is rented, with certain regulations, to organizations for private purposes. Such meetings are held outside of school hours.

5. THE PROGRAM OF INTERPRETATION IN KANSAS CITY

(6) PRACTICES IN THE CITY SCHOOL SYSTEM

The population of Kansas City, the last of the four cities used to illustrate better policies and practices in interpretation, was 399,746 in 1930. The city has eight senior and four junior high schools. The first junior high school was organized in 1917. Because of the fact that the Kansas City school system has not during its entire existence of 62 years included an eighth grade in its elementary school, the junior high schools consist of two grades only, the seventh grade and what was formerly the first year of high school.

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The city schools are committed to a policy of continuous educational interpretation.² A publications department organized in 1925 is in charge of this work. The only action of the board of education which seems to bear directly on the policy of public relations is a motion providing for the use of the school buildings by patrons of the communities which they serve. The appointment of a director of publications also implies a favorable attitude toward an interpretation policy. The department of publications issues monthly the *Kansas City School Service Bulletin*, a house organ in bulletin form for the school system.

Among the issues of this publication is a bulletin describing the 7-year elementary school of Kansas City and its relation to the secondary schools and the junior college. This somewhat technical bulletin offers objective evidence on the effectiveness of the 7-year system in preparing students in the fundamental subjects.

Another bulletin, illustrated and written in popular terminology, describes the work which the schools are doing to care for physically handicapped children. Under the heading "A Square Deal for the Underprivileged," the sight-saving classes, the school for the deaf, the trachoma school, the open-air schools, and the school for crippled children are described.

A bulletin entitled *Character Building: Principles and Suggested Procedures* explains the objectives of character education in the schools. Its outline suggests that its primary purpose is to guide teachers. A 29-page illustrated bulletin describes the services of the schools for the mentally, socially, and morally handicapped children. The publication begins with a chapter on individual differences, written in terms which can be understood by the average parent. A section on special opportunity rooms in schools to provide for these individual differences follows. Other sections are devoted to ungraded rooms and to provisions for seriously retarded pupils. The portion of the bulletin devoted to the socially and morally handicapped children begins with a sec-

² Many of the policies and practices of interpretation being carried out effectively in the Kansas City schools have already been sufficiently described in previous pages. These policies and practices are merely mentioned or omitted altogether in this section.

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tion entitled "*Behavioristic Patterns of Adolescent Pupils.*" In spite of this formidable title, the problems of the adolescent child are described in simple, direct language. The corrective rooms for boys and girls are illustrated and their purposes outlined.

The publications department is the source of information on school affairs for the two metropolitan dailies. Usually the editors or reporters call the publications office of the schools. However, they make intermittent visits to this office. They are invited also to go directly to the schools and interview principals or teachers as they wish.

(b) PRACTICES IN WESTPORT JUNIOR HIGH SCHOOL

Character of the school.—Westport Junior High School enrolls 1,500 children in the seventh grade and first-year high-school work. There are 45 teachers. The school principal is a person of engaging personality, and one of the most effective mediums of publicity for the school is the contact of the principal and faculty members with patrons.

Interpretation to the students is carried out largely through incidental reference in citizenship classes to the purposes and achievements of American education. The extracurriculum activities are also employed as interpretative mediums, the assembly exercises, home rooms, and school clubs often developing projects around the values of education.

The chief school publication is the school paper. Sample copies of this publication disclose its efforts to portray the serious side of school work. The art department is particularly well represented with original linoleum cuts and drawings.

Interpretation to teachers.—From a report of subjects considered at faculty meetings, one is impressed that the teachers of this school probably give more than the average amount of time to discussion of problems which concern the city school system, motions, resolutions, and official action of the board of education, tax levies, and all proposed changes for which the sanction of the public is asked.

The parent-teacher association is considered one of the most important means of securing the cooperation of the patrons. At meetings of the parent-teacher association both classroom and extracurriculum activities are demonstrated.

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One night each year there is an "open house" for parents in which fathers and mothers go through their children's class schedules. Fashion shows and exhibits of home economics and the exploratory shop courses are exhibited to parents on special occasions. Special exhibits of school work are held semiannually. The products of class work are kept continuously on display in glazed bulletin boards in the halls of the school building. The glee clubs of the school have participated in radio programs. Junior organizations, such as Boy Scouts and Camp Fire Girls, are represented in the school.

The Westport Junior High School, in common with other schools in the system, carries out a carefully planned program for American Education Week. The publications department of the central office issues a special bulletin for distribution for this week. One of these recent bulletins, in addition to presenting the outline of the program of the week, describes the work which the schools are doing for handicapped children and depicts the growth of the schools of the Nation for the last 50 years. Other special occasions observed by the school are Book Week and Health Week. The public library, which is an integral part of the public-school system in Kansas City, cooperates in celebrating the former.

The school building is loaned, subject to certain regulations, to community organizations holding meetings outside of school hours. There is no cost for this use of the building except that which is incurred through janitorial and maintenance service.

Most of the teachers in Westport Junior High School live in the area of the city served by the school and participate in the work of the churches, clubs, and other community organizations. The school music organizations appear before clubs and societies a total of approximately 10 times each year.

CHAPTER III : POLICIES AND PRACTICES IN 160 SELECTED SECONDARY SCHOOLS

1. THE CHARACTER OF THE PROGRAMS OF PUBLICITY IN SECONDARY SCHOOLS

Continuous and intermittent publicity.—In order to get as complete a picture as possible of the policies and practices of publicity in the United States, an inquiry form of approximately 250 questions and statements to be checked was distributed to the 292 schools selected according to the criteria outlined in Chapter I. One hundred and sixty public schools, of which 116 were senior and 4-year high schools and 44 were junior high schools, returned usable replies. Two of the respondents indicated that their schools were offering junior college as well as high-school work.

The first question asked of the principals of these schools had to do with the continuing or intermittent character of their programs of publicity. It seems to be increasingly recognized in the practice of educational as well as commercial publicity that a continuous program excels the campaign type in its effect. Moehlman says: ¹

While the periodic campaign for better school support of one type or another has much in its favor, it also involves dangers of a boomerang nature that should be carefully considered by far-seeing executives and school boards.

Many superintendents and boards of education have during the past 10 years felt the truth of the foregoing and have established a different policy in respect to public relations by developing a continuous program whereby the public may be constantly kept informed of the condition and needs of the school. Publicity of this type as a means of maintaining proper public relations is not spasmodic or periodic but flows in a continuous stream to the people, every day in the year, through various agents and agencies. Then when a specific need arises the people are more than half ready to meet it upon an intelligent basis without the flurry, extravagance, and hysteria that are quite general accompaniments of the "high-pressure" type.

¹ Moehlman, A. B. *Public-School Relations*. New York, Rand, McNally & Co., 1927, pp. 57-60.

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Less than half of all schools replying say that a permanent continuing program of interpreting the schools to the public is a policy of the city school system. Some confess that it is the policy of the school system to make little effort to promote publicity except when the schools are faced with a definite need, such as new buildings or increased tax levies. At such times a brief campaign of special publicity is carried

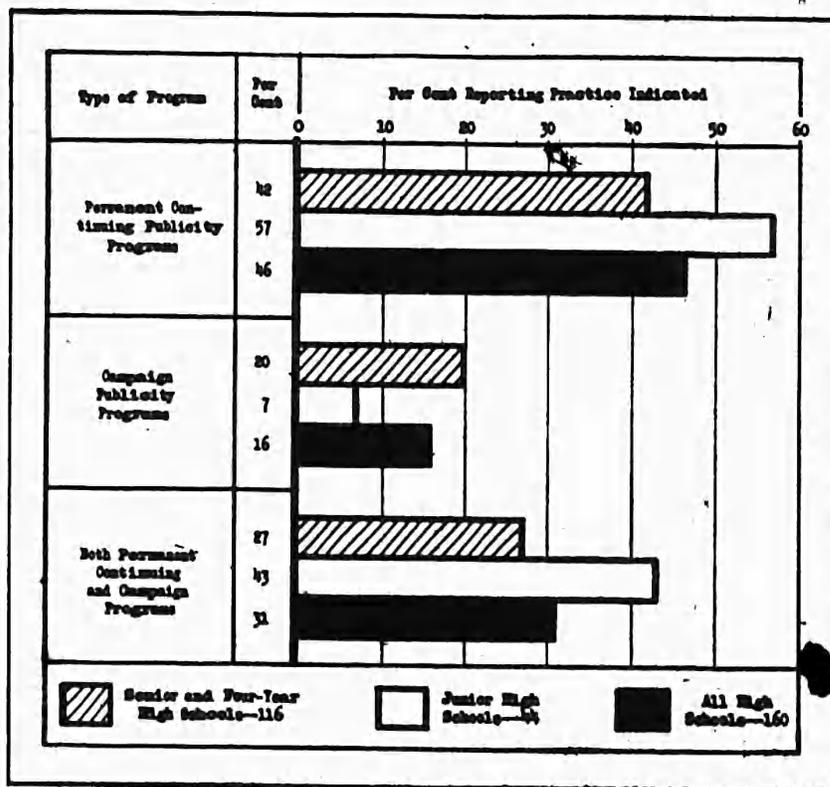


FIGURE 8.—Types of programs of publicity employed in city school systems from which high-school principals responded to the inquiry

out. Other city school systems employ both the permanent and campaign types of educational publicity. As may be seen in Figure 8, a larger proportion of junior high schools than senior high schools recognize continuous programs as a policy of their city school systems.

Attention is called to the fact that, as subsequent data show, the junior high schools are more active in public relations than the senior high schools and follow policies more universally accepted by those who have had long experience

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in the public relations field. No other explanation is offered for this than that the junior high schools, being a new type of organization, employing new methods of instruction, and introducing many innovations in curriculums, find it necessary to explain their new technics.

Publicity policies.—It would seem that some recognition of so important a policy as that of keeping the public informed might be formally adopted and recorded in the motions history of the board of education.² In response to a query as to the method of adopting the publicity policy in effect, only 8 per cent of the 160 schools reporting say that the publicity policy was formally adopted by the board of education and that a statement of it may be found in the minutes.

The following paragraphs from the Hamtramck, Mich., Public School Code³ illustrate such formal adoption:

PUBLIC RELATIONS

Public Relations shall be considered as that activity which seeks to keep the community informed of the purpose, value, conditions, and needs of public education.

The Board of Education shall consider it a legal and moral duty to keep the people of Hamtramck fully and completely informed in respect to the purpose, value, conditions, and needs of its public schools.

It shall be the policy of the Board of Education to provide for: (1) continuity of information; (2) frequency of contact; (3) factual presentation; and (4) adjustment to the various levels of understanding essential to any community.

Information shall be furnished to all the people through oral, visual, written, and social means.

It shall also be the policy of the Board of Education to interpret the public to the schools.

Authority granted in school codes for certain school publications⁴ the appropriation of funds for publicity activities, and the employment of persons to serve in publications departments may also be taken as approval by boards of education of a program of public relations.

About a fourth of the principals state that the policy in effect has evolved through common understanding without

² See Olsen, Hans O. *The Work of Boards of Education*. Teachers College, Columbia University, Contributions to Education, No. 213, 1926, p. 153.

³ Hamtramck Public Schools, Research Series, 1928, p. 26.

⁴ See discussion of authority for publishing *School Topics*, Chapter II, Sec. 2a.

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any formal action of school officers or teachers. More than half of them say that the policy followed is due to the individual initiative of superintendent, principals, or teachers rather than to any group understanding. A fourth of the 160 high schools reporting say the central office of the city school system generally carries out the program for all of the city schools. Here again junior high schools seem to

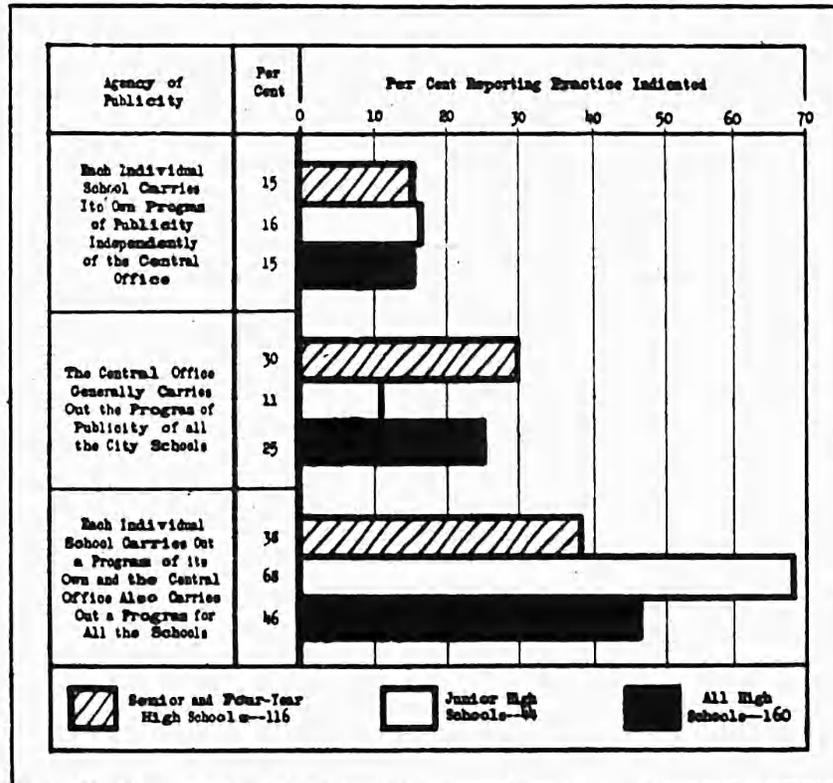


FIGURE 9.—Relation of the central office of the city school system and the individual high school in carrying out the program of educational publicity

excel the senior high school in looking after their own public relations programs. Figure 9 shows the relation of the central office of the city school system to the individual school in carrying out the program of publicity.

Adapting the program of publicity.—While previous studies⁵ indicate there is not so much necessity for adapting the content of the educational publicity program to the different

⁵ Farley, Belmont M. What to Tell the People About the Public Schools. Teachers College, Columbia University, Contributions to Education No. 355, 1929, pp. 24, 34.

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groups of the public, as was formerly supposed, this study shows three distinct classes of people who may be considered interested in education from different viewpoints and which are considered by principals as important audiences for which to plan programs of school information. Publicity prepared for these classes may necessarily differ both in content and method. These three groups are: (1) the pupils themselves; (2) the faculty and employees of the school; and (3) the general public. An effort was made to discover to what extent these classes are recognized by adapting the program to their respective needs and interests.

1 INTERPRETING THE SCHOOLS TO THE PUPILS

Importance of interpretation to pupils.—Children enrolled in school constitute one of the most important community groups to which education may be interpreted. If every pupil can be graduated with a profound sense of the significance of free and universal education as the basis for democratic government, a great part of the public relations problem will be solved.

There seems to be no good reason for permitting a pupil to go through school without an understanding of what education is for, what it costs, what constitutes adequate school-housing and equipment, good teaching and administration, etc., only to find it necessary to educate him in these matters after he becomes an adult citizen, through some kind of public relations program. Deferred education means re-education, a process which often involves the substitution of correct information and desirable ideals for those gained through ignorant or prejudiced sources.

The relative ease with which a pupil may learn the needs, aims, and achievements of the schools in the systematic and regular manner in which he learns other subjects, compared to the way in which he must learn them through the long-distance instruction of an educational publicity program is obvious. While in school there is every opportunity for him to learn school affairs from participation in them, instead of being told about them. The appeal to interest, a highly important factor in learning, will never be greater than it is while the student is being directly affected by every school activity.

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High-school pupils soon become voters, and influence the votes of others. However, the effect of a sympathetic understanding of school purposes and achievements is not deferred until a pupil attains the right to vote or the influence of maturity. What pupils think of a school is soon reflected in the opinions of their elders. Evidence is offered in a succeeding part of this study to show that one of the most

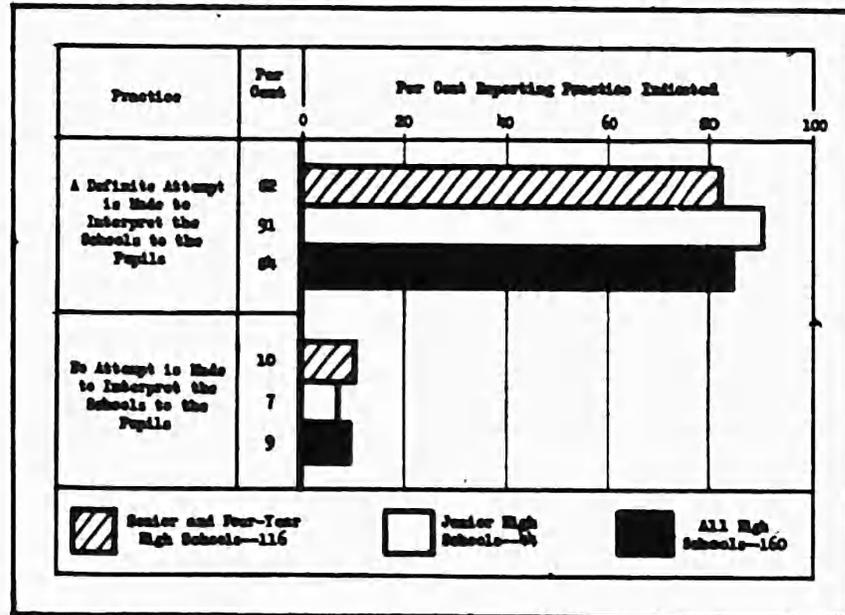


FIGURE 10.—Recognition of the need for interpreting the schools to pupils

effective means of giving school information to parents is through their children.

Interpretation within the curriculum.—The importance of teaching pupils facts regarding education is widely recognized by school principals, as Figure 10 shows.

While 16 per cent of the schools say they give credit toward graduation for study of or participation in the program of interpretation, an investigation of the practice discloses that the credit is usually given for some other unit of the school curriculum, which includes a study of the purposes and achievements of education, though a few schools give credit to pupils who report school affairs to local newspapers and to staff members of school papers. Honor students are appointed school reporters in some cases.

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The content of the program of interpretation to pupils is analyzed in Figure 11. Though the importance of educational interpretation to pupils is recognized, Figure 12 shows that the practice is largely incidental to other objectives. The response suggests the need for more systematic planning.

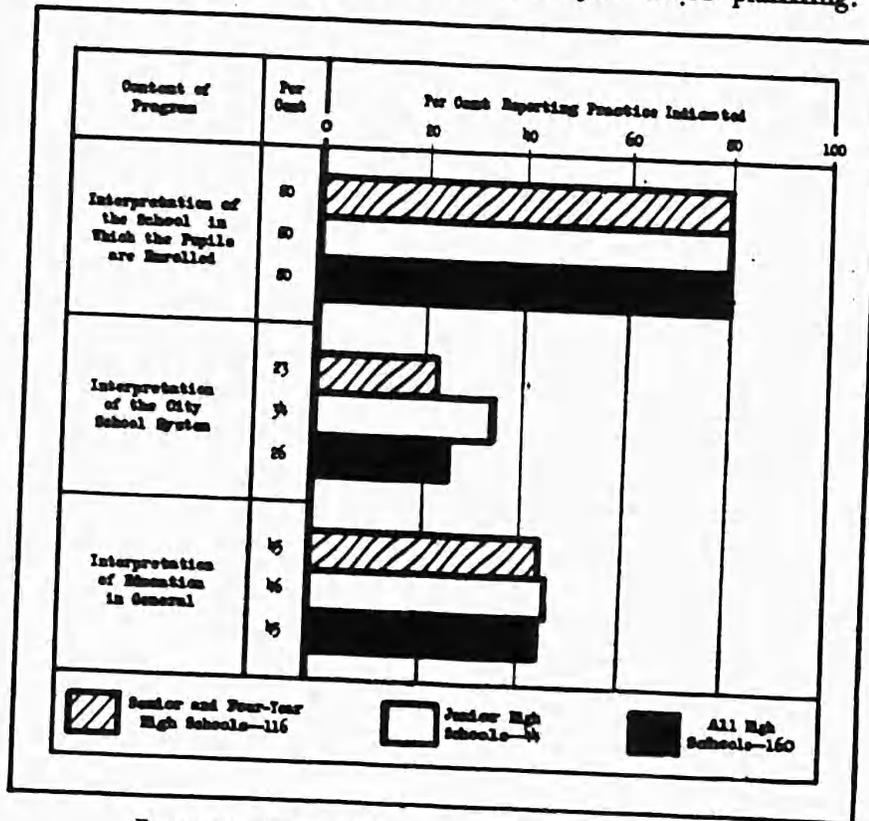


FIGURE 11.—Content of the program of interpretation to pupils

No school submitted a course of study in educational interpretation. Those who responded affirmatively to the query and who were asked for an outline of their special course indicated that they recognized this opportunity by extensive consideration of educational topics in some of the social sciences, notably history,⁶ civics,⁷ or guidance.⁷

Interpretation through extracurriculum activities.—In 69 per cent of the schools extracurriculum activities are devoted

⁶ See for illustration, West, Ruth and West, W. M. *The Story of Our Country*. New York, Allyn and Bacon, 1930, pp. 95-98, 127-128, 216, 218, 314-318, and other pages.

⁷ See for illustration, Magruder, Frank A. *American Government*. New York, Allyn and Bacon, 1931, Chapter XXVIII. See also Hill, Clyde M. and Mosher, Raymond D., *Making the Most of High School*. New York, Laidlaw Bros., 1931.

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wholly or in part to educational interpretation to pupils. Among these activities so used are those listed in Figure 13.

(1) *Assembly exercises.*—Assembly exercises are used for the introduction of speakers, members of the faculty, pupils, or other members of the community who discuss the affairs of the school and other topics relating to the value of education.

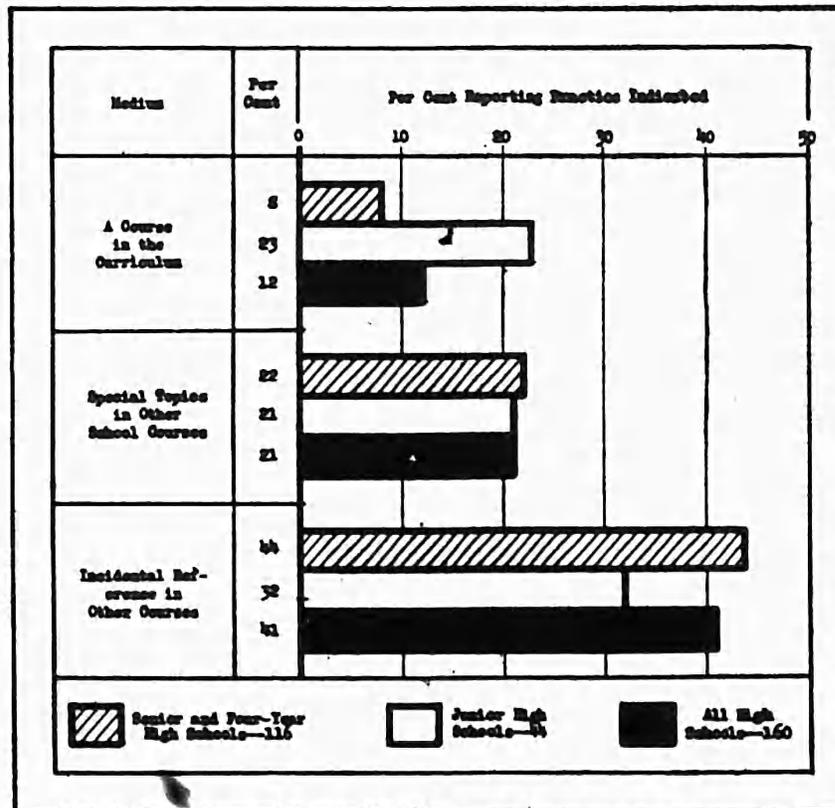


FIGURE 12.—Mediums used in interpreting the schools to pupils

In assembly, pupils frequently demonstrate classroom and laboratory projects and exhibit school work. Pageants, plays, and other exercises often have a theme relating to some phase of education. The dedication of a building comes only once in its existence, but many schools employ this occasion to great advantage in interpreting the value of education in general and the services of the school dedicated in particular.

(2) *Home rooms.*—Home-room teachers are frequently charged with responsibility for some part of the guidance

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program. It is largely in carrying out this program that the home room offers possibilities in interpretation.

(3) *School clubs.*—School clubs are frequently organized around some special subject or topic in a course of study, such as history clubs, science clubs, Latin clubs, mandolin clubs,

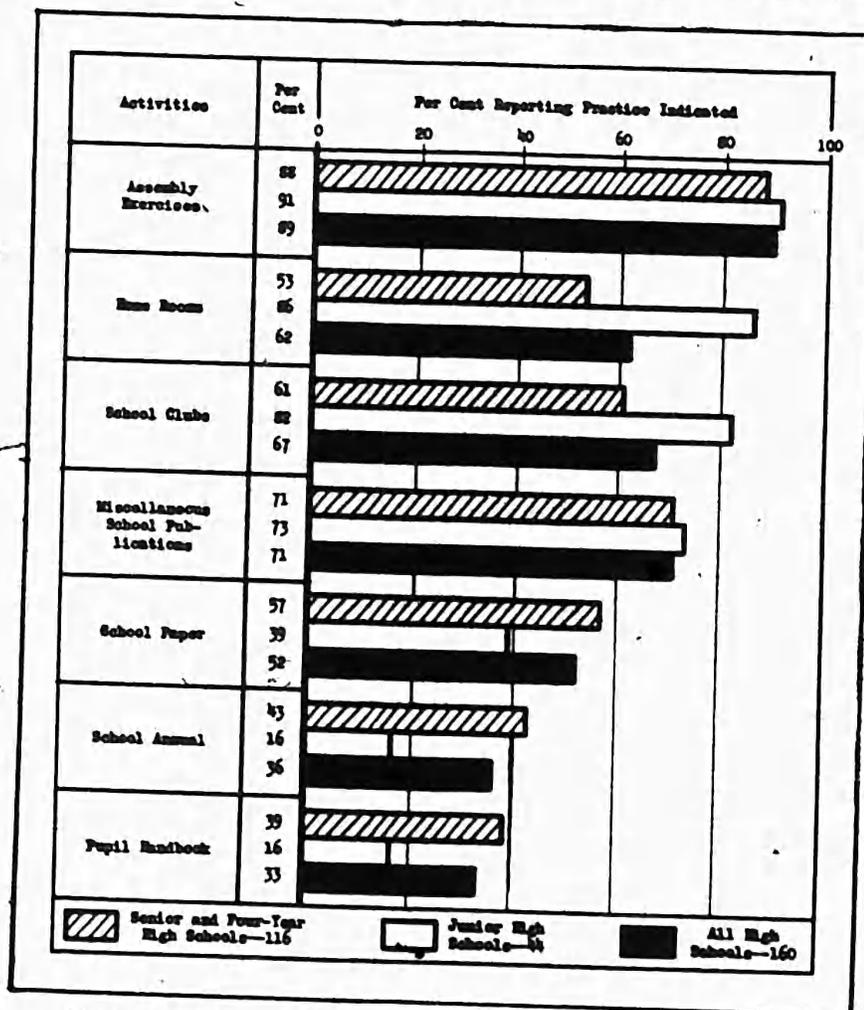


FIGURE 12.—Extracurriculum activities employed in educational interpretation

garden clubs, etc. These organizations help to intensify the interest in these subjects. One of the regular exercises of the club is to discuss the importance of the field the club represents.

(4) *The school paper.*—Some schools have an abundance of special publications, as indicated in the intensive study of six schools in Chapter I. One of the most important of these is

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the school paper. What principals have to say of this publication is indicated in Figure 14.

The circulation of the school paper among pupils is high, reaching 100 per cent in many schools. More than half of the

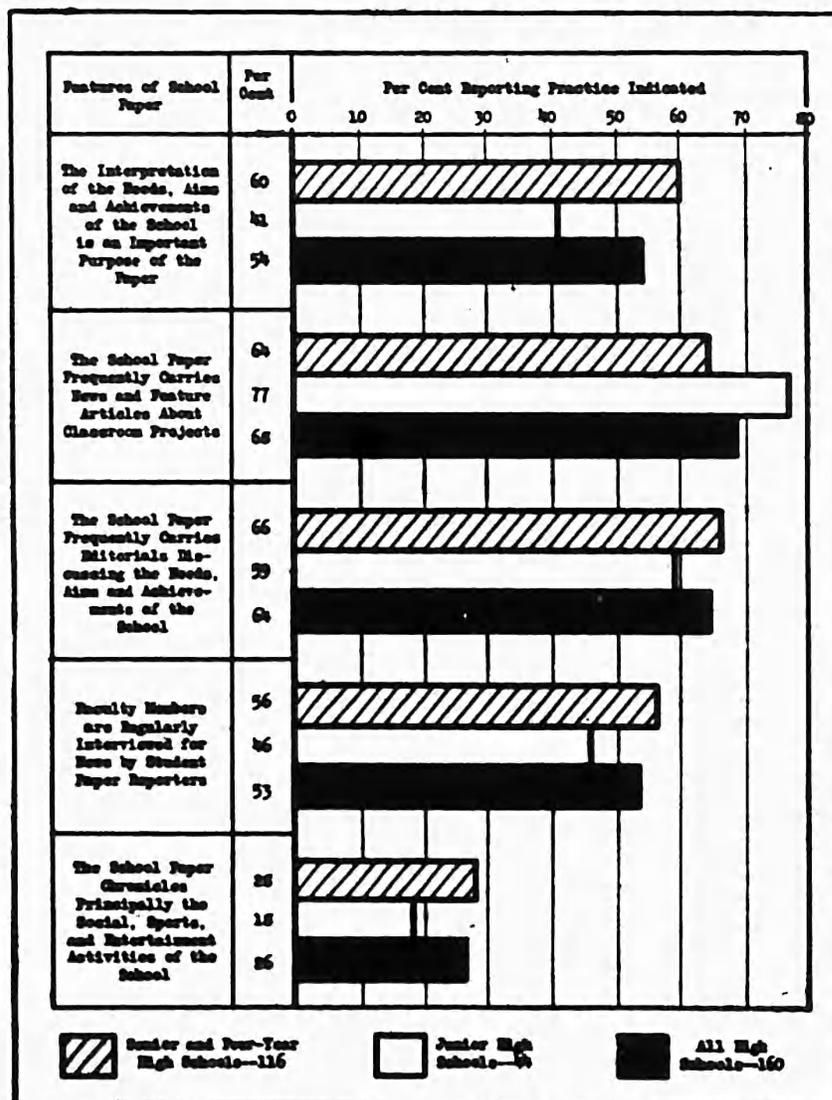


FIGURE 14.—Comments on the school paper as a medium of educational interpretation

schools circulate the school paper to the homes as well as to the pupils. In most cases pupils carry the paper home. The school paper is becoming more useful as a medium of interpretation. The following editorial written by a high-school pupil and published in a high-school paper indicates

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the character of the opinions which the best school papers tend to create in the minds of pupils.³

MATERIAL WEALTH IS ONLY SECONDARY

How many times have we heard different speakers instructing young students to go to school and college for their own good. "By all means," they say, "go through high school. It means a bigger paid job for you than a grammar school education could get you. By all means go through college. It means a more desirable job than a high-school education could give you, and it also means more money."

Money seems to be the thought of some of the people of the present day. That is their only evaluation of an education, no matter how big or how small it is. All they think of is, how much will I profit from what I learn. They do not stop to think that the main point of an education—the chief object in acquiring an education—is not what you get personally, but what you can give to make this world a better one in which to live. It should not be, "what glory and monetary remuneration will I get," but what can I give that will make the life of my fellow-men happier and more prosperous.

In some cases, the wrong use is made of an education. Some of our master criminals and arch-fiends are highly educated men, men with college degrees. At the same time, there are many ways of using your intellect and education. Men like Einstein, Milliken, Edison, and many other famous scientists and educators of this day and of the past days are fine and noble examples of what an education can do, not only for the man himself, but also for the entire world.

The same should be considered in choosing a vocation, whether it is to be a life task or not. The question should be asked of yourself, "What will my job do for my fellows about me? If I am a banker, will I think in terms of money? If I am a lawyer, will I think always in terms of law? If a doctor, will I think only of the fees and money that I will take in? Or will I think of what good I can do my fellows in my chosen job?"

Thus, if we grow to think of our future life in these terms, we will soon have a much better world in which to live, and our own lives will be much fuller and richer.—*Manual Arts Weekly*, Manual Arts High School, Los Angeles, Calif.

Many of these papers publish cartoons made in the art departments of the school. The cartoons in Figure 15 illustrate the use of this graphic method of interpretation.

(5) *The school annual*.—The school annual is found almost three times as often in senior as in junior high schools, though only 43 per cent of the former publish one. While 30 per

³ Submitted in the annual Nation-wide high-school editorial project sponsored by the Division of Publications of the National Education Association, 1931.

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cent of the schools say the annual is considered to have the dual purpose of interpreting the school and providing the



FIGURE 1A.—The two upper cartoons are reproduced from *The Trepess*, the Oak Park, (Ill.) High-School paper. The two lower cartoons were submitted by West Side High School, Newark, N. J., and the Mission High School, San Francisco, Calif., respectively, in the Nation-wide high-school cartoon project sponsored by the Division of Publications of the National Education Association

seniors with a souvenir, only a few claim that it is an important means of informing students of the educational activities, aims, and achievements of the school. Seventeen per cent of

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the principals say the school annual is largely made up of reproductions of individual photographs of students, and pictures of their clubs and extracurriculum activities.

The West Winfield (N.Y.) High School published its *Tournament* in 1927 with the object of school interpretation. This annual begins with a chapter entitled "The Purpose of Modern Education." Other significant titles are "English—Our Mother Tongue," "Why High-School Mathematics," "The Social Sciences," "The Scientific Age," "The Value of a Foreign Language," "Should Boys Stay on the Farm?" "Be a Teacher." The articles on these topics, unusual in a high-school annual, are each accompanied with a fitting illustration of pupils engaged in some phase of the activity described.

(6) *Pupil handbooks*.—Handbooks vary in character from the type which describes the objectives of education and the purposes of school courses as well as the routine regulations of the school, to the type which consists largely of names of faculty members, student officers, clubs, yells and songs, and the routine regulations governing excuses for absence and tardiness, use of stairways and elevators, attendance at assembly, etc.

In Figure 16 reproductions from the student handbook of the Columbia High School, South Orange and Maplewood, N. J., illustrate the use of graphs in this type of publication.

The purpose of the handbook is expressed by one principal in the following words: "To insure an intelligent and helpful cooperation between teachers and students in carrying out the aims of the school and in upholding its standards."

3. INTERPRETING THE SCHOOLS TO THE FACULTY AND OTHER SCHOOL EMPLOYEES

Faculty meetings.—It may be assumed that an understanding of educational philosophy and practice is a part of every well-prepared teacher's training. Often this training is quite closely confined to specialized fields and teachers need the broadened outlook which comes from frequent consideration of major objectives in education, new scientific measurements of results, and new general technics of instruction. These are all rapidly changing, and the alert teacher needs to do

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much current reading and sometimes summer-school study to keep informed of them.

Faculty meetings for the discussion of such problems is routine practice that is almost universal. However, only 58 per cent of the schools responding to the inquiry consider the faculty meetings a medium of interpretation to teachers. The topics listed in Figure 17 are among those discussed at faculty meetings to inform teachers of the activities of the entire school system as well as of their own school.

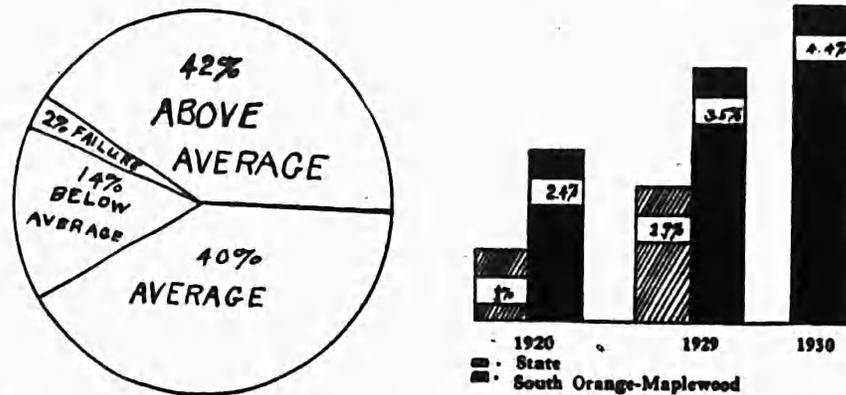


FIGURE 16.—Left, college grades, Columbia High School graduates, mid-year, 1929-30. The right graph illustrates the holding power of the high school. The percentages are based upon the ratio between the number of pupils graduated from Columbia High School and the total school system enrollment. It should be noted that holding power of our school has increased 80 per cent since 1920. At the same time there has been an increase of 100 per cent in the number of students attending higher institutions. This not only shows that the two factors are working together, but that our standards must have improved in order that the percentage graduated to higher institutions should have increased even more than our holding power.—From *Columbian High Lights*, Columbia High School, South Orange and Maplewood, N. J.

It is through contacts with teachers that many members of the community learn of school affairs. Every teacher has a circle of friends. To these he may be an ambassador of good will from the schools if his knowledge is familiar and his attitude appreciative. Both knowledge and appreciation grow in the professional contacts of faculty meetings. In recognition of this opportunity to prepare employees for intelligent action on their own part and for leadership in the community, 24 per cent of the schools hold meetings for janitors, clerks, and school workers other than teachers.

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Faculty bulletins.—In 43 per cent of the schools the principal regularly issues a printed or typed bulletin to members of

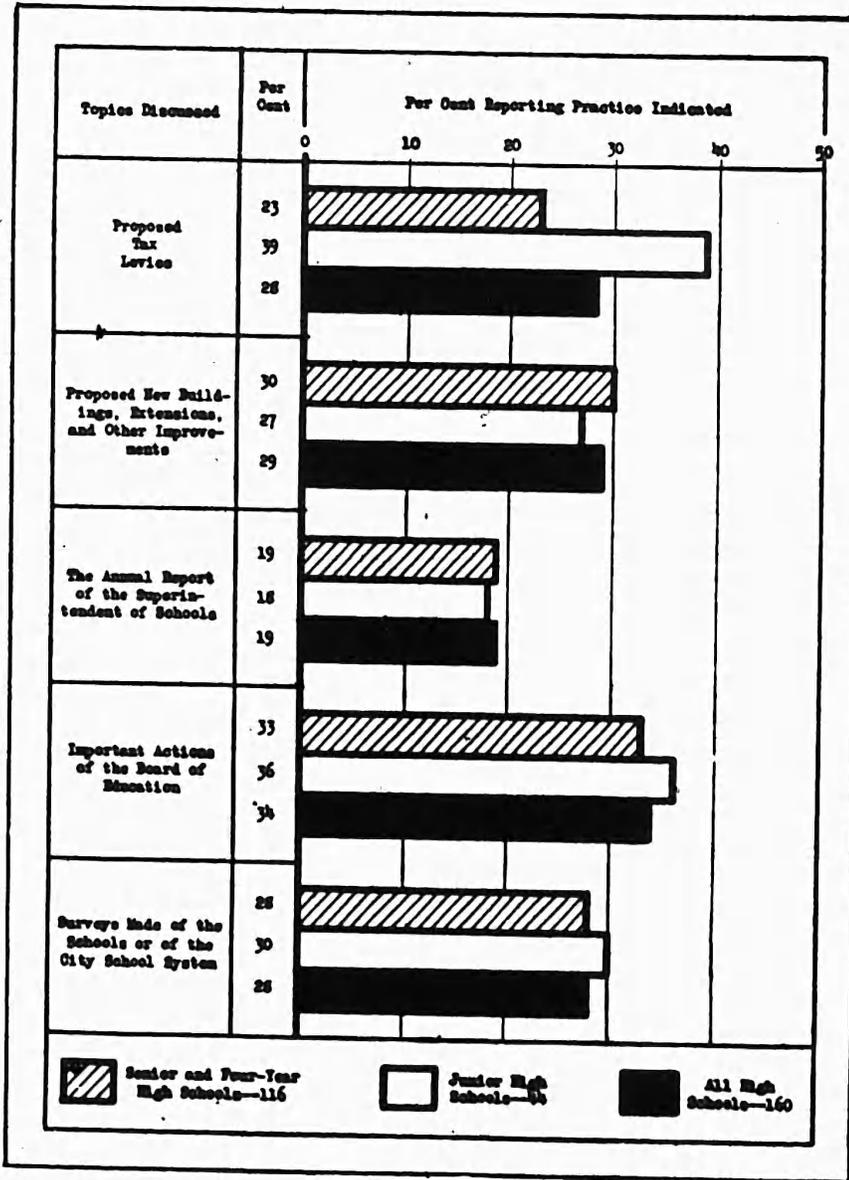


FIGURE 17.—Topics discussed at faculty meetings for the purpose of interpreting the schools to teachers

the faculty; 19 per cent issue bulletins to janitors, clerks, and other employees as well. One principal reports a night school for janitors.

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These bulletins are issued daily, weekly, and irregularly. It is a practice of the committee on educational literature of the Shortridge High School, Indianapolis, to send at intervals to teachers a bulletin of annotated references to recent articles on education published in magazines.

The "House organ."—In 14 per cent of the city school systems in which the participating schools are located the central office issues a "house organ," an interpretation medium described in Chapter I. Faculty members publish monographs at school expense in a few schools. These monographs discuss local or general school problems for the enlightenment of the profession in their own or other schools. One school cites the usefulness of these monographs in stimulating local newspaper publicity for the school. Reprints are provided local editors who sometimes republish parts of these professional articles in popular form. Also the fact that local teachers write articles of value to the profession at large may increase the appreciation of school patrons for the ability of the local faculty.

It may be pointed out that many of the mediums mentioned for interpreting education to school employees are supervisory as well as publicity devices. They may well be described as opportunities for "in-service training" as well as means of promoting the cooperation of lay and professional citizens in maintaining and improving education.

4. INTERPRETING THE SCHOOLS TO PATRONS AND GENERAL PUBLIC

Interpretation through exhibits.—School exhibits lead in frequency as a medium of interpreting the schools to the patrons and the general public, with 79 per cent of the schools employing it. Previous studies⁹ of the interests of parents in school news show that the achievements of the pupils and the methods of instruction rank high as topics of interest. Since exhibits usually show what pupils are doing and how they are taught to do it, the schools would seem to be justified in placing great emphasis upon this medium.

The effectiveness of educational exhibits in forming opinion may be illustrated by the revival of interest in German

⁹ Farley, Belmont M. What To Tell the People About the Public Schools. Teachers College, Columbia University Contributions to Education, No. 355, 1929. p. 38.

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education that followed the extensive school exhibit of that country at the Louisiana Purchase Exposition at St. Louis in 1904.

More than three fourths of the participating schools exhibit their work in their own buildings. A third of them also display school products in show windows of stores and at public fairs and expositions. Other places listed for school exhibits include permanent exhibit hall in administration building, State or city museum, public library, farmers' institutes, teachers colleges, and teachers institutes. The Shortridge High School, Indianapolis, sends traveling exhibits to other schools of the State.

Factors which intensify the effectiveness of school exhibits are reports of them in local papers, and the cumulative effect of the word-of-mouth communications of patrons who see them and of teachers and pupils familiar with them. The radio is also used to increase the effectiveness of school exhibitions as described in Chapter I.

The local newspapers.—The local newspapers rank second in frequency as a publicity medium, with 72 per cent of the schools counting it an important means of keeping the public informed. Within recent years the quantity and quality of educational news has been greatly increased and improved, due both to the increased interest of editors and to greater activity in public relations on the part of school officials.

The most frequent form in which school news appears is in brief news items. School news also appears in the "run of the news," competing on its merits with the other news of the day. Nearly a third of the schools say that at least one newspaper in the city publishes a school page. These usually appear weekly, even in daily papers, though in some instances the school page is an annual event. About a fifth of the principals replying state that activities of their own schools have been mentioned in newspaper editorials. School news is reported in departments or columns, according to 28 per cent of the principals.

Only 8 per cent of the schools have a director of public relations for the entire city system. Contacts with the press are made as shown in Figure 18.

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The special director of public relations for an individual school usually carries out his duties upon the assignment of the principal. Sometimes the director reports to the central office; more often he goes to the newspaper directly. Atten-

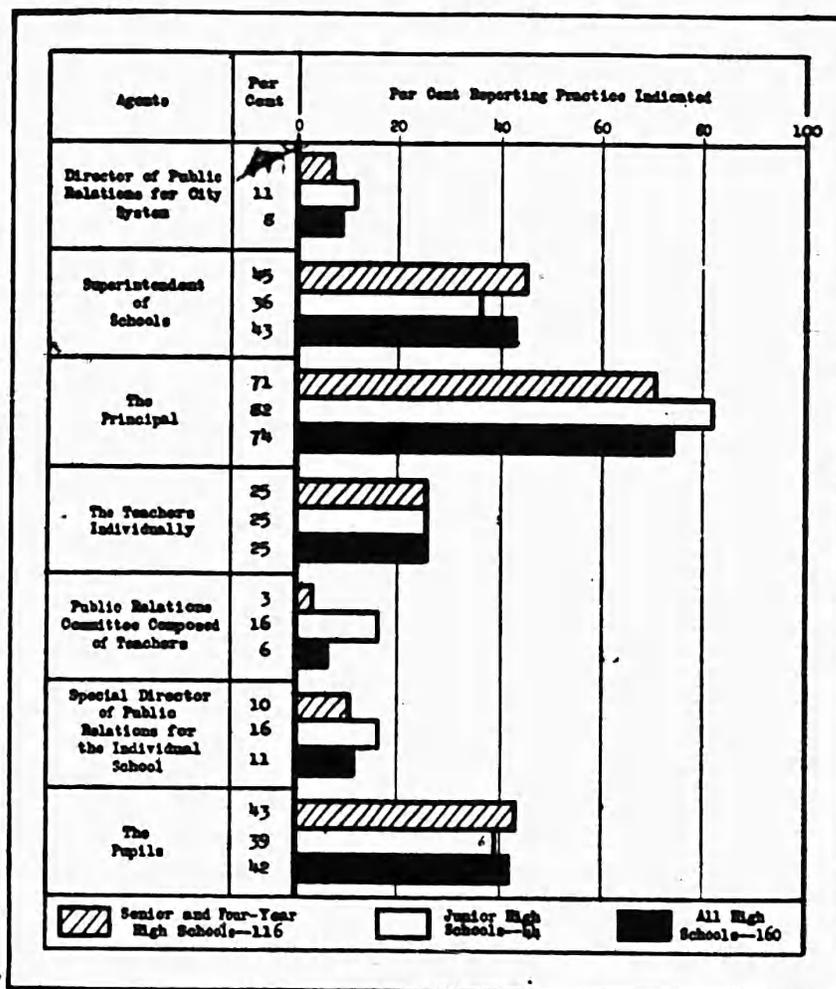


FIGURE 18.—Agents from whom newspapers obtain information about the schools

tion is called to the widely recognized function of the principal in public relations, as shown by the data presented in Figure 18.

The newspaper reporter in the school.—In about a third of the schools, a specially assigned newspaper staff reporter covers the news. The same reporter comes often enough to become familiar with the school personnel and activities.

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Usually this reporter does not visit regularly on a schedule, but makes only intermittent trips to the school. In 18 per cent of the schools it is customary for a visiting newspaper reporter to go to the principal's office only. In 10 per cent of the schools he is allowed to secure news as he wishes from anyone in the building. In only 5 per cent of the junior high schools is it customary for reporters to visit anyone other than the principal.

Pupils as reporters of school news.—In many schools pupils prepare news items for publication in the local press. Figure 19 shows a school page written by the pupils of the Sistersville, W. Va., *Daily Review*. This page supplants the *Signal*, formerly the school paper.

In 43 per cent of the schools, at least part of the school news is collected by student reporters. These student reporters are usually responsible to the school, but in 11 per cent of the cases they are responsible chiefly to the city newspaper.

Faculty members as reporters of school news.—In 13 per cent of the schools, members of the faculty sometimes contribute to the local press feature articles which are published under their signatures. This is more common in senior high schools; it is a practice in less than 5 per cent of the junior high schools. This is in contrast to the common policy of directors of public relations. Many of them seldom contribute signed articles to the newspapers. Some reasons offered for not doing so are that a contributed article must necessarily be given only to one paper, that a signed article is considered to reflect the bias of the writer, and that the fresh viewpoint of the layman adds to the interest and merit of the article. Another practical reason is the burden that contributed articles occasion; it is more economical of the time and energy of the director of public relations to help several reporters to write stories than it is to write one himself.

Character of school news reported.—In estimating the value of school news, half of the principals reporting feel that it covers adequately the educational achievements of the school.

Sensational stories resulting from improper behavior of students are not considered a frequent occurrence by more than 6 per cent of the principals. Eighty-three per cent report that school news is generally fair and accurate; only 1 per

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cent consider it otherwise. Five per cent say that it is frequently sensational and harmful to the best interests of the school. A small number of the principals say the newspapers



FIGURE 19.—The school page of the Sistersville, W. Va., Daily Review

of their cities vary widely in the accuracy and fairness with which they treat school news.

Newspaper practices in reporting school news.—Figure 20 shows some of the provisions made by newspapers to report

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school news thoroughly and attractively. A frequent use of rotogravure school pages is made at graduation time, when the photographs of seniors, faculty, school activities, and other subjects which usually appear in the school annual are published in the rotogravure section of the paper. In some cases a whole section is devoted to graduation, and the section takes the place of the publication of an annual.¹⁰

Commencement exercises as a means of interpreting the schools.—Graduation exercises are in many cities considered an important opportunity to interpret the work of the high school. Sixty-three per cent of the principals state that

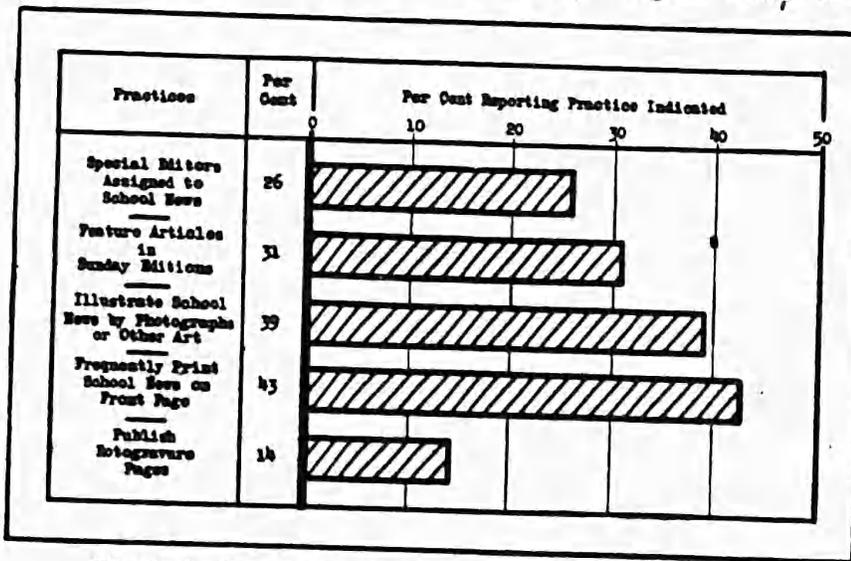


FIGURE 20.—Newspaper practices in reporting school news (160 schools)

commencement in their schools is "vitalized" in this way. The "vitalized" commencement¹¹ consists essentially in presenting a program which explains or demonstrates the needs, aims or achievements of the school. Among the high schools which have carried out this type of commencement

¹⁰ Bisbee, Ariz., high school has been very successful in this project.

¹¹ Ashby, Lyle W. Interpreting the Schools Through the Graduation Program. *Nation's Schools*, 9:37, April 1932.

— New Commencements for Old. *Nation's Schools*, 5:70-74, May 1930.

— Graduation Programs in 1931. *School Executives Magazine*, 51:321, ff., March 1932.

Harshman, Floyd E. What Kind of High-School Commencement Shall We Have? *Junior-Senior High School Clearing House*, 4:377-379, February 1930.

Stubbs, G. T. Graduation Interprets the School. *Journal of Education*, March 7, 1932, p. 202.

McKown, Harry C. *Commencement Activities*. New York. The Macmillan Co., 1931.

Jones, Gertrude. *Commencement*. The Extracurricular Library. A. S. Barnes Co., 1929.

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for a number of years are Chanute High School, Chanute, Kans.; Doylestown High School, Doylestown, Pa.; San Angelo Senior High School, San Angelo, Tex.; Berkeley

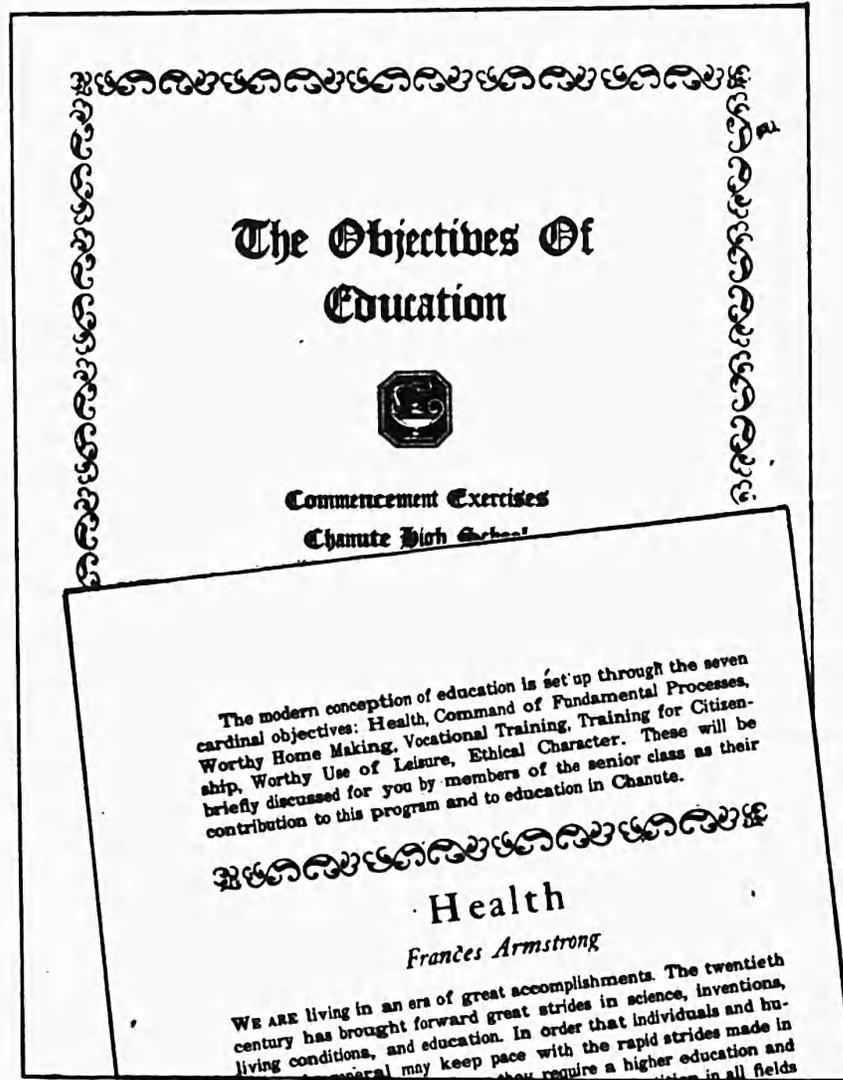


FIGURE 21.—Vitalized commencements—interpreting the objectives of education

High School, Berkeley, Calif.; Berlin Senior High School, Berlin, N. H.; Bassick Junior High School, Bridgeport, Conn.; Cheltenham Junior High School, Elkins Park, Pa.; South Philadelphia High School for Girls, Philadelphia, Pa. Printed programs for "vitalized" commencements are shown in Figure 21.

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Chanute (Kans.) High School is carrying out a 7-year project in interpreting the cardinal principles of secondary education.¹² One of these objectives of education is the theme each year. The 1931 commencement exercises, the third in the series, were planned around The Mastery of the Tools, Techniques, and Spirit of Learning.

The program, together with the addresses of students, was printed by the Chanute Trade School in an attractive 24-page bulletin with hand-set type on art paper. The student addresses are entitled, "Salutatory," "Mastery of the Tools of Learning," "Mastery of the Techniques of Learning," "Mastery of the Spirit of Learning," "How the Chanute Schools are Meeting the Third Objective," "Valedictory." The only speakers not students were the principal who presented the Class of 1931, and the president of the board of education who presented the diplomas.

A number of schools are directly interpreting the school subjects, methods, etc., on these occasions. A recent commencement program of the Berlin (N. H.) Senior High School lists the following addresses by students: "The Domestic Arts Course," "Absence and Tardiness," "The School Bank," "Old and New Type Examinations," "What Happened to the Graduates of Last Year."

Some schools which have not adapted their commencement exercises to interpretation possibilities are including much interpretation in their printed programs. The 12-page commencement program of the Bennett High School, Buffalo, lists awards and honors to students for the year, describes the school assembly exercises and their objective, tells the story of the *Bennett Beacon*, and points out some achievements in school subjects. The achievements of the English department are summarized as follows:

The present class has outdone all others. All but 134 had finished the English required for graduation before their last term in school. The normal number of terms, if each student took the full 8 terms, and no student failed, would have been 3,152. The class actually used 3,072 terms, a saving of 80. This came by avoiding failures, and by some students doing the work in 6 or 7 terms.

¹² Department of the Interior, Bureau of Education Bulletin, 1918, No. 35, Cardinal Principles of Secondary Education.

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The girls did better than the boys. They had saved, after all failures were balanced, 105 terms. The boys, deducting the terms saved by short-time passing, required 25 terms extra for their work.

Of those who failed English, once or oftener during their high-school course, 31 made up their failures, 22 in Bennett, 9 in summer school, so that they were not retarded in English.

With the time saved, 110 were able to take advanced courses in Literature and Composition, open only to Seniors and Postgraduates; many were able to take extra courses in language, history, science, mathematics, or the arts.

Of this large class, only 28 girls have ever failed English; 73 boys and girls did their 8 terms of English in 7 terms; 32 in 6 terms; and 9, in less than 6 terms. Of the 166 terms saved, only 11 were saved by going to summer school; 155 were saved in Bennett.

Bulletins to the home.—Thirty-two per cent of the schools send at intervals some kind of bulletin or news sheet to the homes of students. Types of bulletins and methods of distribution vary considerably. Cleveland sends its printed "house organ"¹³ to parents who subscribe for it. The *Illustrated Course Of Study*¹⁴ published by that school system is another publication circulating to the homes. Many schools substitute the school paper for a special bulletin to the home. A mimeographed bulletin is distributed regularly or irregularly to parents in many schools. In 26 per cent of the schools some type of communication to the home is inserted in the periodical grade report to parents. These inserts range in character from the accompanying graphic interpretation of expenditures for public purposes distributed on a blotter, 3½ by 6¼ inches, by the Ithaca (N. Y.), schools, to a message to the parent, in antique type on yellow art paper, surmounted by the accompanying design which is considered the trade mark of the Savanna, Ill., Public Schools. (Fig. 22.)

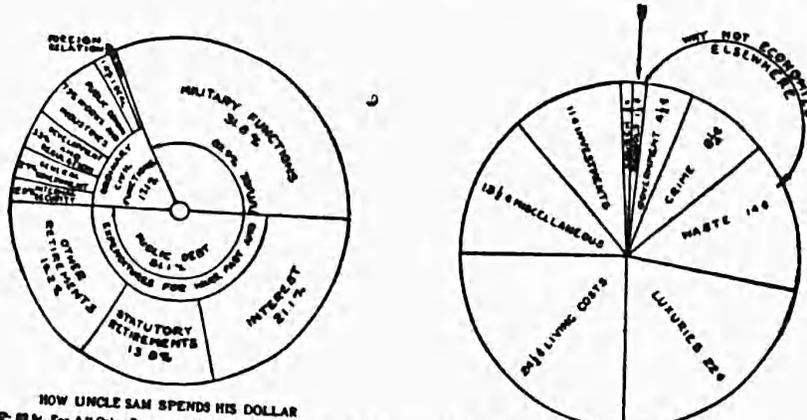
About 5 per cent of the schools reporting publish blotters and bookmarks for distribution to offices and homes. For many years in the Savanna, Ill., schools, a yearbook for parents and the general public has been published. A representative copy is entitled *Being a Parent in Savanna Education*. It contains 34 pages of high-grade art paper and is profusely illustrated with excellent engravings of drawings made in the schools. This book is hand illuminated on

¹³ See Chapter II, Sec. 3a.

¹⁴ Ibid.

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every page. A presentation card pasted to the inside cover reads, "The color effects of this brochure were planned with the pleasure of creation and the joy of service for — by Lucille Erochens of the Junior High School, Savanna Education." On the title page appears the following: "This, the Eighth Book of Savanna Education, is dedicated to our Parent-Teacher Association—splendid workers for the



HOW UNCLE SAM SPENDS HIS DOLLAR
 For W.A.R. 36% For All Other Purposes 17.1% or \$3,423,367,000 for W.A.R. over **four times** the cost of running the Federal Government before the "War to End War." — Secretary Mellon's 1927 Report
 The cost of one Cruiser would build a university for 6000 students. Congress planned to build **SIXTEEN** and virtually to deny education to 100,000 American Youth in these days of "crowded colleges"

HOW THE PEOPLE OF THE NATION SPEND EACH DOLLAR
 OF A \$90,000,000,000 ANNUAL INCOME
 In 1927, Secretary Mellon says we added **177000** hundred millionaires to the thousands we then had.



FIGURE 22.—(Upper) A convenient insert for letters and grade reports. (Lower) A school trademark

biggest job in all the world." Part of the foreword of the publication follows:

THE TASK

And this is the task of the schools: To hold fast to the best practices and finest traditions of the old education; to take, unflinching, the firm, forward-looking step which the new demands; to stimulate a pupil-citizenry capable of thinking, acting, doing—boys and girls living a purposeful, vigorous, creative life; to inspire teachers with a broadness of outlook and keenness of vision who see in their calling a form of community service—high-hearted emissaries of the biggest job in all the world.

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Other contacts with the home include letters written by pupils to parents. About 12 per cent of the schools have such letters written. Comments returned with the answer to this query indicate that it is considered an undesirable practice by some principals. The reasons given may be

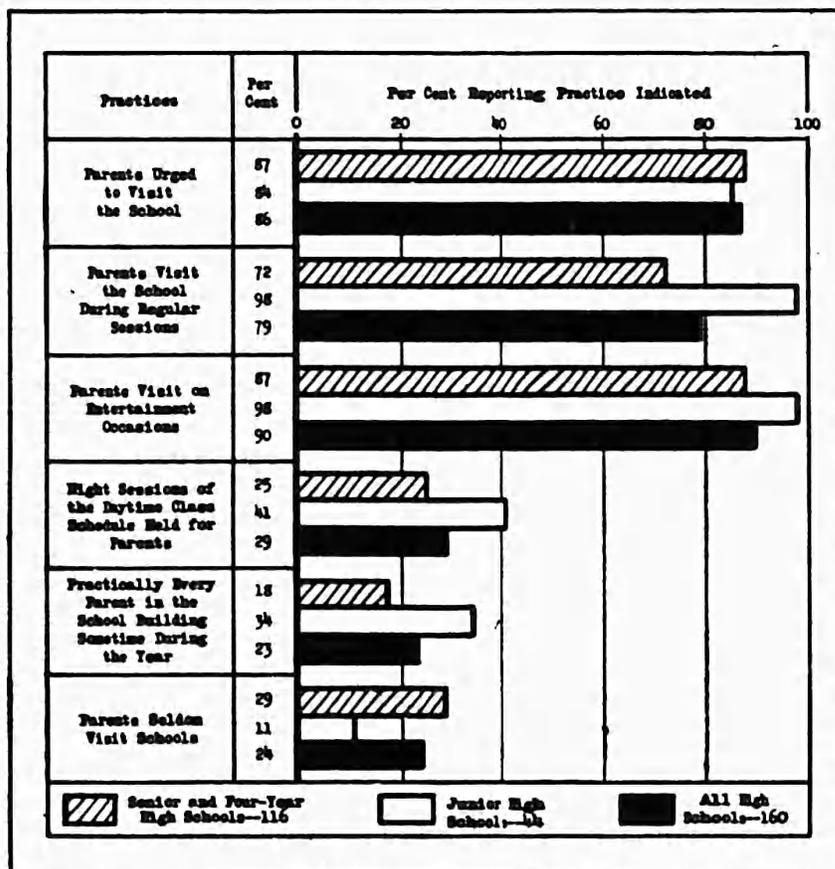


FIGURE 23.—Practices of school visitation by parents

summarized in the statement that it frequently employs pupils as a means to an end sought by someone else.

Home and school visitation.—Half of the schools make provision for the visitation of homes of students by teachers. This is an equally common practice in junior and senior high schools. However, in only a small number of the schools do teachers visit systematically as a school duty and often enough to make the contact helpful. Systematic visitation is required in more junior high schools than senior high schools.

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Practices of school visitation by parents are indicated in Figure 23. It will be observed that school visitation is a more common practice in junior than in senior high schools.

The parent-teacher association.—Nearly half of the principals replying consider the parent-teacher association one of the most important means of securing all kinds of cooperation from patrons and public. Only 2 per cent state that this organization is a handicap rather than a help to the schools. Activities¹⁵ in which these associations cooperate with the schools include:

1. Systematic study of the aims and objectives of the schools.
2. Direction of the educational and vocational guidance program.
3. Home study.
4. Maintenance of physical and mental health of children through annual health examinations.
5. The understanding of community problems, such as:
 - (a) Support of public education.
 - (b) Law enforcement.
 - (c) Commercialized amusements.
 - (d) Recreation, playgrounds, libraries, etc.
 - (e) Standards of conduct.
6. Mother sponsorship of school classes.
7. Purchase of needed school supplies.
8. Creation of desirable public opinion regarding proposed changes in the schools.
9. Scholarships for students.
10. Promotion of worthy use of leisure.
11. Garden projects.
12. Entertainment for students, teachers, and parents.

While perhaps the best-known function of the parent-teacher association is contributing to the purchase of needed school supplies, it is felt both by principals and officers of the parent-teacher associations that the organization should not become a financial adjunct of the schools. Financial support is given for innovations, the merits of which have to be demonstrated through experience. After such an innovation is proved, then the financial assistance of the parent-teacher organization is considered no longer needed.

Parent organizations are given a variety of names, including Mothers' Study Circle, Fathers' Council, The Big Four,

¹⁵ For a report of PTA activity in the Akron, Ohio, schools, see Gosling, Thomas W. *The High-School Parent-Teacher Association. Proceedings of the National Congress of Parents and Teachers, 1929.* Vol. 33. pp. 219-222.

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Home and School Association. Some of these are independent organizations. Most of them have some city-wide and state-wide organization. Many are recognized units of the National Congress of Parents and Teachers. Some attractive

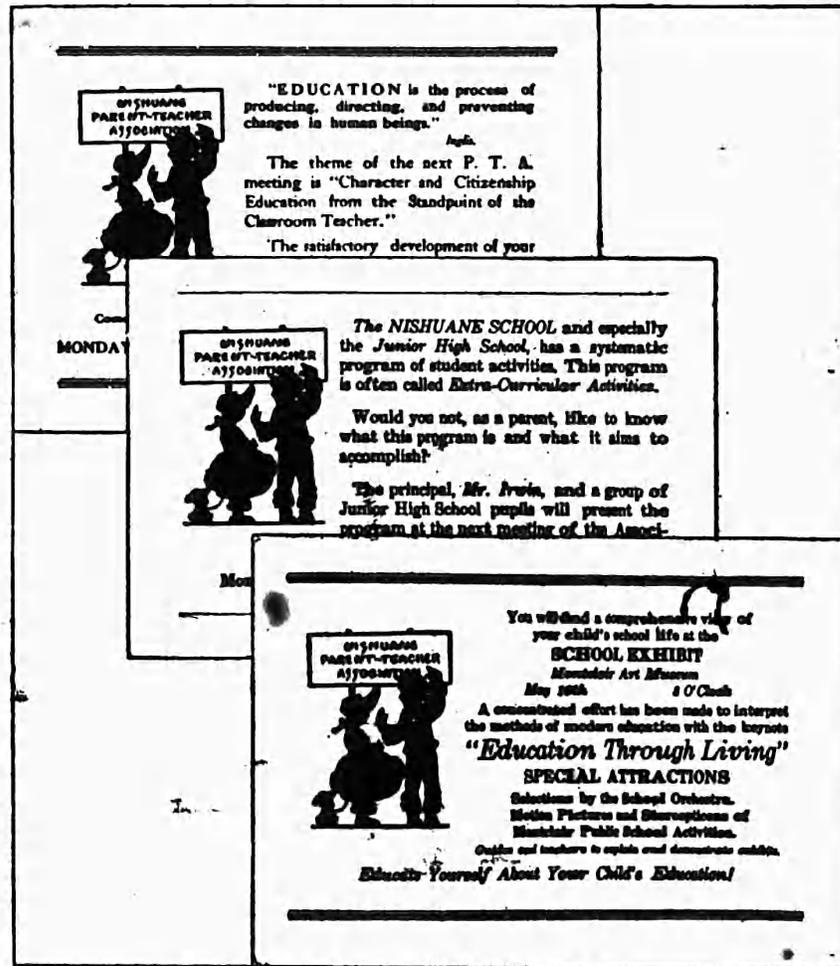


FIGURE 24.—Some examples of formal invitations to parents

announcements of parent-teacher association meetings are reproduced in Figure 24.

Service to community organizations.—It is customary for high-school faculty members to make addresses before clubs or other public groups. In only 9 per cent of the schools are faculty members not encouraged to participate in community affairs. However, it is pointed out by some principals that such participation is limited because of the residence of the

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teachers in some other community than the one which they serve. Teachers hold membership in local organizations and institutions and engage in welfare work.

School entertainments.—In 67 per cent of the schools entertainments are considered a medium of interpretation. Pageants, demonstrations of school work, and exhibits of school results are often made the *pièce de resistance* of these entertainments. In other instances, such representations of school activities constitute a minor part of the program.

Alumni associations.—In 17 per cent of the schools an alumni association is active in keeping the aims, needs, and achievements of the schools before the public. Such an association performs this function in only 5 per cent of the junior high schools.

Annual school report.—The annual school report¹⁶ is an increasingly important means of informing the public about the schools. The school principals in 29 per cent of the schools studied report directly to the board of education at stated intervals. In most schools the principal reports to the superintendent, who includes such material as he wishes in his annual report to the board of education, but in 16 per cent of the high schools a report with the authorship of the principal indicated appears in this annual document prepared for the board of education. In the Annual Report of the School Department of the New Bedford, Mass., schools, principals and supervisors are quoted at length.

Radio.—Twenty-eight per cent of the schools have found the radio helpful in their public relations program. It is difficult to tell, however, whether the use made of it might not be better described as education by radio than as interpretation of education. Frequently teachers are asked to speak on topics in which parents are interested and these subjects are discussed without reference to their presence in the school curriculum or to the methods of instruction employed in the schools. Sometimes important school entertainments or other community assemblies at the school building are announced on the radio. Student musical and dramatic organizations broadcast their presentations. In one

¹⁶ Neale, M. G. op. cit.

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school the broadcasts are sponsored by the parent-teacher organization.

The J. Sterling Morton High School at Cicero, Ill., makes frequent use of the radio for interpretation purposes. Programs originate, sometimes on a daily schedule, from a specially arranged studio in the high-school building and are broadcast by a commercial radio station. This medium of educational interpretation is considered so important that school officials have created a new faculty position, the duties of which are supervising preparation and broadcasting of radio programs.

The Bureau of Research of the Louisville (Ky.) public schools has charge of a half-hour radio program broadcast weekly on Saturday. Dates on this program are available to any school wishing to use the time for purposes of publicity.

A recent broadcast of the J. M. Atherton High School for Girls in Louisville described the *Aerial*, the biweekly newspaper of the school. Ten minutes of the half-hour were devoted to orchestra music. The remaining 20 minutes were divided about equally among the student editor-in-chief of the paper, the school columnist, a reporter, the humor editor, the sports editor, a student who attempted to prove the value of high-school press associations, and another who read some of her original poems to illustrate the function of the high-school newspaper in encouraging creative writing.

A different type of radio program for publicity purposes is illustrated by a 15-minute address of a faculty member of the senior high school of New Bedford, Mass. The address began with a description of the Boston Latin Grammar School and continued through a brief history of American education to a description of the rapid growth of secondary education due to the democratization of the schools. The speaker illustrated his point with enrollment figures of the New Bedford High School and pointed out the administrative and instructional problems arising from the heterogeneous character of the student body.

Some miscellaneous mediums of publicity.—Miscellaneous mediums of publicity employed by the junior and senior high schools studied are presented in Figure 25.

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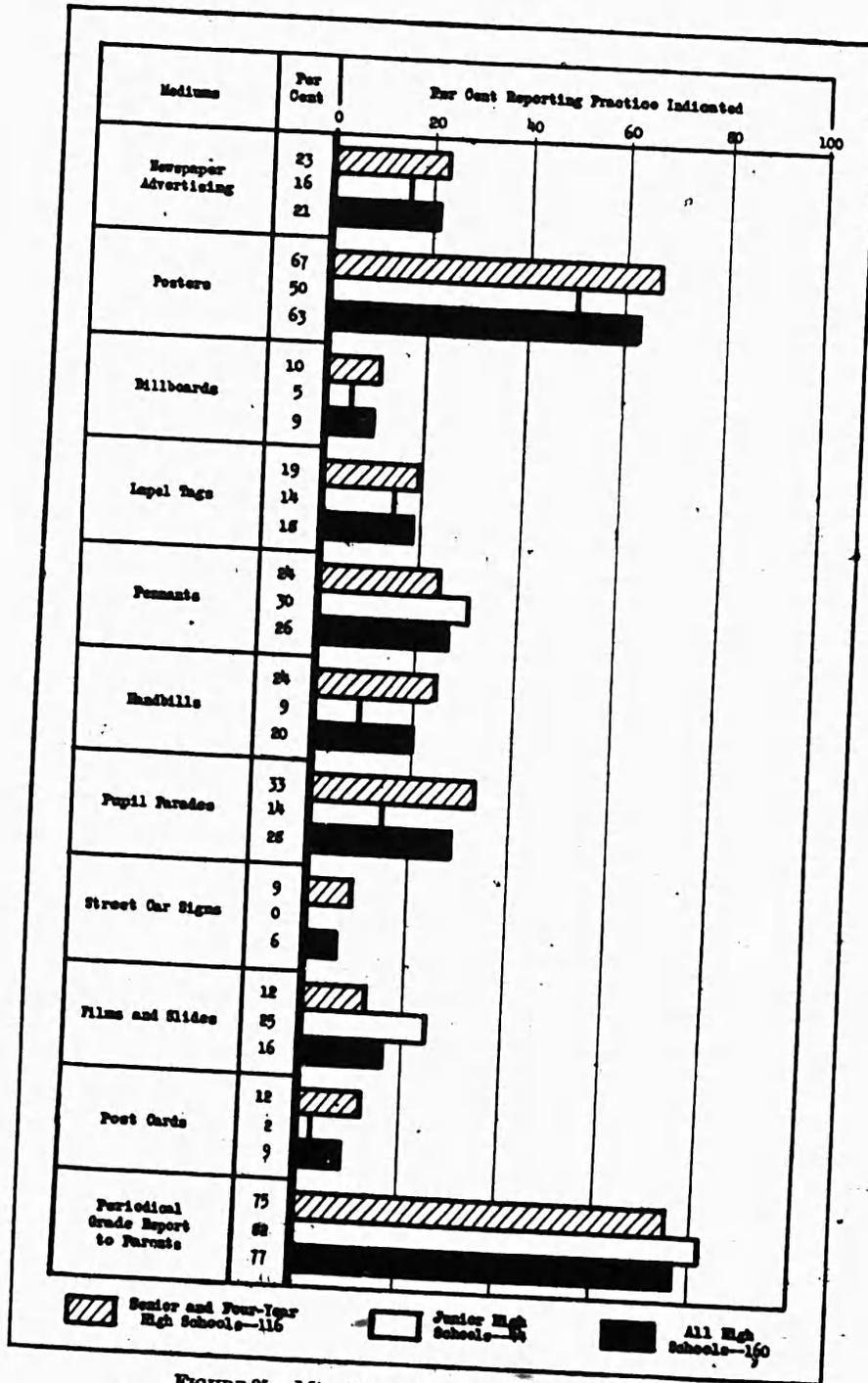


FIGURE 25.—Miscellaneous mediums of publicity

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The use of the billboard in the Sistersville (W. Va.) High School is described as follows:

All billboard notices appear outside the school building and away from the campus. Duplicate notices are likely to appear on the bulletin boards in classrooms and corridors, or to be orally presented by teachers and pupils in home rooms. . . . We regard this phase of our publicity as an avenue for informing school patrons, taxpayers, and other friends.

A photograph showing the location of this school billboard is reproduced in Figure 26.

A contact with the home made by several schools through a medium not listed above is that of sending greeting cards to parents at Christmas time and on other holidays. Little Rock and Des Moines high schools use this medium.

Other publicity devices reported in use include: Using a cut of the high-school building on school checks; the manufacture of pencils, pads, calendars, examination books, Christmas cards in school colors or identified by school name or insignia; student caps; and bulletin boards on outside of school door or on campus.

Cooperation with local institutions or organizations.—Many important contacts may be made through community groups, the purposes of which are not primarily educational. Among the organizations which work with the schools on certain projects are: (1) Chamber of Commerce; (2) lodges and fraternal organizations; (3) medical, legal organizations; (4) public library; (5) Y. M. C. A. and Y. W. C. A.; (6) junior organizations, Boy Scouts, Campfire Girls; (7) service clubs; (8) churches; (9) other schools of the city.

The junior high school surpasses slightly the senior high school in the frequency of such cooperation. Nearly half of the schools cooperate with such junior organizations as Boy Scouts, Campfire Girls. These junior organizations frequently hold meetings at the school building. Faculty members are often advisers and sometimes they are a recognized part of the extra school activities.

The public library and service clubs frequently cooperate with the schools. Exhibits are often displayed in the library for readers to inspect. Occasionally the librarian places supplementary textbooks or reference books on a

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public shelf, where visitors may see the kind and amount of reading done in the schools. There is often an interchange of posters and other publicity materials between public library and school.

Service clubs, such as Rotary, Kiwanis, etc., furnish speakers for assembly and in turn hear at their weekly luncheons faculty members and students. Occasionally the home economics department serves this weekly luncheon in the school cafeteria. One service club entertains pupils away from home at Christmas, and gives a banquet to

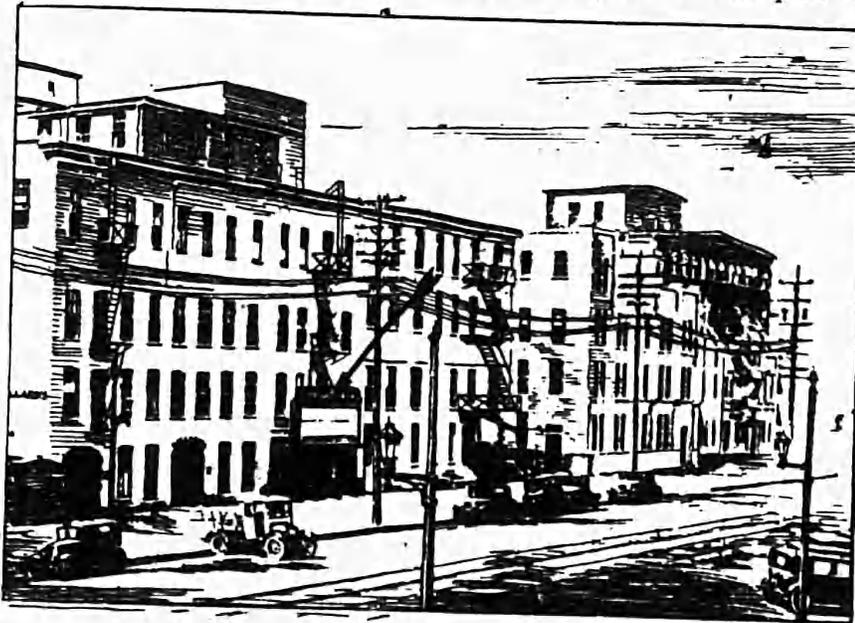


FIGURE 26.—The billboard of the Atberton High School for Girls, Louisville, Ky., occupies a conspicuous place on a boulevard of the city. The sign is changed each Monday morning. It is in two parts, the upper of which carries a slogan of six words or less such as "Learn to learn from others," "Your mind may be your mine." The lower half of the board is used to advertise school affairs.

graduates at commencement. Another awards medals in school contests. School classes visit local factories and business houses.

Musical organizations of the school often entertain service clubs, churches, and other societies. The principal of the Flathead County High School, Kalispell, Mont., describes an "orchestra tour" as follows:

In April of each year, the Flathead County High School Orchestra makes a 2-day tour of the county, playing at 8 or 10 community centers.

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Vocal numbers and declamations, as well as orchestra numbers, are included in the program. These concerts are attended by hundreds of people, mostly rural folk.

Churches often cooperate with the schools in projects that are valuable in the program of public relations. Pastors address student assemblies. Teachers serve in official positions in the churches. Ministers frequently discuss the needs and achievements of the schools in their regular sermons.

In 24 per cent of the schools local medical societies help the schools observe Health Day. Physicians and dentists sometimes donate their services for the operation of the health program of the schools.

The local posts of the American Legion cooperate with the high schools of many cities in the observance of American Education Week. In one entire State a certain fraternal organization sponsors an annual Education Week.

In some cities the chamber of commerce displays school exhibits in its rooms. A type of cooperation with a chamber of commerce is illustrated in the following quotation from the principal of the E. M. Daggett Junior High School, Fort Worth, Tex.

At the present time the Chamber of Commerce is handling the publicity and determining the advisability of a school bond issue of \$4,750,000. If the Chamber reports to the school board favorably the issue will be submitted to the people. The Chamber of Commerce is sending speakers to present the matter to each of the civic clubs of the city.

The junior organizations of the Y.M.C.A. and Y.W.C.A., known as the "Hi-Y" and "Girl Reserves," are established clubs in many high schools.

Through a vocational placement service, which is often a part of the guidance program of the school, teachers and students come in contact with the business and industrial concerns of the city. Thirty per cent of the schools participating report a vocational placement service of some kind. An excellent statement of a school placement policy may be found in the Hamtramck (Mich.) Board of Education Code.

High schools frequently intensify the program of interpretation by group cooperation. Contests and joint proj-

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ects occasionally widely attract the attention of the press. The declamatory, oratory, dramatic contests, and athletic competitions of a district high school meet are illustrations. In addition to increased newspaper reports hundreds of school patrons attend these meets where they see competition in various kinds of high-school achievement.

Special occasions for interpretation.—American Education Week, Book Week, Health Day, Better English Week, are observed in many schools. Others celebrate historical occasions and days of special significance, such as Flag Day, Penn. Day, Mothers' Day, Fire Prevention Day, Armistice Day, Lincoln Day, Washington Day, Memorial Day, Clean-up Week, Tree Day, Prayer Week, Thrift Week, Safety Week, Temperance Day, Arbor Day. Fifty-nine per cent of the schools recognize American Education Week with some kind of program. Typical American Education Week publications are displayed in Figure 27. Many schools cooperate with the State department of education and the American Legion in celebrating this event. Help in planning the observance is also obtained from the National Education Association and the United States Office of Education. Forty-eight per cent of the schools observe Book Week, which is a common project of the library and the school in many communities.

The school building as a community center.—Sixty-nine per cent of the schools encourage the use of the school building as a community center. For these purposes the building is rented subject to certain regulations for meetings held outside of school hours. Most of the schools which allow their buildings to be so used make no charge for this service except that incurred through janitorial operation, lighting, and so on. In a third of the schools studied adult evening classes are held. Other ways in which the high-school plant is used as a community center are:¹⁷ Community athletics, lyceum courses, club meetings, dinners, military drill, civic meetings, choral singing, free band concerts, folk dancing, card playing, playground, swimming pool, library service, precinct voting place, vacation Bible school, university extension, religious services, etc.

¹⁷ See Perry, C. A., and Williams, M. P. *New York School Centers and Their Community Policy*. New York, Russell Sage Foundation, 1931.

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The use of the school building as a community center, as well as its usual location in some conspicuous quarter, plays an important part in creating public opinion favorable or unfavorable to the school. However much parents or other

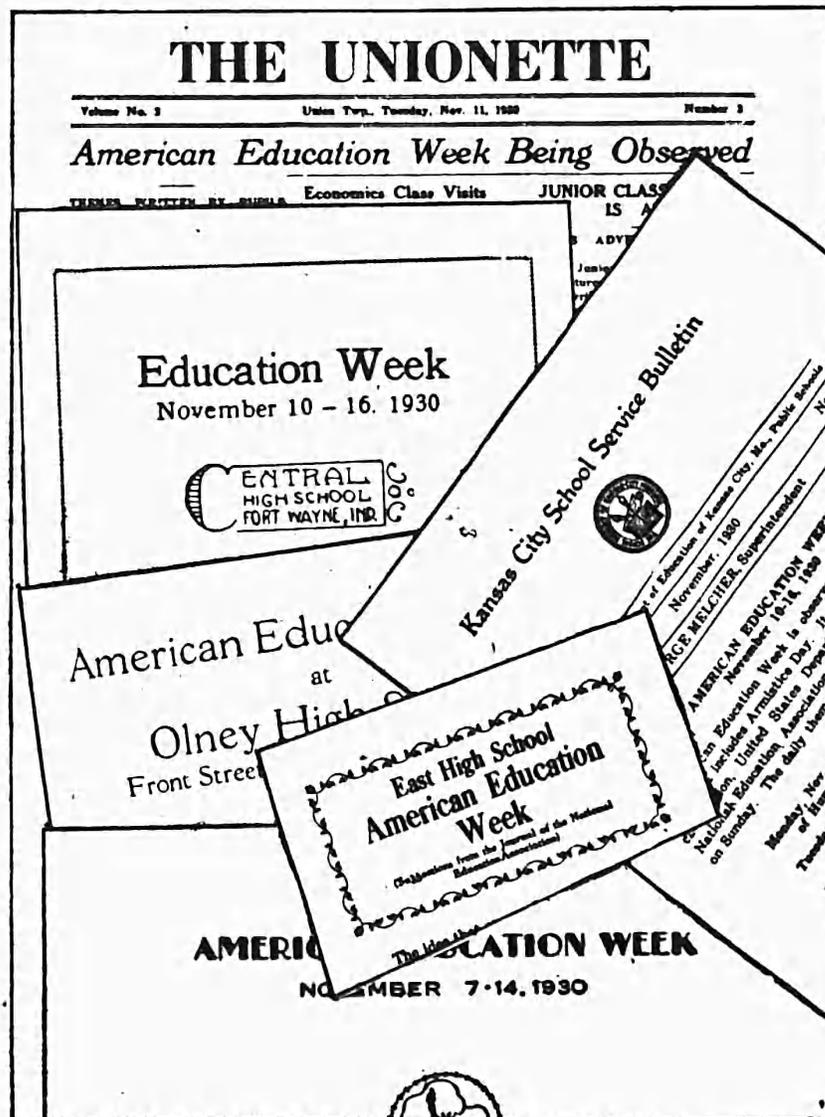


FIGURE 27.—Publications for American Education Week

citizens may be interested in education, they see the schools more frequently from the outside than from within. In addition to the contribution which a well-kept school plant makes toward the development of good taste in youth, it is a

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valuable means of representing the school before the public. In almost equal proportions the junior and senior high schools say that their school grounds are ornamented with shrubbery and trees, that the school ground is well sodded and well kept, that the school has a flower garden that may be seen from the street, that the architectural plan of the building is pleasing, that it is kept in repair and scrupulously clean at all times in order favorably to impress the public. Thirteen per cent of the senior high school buildings are illuminated by flood lights at night. Such illumination is not always carried out on consecutive nights, but is reserved for special occasions, such as entertainments at the school or neighborhood activities attracting large numbers of people. Some schools report that the building is specially decorated on such occasions as Christmas and July 4.

Pride in the condition of the school building is indicated by the fact that 41 per cent of the schools frequently use photographs of their schoolhouses in their publicity. The Little Rock (Ark.) High School prints the line, "The most beautiful high-school building in America" under published pictures of its building.

Publicity for athletics.—Athletics and other extracurriculum activities of the school receive a great deal of attention in the press. Farley¹⁸ found that 47 per cent of school news measured in column inches was devoted to extracurriculum activities. Briscoe¹⁹ found that 44 per cent of nearly 30,000 column inches of school news from newspapers published for a period of six months in 19 Missouri cities was devoted to these activities.

Grinnell²⁰ says, after a study of school news in Minnesota:

The type of school information aggregating most of the school publicity in Minnesota dailies leads to the assumption that school consists of little more than athletic contests, dramatics, entertainments, forensic and other extracurricular school activities.

Editors are favorably disposed toward athletics as a source of news connected with schools. Grinnell²¹ found that the

¹⁸ Farley, Belmont. *What To Tell the People About the Public Schools*. Teachers College, Columbia University, Contributions to Education, No. 355, 1929. p. 49.

¹⁹ Briscoe, A. O. *A Newspaper Publicity Policy for City School Systems*. Unpublished Master's Thesis in University of Missouri Library, 1923. p. 39.

²⁰ Grinnell, John Erie. *Newspaper Publicity for the Public Schools of the State of Minnesota*. Unpublished Master's Thesis in University of Minnesota Library, 1925. p. 75.

²¹ *Ibid.*, p. 88.

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editors of both weekly and daily newspapers in Minnesota ranked athletics first in order of their interest in school activities.

Although it is widely claimed that publicity for sports in high schools is overemphasized, more than 34 per cent of the schools participating in this study report that much attention is given to securing publicity for games and competitive athletics. A major proportion of this is given to "advance" publicity designed to insure large attendance. Among the practices employed to stimulate interest in sports affairs are newspaper advertising, posters made in the art and printing departments of the schools, billboards, lapel tags, pennants, student parades, public meetings, and student canvass of the city for sale of tickets. A special school sports page is published in one third of the school papers. Sweaters, cups, medals, and other trophies are presented before school assemblies, at recognition dinners, or before the general public in order to direct attention to achievements in athletics. Some schools advertise their competitions in paid-for space in the newspapers. A few schools employ the radio to give publicity to games and to announce scores.

Since only a fifth of the principals participating in this study consider that news reports of athletics reflect the educational value of sports themselves, and since a fourth of them consider that this type of news receives too much space, it may well be asked whether it is not a mistake to stress attention to sports activities, especially if to do so decreases the amount of consideration given by the public to other educational objectives.

CHAPTER IV : THE EFFECTIVENESS OF PROGRAMS OF INTERPRETATION

1. SELECTING THE CITIES FOR STUDY

In order to estimate the relative usefulness of some of the mediums employed to keep the public informed of educational affairs, schools in four cities were selected for study.

Schools in Denver and Cleveland were included because the boards of education of these two cities were among the earliest to organize public-relations departments or to appoint directors of interpretation. A great deal of publicity in educational literature has been given to the programs of interpretation in these schools.¹ In 1924 the Denver Board of Education reprinted a series of articles which had been written by the director of public relations describing its program of curriculum revision. The reprint was widely distributed.

A director of publicity for the Cleveland schools was appointed in 1920. In 1923, R. G. Jones, superintendent of schools in Cleveland, published with Harlan C. Hines a booklet entitled *Public-School Publicity*.² In 1924, *Publicity and the Public Schools*, a book written in collaboration by the director of publicity and a newspaper man of Cleveland described essentially the public relations program of that city.³

The practices in interpretation of these school systems have long been familiar to administrators, as is shown in the following quotation from an address before the annual meeting of the Department of Superintendence of the National Education Association in 1930:

It is worthy of more than passing notice to observe that any one of a half dozen systems which have adopted a plan of giving the public

¹ One of the first of these, regarding Denver's program, may be found under the title, The Denver Bond Election, in the Journal of the National Education Association, Vol. XII, No. 1, January, 1923.

² New York, Macmillan Co., 1923.

³ Miller, Clyde and Charles, Fred. *Publicity and the Public Schools*, New York, Houghton, Mifflin Co., 1924.

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graphic and well-illustrated descriptions of their work have very cordial and helpful relations with the public. Buffalo, Detroit, Rochester, Denver, and Cleveland are cases in point.⁴

For purposes of instructive comparison, schools of Denver and Cleveland were matched with schools of Kansas City and Philadelphia, respectively. Schools were selected from the latter cities because it was felt that in the character of their populations, the organization of their school systems, and their wide reputation for high educational standards, achieved apparently with the cordial approval of the public, they do not greatly differ from Denver and Cleveland.

Inspection of the provisions in these schools for educational interpretation, however, discloses some interesting contrasts. Philadelphia has never had a department of public relations for the city school system. There is no school "house organ" published through the central office of the schools. There are no illustrated or popularized programs of studies. The Kansas City schools have had a publications department since 1925, one of the principal duties of which is the publication of courses of study and the monthly Kansas City School Service Bulletin, a house organ for the school system. Occasionally this is illustrated.

Comparisons of the schools studied in these cities disclose different degrees of emphasis upon the various mediums and methods of interpretation used, as well as a contrast in the number and type of publications issued.

2. MEASUREMENT OF SCHOOL NEWS

One of these mediums which lends itself to objective comparison is the daily newspaper. For this purpose, one daily newspaper, recommended by teachers and officials and inspected for a preliminary period by the specialist, was selected in each city.

The principal criterion for selection was the amount of school news published. The newspaper giving most space to education was favored. The difficulties of making objective comparisons of quality or content or style are obvious.

⁴ Stetson, Paul O. *Addresses and Proceedings of the National Education Association* 1930. Vol. 68, p. 642.

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During the months of May, October, and November, 1931, these papers were read for school news which was measured and analyzed as shown in Table 1.

TABLE 1.—Number of column inches of space devoted to school news, by four newspapers during three months of 1931. Classification made into elementary, secondary, and general school news for two of the three months

Column inches by months	A Phila- delphia paper	A Cleve- land paper	A Kansas City paper	A Den- ver paper	Four papers
1	2	3	4	5	6
May.....	969.5	1,546.5	948.5	1,789.5	5,254
October.....	1,049.0	1,517.0	518.0	1,119.0	4,203
November.....	1,157.0	996.5	715.0	899.5	3,768
Total.....	3,175.5	4,060.0	2,181.5	3,808.0	13,225
To elementary education, October and November.....	152.0	284.5	236.5	137.0	810
To secondary education, October and November.....	1,591.5	1,515.0	839.5	1,125.0	5,071
To general education, October and November.....	462.5	714.0	157.0	756.5	2,090

The newspapers are seen to rank in the following order in amount of school news published during the three months: Cleveland, Denver, Philadelphia, Kansas City. The Denver paper printed 94 per cent as much school news as the Cleveland paper, the Philadelphia paper 78 per cent as much, while the Kansas City paper's percentage drops to 54.

The newspaper space devoted to education in the Cleveland paper exceeds that in the Philadelphia paper by 885 column inches for the period. This is roughly 15 columns per month or one half column daily. The Denver school news exceeds the Kansas City school news in the papers read for the three months by 1,626 column inches or roughly 27 columns monthly.

If the newspaper is an effective medium of interpretation, the one half to nearly one full column of educational news which the citizens of Cleveland and Denver have each day beyond the amount offered citizens of Philadelphia and Kansas City, respectively, may be expected to make some difference, over an extended period of time, in the extent to which the citizens of these cities are informed about their schools. This difference could be measured by an objective

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examination of readers if the newspapers aided them in fixing specific facts about the schools in their minds.

To discover whether such differences in knowledge of the schools actually obtained, parents in these cities were given an examination on school facts and school affairs. Parents of children in the schools studied in Chapter II were selected for this test for two reasons aside from simplification of administration.

(1) School authorities offered statements and evidence to show that the patrons of these schools represented a fair cross section, economically and socially, of all the school patrons of the city. Additional light is thrown on the status of these patrons by facts asked for on the examination sheets regarding the extent of their education. The percentage of college-educated parents replying from the different schools ranged from 6.4 to 19.9. However, the fact that the lowest average score was made by those parents who included in their number the largest percentage with a college education vitiates any criticism which might be made for comparing the extent of information of well-educated parents with that of poorly educated ones. Moreover, Todd⁵ found in a similar test that semiskilled laborers made a slightly better score than business men, although the professional group of his study made the highest score.

(2) The effect of the newspaper as a publicity medium would, of course, be added to the total effect of school publications, personal contacts, and the scores of other mediums of public relations employed, and any condition of ignorance or enlightenment of parents must be based in part upon what the school is doing in addition to securing space in newspapers. These additional efforts in educational interpretation are available for each of the selected cities. Their effect as supplements to the newspaper as a medium of publicity may be considered. Their use is described and their effectiveness may be estimated from the total picture of practices of interpretation presented for each of the selected cities in Chapter II.

⁵ Todd, W. H. *What Citizens Know About Their Schools*. Teachers College, Columbia University, Contributions to Education, No. 279, New York, 1927.

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3. THE PARENTS' EXAMINATION

Examination forms were distributed in the six schools to 7,000 pupils who were instructed to take them to their parents. Pupils were selected at random in the order in which they sat in their home rooms. Exceptions were made when necessary to avoid sending two forms to the same home. As the same number of forms was distributed in each school regardless of enrollment, the parents of some of the schools were more thoroughly sampled than others. It may be that parents in above-average homes responded in greater numbers than parents in homes of under-average economic, social, or educational status. As the distribution of forms began in the lower grades of the school, it is likely that the parents of children in these grades were more thoroughly sampled than parents of pupils in higher grades.

Usable forms were returned by 3,805 parents. The test consisted of 51 questions to be answered by underlining *Don't know*; *Yes*; or *No*. The questions were widely representative of school organization, curriculum, administration, finance, and the instructional program. Illustrations are:⁶

Does the State decide what textbooks are to be used in your high school? . . . Don't know; Yes; No.

Are the gymnasium exercises in your school planned to correct physical defects of pupils? . . . Don't know; Yes; No.

Are there as many as 40 pupils in some of the regular subject classes in your high school? . . . Don't know; Yes; No.

Instructions to parents included the following statements:

The usefulness of this paper will depend upon *how carefully* you read and *how conscientiously* you follow directions. It will not depend upon how many or how few questions you can answer. . . . *Do not guess the answers*. If you do not know the answer to the question, underline with a pencil or pen the words *Don't know*.

Respondents were advised that *only one person* was expected to contribute in any way toward supplying the answers, and that the person supplying them should do so "*without being reminded or helped in any way*."

Following the questions, information was requested which would enable a classification of replies according to sex and education of parents.

⁶ Additional illustrations of this type of parents' examination may be obtained from Todd, W. H., *op. cit.*

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4. EFFECTIVENESS OF THE NEWSPAPERS

The average scores made by parents in the respective cities are compared in Table 2. It will be seen that the average scores of schools in Philadelphia, Cleveland, and Denver are practically identical. This is in spite of the fact that the Philadelphia and Denver newspapers devoted, respectively, only 78 per cent and 94 per cent as much space to school news as did the Cleveland newspaper. These data suggest no definite relationship between the amount of newspaper space devoted to education and the extent to which the people are informed of the schools. The lack of relationship is indicated further in the average score of 32 made by parents of pupils in Thomas Jefferson Junior High School, which is nearly three points less than the average score of patrons in the two other schools of Cleveland studied. These figures suggest that a school's success in keeping its patrons informed depends upon its individual interpretation activities in addition to whatever notice newspapers give to its activities.

TABLE 2.—Comparison of the average scores made by parents in the respective cities

City and school	All parents	
	Number responding	Average score
Philadelphia:		
Olney High School.....	739	33.8
Shaw Junior High School.....	726	34.5
Total.....	1,465	34.1
Cleveland:		
Collinwood Junior High School.....	572	34.8
Collinwood Senior High School.....	595	34.8
Thomas Jefferson Junior High School.....	246	32.1
Total.....	1,413	34.8
Kansas City: Westport Junior High School.....	638	30.5
Denver: Skinner Junior High School.....	369	34.3

From Table 1, it may be seen that the difference in the amount of space devoted to school news that can be classified as reporting secondary school activities only is not in quite the same ratio, as the difference in the total amount of school news published by these four newspapers. Any

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conclusion as to the correspondence of extent of school news with extent of public information on the basis of the similarity in reporting news of secondary education must be qualified by consideration of the fact that secondary education shares in many of the policies and practices of elementary, higher, and general education the amount of news devoted to which was deducted from the total to determine the quantity of white space covered by accounts primarily related to secondary-school matters. Moreover, it should be considered that the newspaper exercises a considerable part of its influence in stimulating the interest of parent readers to more personal participation in, or further inquiry concerning the events and facts reported; thus it contributes indirectly to a more accurate understanding of these matters than the news column itself supplies. It is likely that the aggregate total space devoted to education is a better index of the influence of a newspaper in informing parents of high-school pupils than is the amount of space given to secondary-school news only.

The lack of definite relationship between the extent to which patrons know their schools, and the amount of newspaper space devoted to them, does not, of course, mean that newspaper publicity is not valuable. Even if the effect of it is not measurable in terms of specific and accurate knowledge on the part of school patrons it may be reflected in their attitude—in the confidence with which they support education and accept innovations in its methods.

5. PARENTS LEARN ABOUT SCHOOLS THROUGH THEIR CHILDREN

While the newspaper deals with the larger issues of local education, setting the background in which the schools perform their services for individual and community, the day-by-day contact of parent with school through children sketches the details of the picture. The data in the lower part of Table 3 show the importance of this repeated contact. Parents who have had children in the school a year or less, score 33 on the information test; those who have had children enrolled between two and three years rate 34.4, while those whose children have been in attendance more than three years attain a score of 36.

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TABLE 3.—Average scores on parents' tests made by parents classified according to the extent of their education and the number of years they have had children in attendance in the given high school

Influencing factor	Olney High School, Philadelphia		Shaw Junior High School, Philadelphia		Collinwood Junior High School, Cleveland		Collinwood High School, Cleveland		Thomas Jefferson High School, Cleveland		Westport Junior High School, Kansas City		Skinner Junior High School, Denver		Total	
	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score
1	3	32.7	4	34.1	6	34.6	8	34.1	10	32.9	12	31.3	14	33.5	16	33.4
Most advanced school attended by parents:																
<i>Fathers</i>																
Elementary.....	180	32.7	113	34.1	125	34.6	132	34.1	58	32.9	47	31.0	52	33.5	707	33.4
High school.....	124	33.8	135	35.4	75	35.6	69	36.4	20	33.9	58	31.0	22	33.5	603	34.5
College.....	48	34.4	45	33.6	23	36.3	16	37.6	4	32.0	47	31.7	15	33.1	198	34.0
Unspecified.....	26	33.1	20	31.3	22	33.0	12	33.0	11	29.9	7	23.9	1	25.0	99	31.6
Total.....	378	33.3	313	34.4	245	34.9	229	35.0	93	32.7	159	30.5	90	33.7	1,507	33.7
<i>Mothers</i>																
Elementary.....	171	34.3	166	33.9	145	35.2	144	36.1	92	32.2	109	30.2	108	33.8	835	33.9
High school.....	123	34.9	174	35.8	110	36.4	136	36.6	35	33.3	192	30.5	119	34.9	889	34.5
College.....	27	34.7	45	35.6	18	36.4	22	35.9	4	30.3	64	32.0	27	37.2	207	34.6
Unspecified.....	27	33.9	16	31.9	31	30.9	29	33.7	17	28.4	24	30.3	19	33.1	163	31.9
Total.....	348	34.5	401	34.8	304	35.2	331	36.1	148	32.0	389	30.6	273	34.6	2,194	34.1
Not indicated whether fathers or mothers.....	13	26.9	12	23.5	23	27.0	35	21.3	5	23.6	10	25.8	6	32.5	104	24.7
Grand total.....	739	33.8	726	34.5	572	34.8	586	34.8	246	32.1	568	30.5	369	34.3	3,805	33.7
Number of years children in school:																
1 year.....	487	33.9	133	33.7	136	34.6	73	36.0	23	32.9	298	29.8	108	32.3	1,258	33.0
2-3 years.....	166	33.7	428	35.3	165	35.3	128	34.9	146	32.5	126	32.2	155	35.0	1,343	34.4
More than 3 years.....	35	35.0	77	35.7	98	37.2	237	36.8	25	33.2	50	32.1	54	36.7	576	36.0

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The differences between these average scores is statistically significant. This means that the differences can not be accounted for through errors of chance; that if further tests were given to other parents there would be approximately the same difference in the scores made by parents who had had children in the school for one year, two to three years, and more than three years, respectively. The critical ratio between the score made by 1-year and 2-to-3-year patrons is 5.35. The critical ratio between the score made by 2-to-3-year parents and more than 3-year patrons is 4.96. The critical ratio between the score made by 1-year patrons and more than 3-year patrons is 9.12. It is customary to take a critical ratio of 3 as indicative of complete reliability.⁷ Therefore, the difference between the first and second scores is 1.78 times as great as it would need to be for reliability; and the difference between the second and third scores is 1.65 times as great as is necessary for significant difference. The difference between the first and third scores is more than three times as great as is necessary for statistically significant difference.

This evidence points to the effectiveness of pupils as publicity agents. The longer pupils are in attendance at school the more thoroughly are their parents acquainted with school affairs. The data suggest more emphasis on the interpretation of education to pupils with the use of the mediums employed for that purpose, described in Chapters II and III. It is likely that the high-school principal who is building a program of publicity can place more confidence in the efforts made through pupils as intermediaries and through direct contacts with the public than in those made through the press.

6. EFFECTIVENESS OF THE RADIO

The radio is probably a more effective medium for impressing specific facts upon the public than the press. The director of publicity has the radio hour more completely under control than he has the newspaper story; he can select the facts with which he wishes to make the public familiar,

⁷ Garret, Henry E. *Statistics in Psychology and Education*. New York, Longmans, Green, and Co., 1926. p. 133.

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and can use the psychological devices of repetition, association, interest, etc., which his material calls for. The radio interpreter has a more personal touch than he can expect to attain through the general news columns.

On the other hand, the very impersonal and impartial nature of the press adds much to its effectiveness. What others say about an institution is likely to be more effective than what it says for itself. It should be considered also, as previously emphasized, that sound interpretation does not seek solely to gain acceptance for a prearranged program, but to secure the cooperation of layman and professional worker in achieving educational objectives.

7. INTERPRETING THE COMMUNITY TO THE SCHOOL

Not only is it necessary for the educator to interpret the school to the community; it is the part of the layman to interpret the community to the school.

In like manner community groups must educate the superintendent and his colleagues. We must not assume that the school people are always right. The community groups have a contribution to make and ways and means must be provided for them to reach the schools . . . It is imperative that the schools have the advantage of the assistance of community groups.⁸

The following quotation from a 4-page pamphlet, entitled *Statement of Policy*, published by the Fairmont, W. Va., Board of Education, illustrates the attitude of some boards of education toward interpreting the community to the school.

The school can best serve when the needs of its constituency are best understood. Every patron is charged with the responsibility of keeping the high-school officials informed of certain fundamental facts touching the education of his child.

In interpreting the community to the school, in expressing public opinion as to the goals which the schools should strive to attain, in evaluating their achievement, the newspaper is indispensable. The best journalism is educative; its general aims are not greatly different from those of the schools; in the newspaper the educator may find a sympathetic, collaborating institution.

⁸ Gwinn, Joseph M. *Effective Contacts with Community Groups*. San Francisco Teachers Bulletin, April 1932. p. 9.

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8. DIFFERENCES AND SIMILARITIES IN PARENTS' INFORMATION

Influence of education.—In the distribution of the 7,000 forms to parents, every effort was made to make the sampling random. It was felt that the percentage of parents with

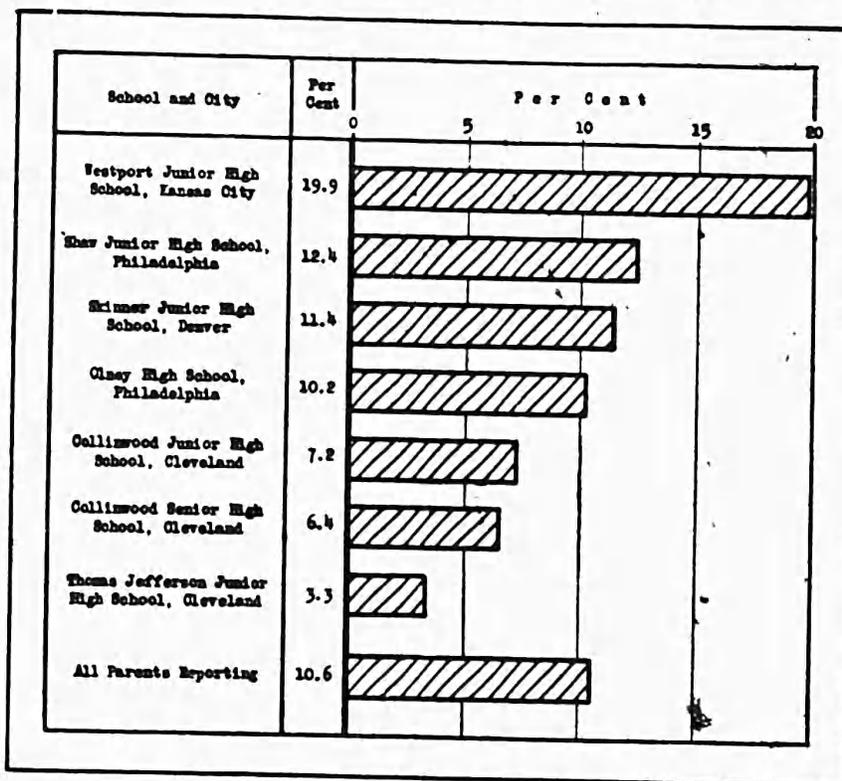


FIGURE 28.—Percentages of parents with college education

higher education and the superior economic and social status which in general accompanies college training would be a factor in determining the average score.

That there was a considerable variation in the percentage of college-educated parents among the patrons of the several schools may be seen from Figure 28.

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TABLE 4.—Average scores of parents classified on the basis of the extent of their education

Extent of education	Olney High School, Philadelphia		Shaw Junior High School, Philadelphia		Collinwood High School, Cleveland		Collinwood Junior High School, Cleveland		Thomas Jefferson High School, Cleveland		Westport Junior High School, Kansas City		Skinner Junior High School, Denver		Total	
	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score	Number	Score
I	3	33.5	4	34.0	6	34.9	8	35.2	10	32.5	12	30.0	14	33.7	16	33.7
Elementary education:																
Fathers.....	180	32.7	113	34.1	125	34.6	132	34.1	58	32.9	47	29.6	52	33.5	702	33.4
Mothers.....	171	34.3	166	33.9	145	35.2	144	36.1	92	32.2	109	30.2	108	33.8	935	33.9
Total.....	351		279		270		276		150		156		160		1,442	
High-school education:																
Fathers.....	124	33.8	135	35.4	75	35.6	69	36.4	20	33.9	58	31.0	22	33.5	503	34.5
Mothers.....	123	34.9	174	35.8	110	36.4	136	36.6	35	33.3	192	30.5	119	34.9	889	34.5
Total.....	247		309		185		205		55		250		141		1,392	
College education:																
Fathers.....	48	34.4	45	33.6	23	36.3	16	37.6	4	32.0	47	31.7	15	35.1	198	34.0
Mothers.....	27	34.7	45	35.6	18	36.4	22	35.9	4	30.3	64	32.0	27	37.2	207	34.6
Total.....	75		90		41		38		8		111		42		405	
Unspecified:																
Fathers.....	26	33.1	20	31.3	22	33.0	12	33.0	11	29.9	7	23.9	1	25.0	99	31.6
Mothers.....	27	33.9	16	31.9	31	30.9	29	33.7	17	28.4	24	30.3	19	33.1	163	31.9
Total.....	53		36		53		41		28		31		20		262	
Grand total.....	739		726		572		595		245		558		369		3,805	
		33.8		34.5		34.8		34.8		32.1		30.5		34.3		33.7

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Reference to Column 16 in Table 4 shows the variation in scores of parents of different levels of education. It appears that parents with college education are no better informed about their schools than are parents with high-school education. Parents who had attended only elementary school scored 33.7; parents of high-school education scored 34.5; while college parents scored 34.3. Comparison of Table 5 with Figure 28 shows that the groups of high-school patrons which made the lowest score included the largest percentage of college-trained individuals. The difference between the score of parents with elementary-school education and parents with college education is only 0.6 of a point.

TABLE 5.—Comparison of the average scores of parents of junior and senior high school children

Schools	All parents	
	Number of parents responding	Average score
Junior high schools:		
Shaw	726	34.5
Collinwood	572	34.8
Thomas Jefferson	246	32.1
Westport	558	30.5
Skinner	369	34.3
Total	2,471	33.4
Senior high schools:		
Olney	739	33.8
Collinwood	595	35.0
Total	1,334	34.2
Grand total	3,805	33.7

The similarity of the extent to which parents of different educational levels know their schools, as indicated by these data, confirmed the judgment of the school superintendent of a city included in the study, who had been for many years interested in personal contacts for the purpose of interpreting the schools. It was his opinion that parents who had not had the educational advantages to which they had aspired took more pleasure in following the school careers of their children, than did those parents to whom a long period of education was not an unrealized ideal.

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Scores of fathers and mothers compared.—The average score of the 3,805 parents was 33.7.⁹ The average score of all fathers was 33.7; of all mothers 34.1. The difference is so small as to be of no material significance even if it is statistically significant.

Todd¹⁰ found, in a similar study of 6,186 parents, that mothers scored 13.47, and fathers 14.04 on 25 questions, a difference of 0.57 which proved to be a statistically significant difference. In both studies mothers and fathers scored so nearly alike that they dispel any idea which may be held that only mothers are informed of the details of the day-to-day education of their children. From Column 17, Table 4, it may be seen that fathers and mothers of every educational level are almost equally well informed, insofar as the test measured their information.

Comparison of scores of parents of junior and senior high school pupils.—From Column 2, Table 5, it may be seen that there is practically no difference in the average scores of parents of junior and senior high school pupils. Contrary to any idea which may be entertained that parents lose interest in the details of their children's educational opportunities as they progress toward higher grades, these data show an almost equal extent of parental information in the junior and senior high school levels.

9. THE DIRECTOR OF PUBLICITY AND THE INTERPRETATION PROGRAM

The high-school official charged with the responsibility of interpreting the school to the public will wish to know whether his program is securing results. The technic of measurement illustrated above and referred to in similar studies will suggest to him a point of departure in estimating his results. Its application after periods of emphasis on different programs and mediums of interpretation will help determine what are the most effective methods in a given situation.

The following quotation from a university president suggests the development of school interpretation as a new field in education:

⁹ This average includes scores of fathers, mothers, and also those who did not indicate sex.

¹⁰ Todd, W. H. *What Citizens Know About Their Schools*. Teachers College, Columbia University, Contributions to Education. New York, 1927. p. 41.

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The future of America is in the hands of two men—the investigator and the interpreter. We shall never lack for the administrator, the third man needed to complete this trinity of social servants. And we have an ample supply of investigators, but there is a shortage of readable and responsible interpreters, men who can effectively play mediator between specialist and layman. . . . A dozen fields of thought are today congested with knowledge that the physical and social sciences have unearthed, and the whole tone and temper of American life can be lifted by putting this knowledge into general circulation. But where are the interpreters with the training and the willingness to think their way through this knowledge and translate it into the language of the street? I raise the recruiting trumpet for the interpreters.¹¹

The data presented in foregoing chapters show a widespread recognition of the importance of this service. The recognition they indicate is corroborated by a vast amount of evidence from educational literature, and the need is emphasized by current conditions which threaten an impasse to educational progress unless the public is willing to join hands with the educator in maintaining and improving the present standards of the schools.

The development of a science and art of interpretation requires a technic of describing and evaluating practice. The study presented in this and previous chapters is offered as a suggestion for the first step in the development of such a technic.

¹¹ Frank, Glenn. Salesman of Knowledge. Playground, 21: 602, February 1927.

CHAPTER V : SUMMARY AND CONCLUSION

1. SUMMARY

The need for interpretation.—Since education is basic to social changes of great importance to human progress, the general public has a vital interest in the needs, aims, and achievements of the schools. The amount of support for education depends on the degree to which the public understands and appreciates its educational institutions. These considerations are among those which induce educators to devote an increasing amount of time and effort to educational publicity or interpretation.

Because of the extensive and sometimes costly expansions in the educational offering of the rapidly growing secondary schools, the present need for interpretation is probably more insistent at this level of the educational ladder than at any other. It will be helpful to those in charge of secondary education to know what high schools are doing to interpret their work to the public, and how they are doing it.

Purposes and methods of the study.—This investigation of programs of interpretation was made to (1) describe the policies and practices of publicity in a few selected secondary schools; (2) to secure information on the frequency with which these policies and practices are followed in a larger number of secondary schools in which educational interpretation is emphasized; and (3) to estimate the effectiveness of certain programs and mediums of interpretation in use.

To describe the policies and practices of publicity in a few selected secondary schools, an investigation was made of the complete interpretation programs of six junior and senior high schools in Denver, Cleveland, Philadelphia, and Kansas City (Mo.). To learn how generally the practices of publicity followed by the six schools studied in detail are employed by schools active in educational interpretation, responses to an inquiry form of approximately 250 items were secured from 160 public junior and senior high schools selected with

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the assistance of State and city school officials. To estimate the effectiveness of certain programs and mediums of interpretation in use, the following were among the steps taken:

(1) The amount of space devoted to school affairs in newspapers in four cities was measured. A total of 13,225 column inches of school news was read during a 3-month period.

(2) An examination was given to patrons of certain secondary schools in these four cities, in order to discover whether there was a relation between the amount of space devoted in the newspapers to school news and the extent to which the patrons were informed.

The following summary sets forth the principal policies and practices of the six schools in the four cities selected for special study, with comments on the extent to which these policies and practices obtain in the 160 schools responding to the inquiry.

Policies of interpretation.—In nearly half the schools studied permanent continuing programs of interpreting the schools to the public are being carried out in accordance with accepted policy. Such programs are more frequently reported by junior high schools than by senior high schools. Generally, policies of educational interpretation in force have been arrived at through the initiative of school officers and teachers rather than through formal adoption by boards of education. Sometimes the central office of the city school system is solely responsible for the program of publicity, but more often the individual high school carries out its own program in cooperation with the central office.

Officers responsible for public relations are endeavoring to adapt their programs of interpretation to the interests and needs of at least three groups: Pupils, teachers and other school employees, and the general public.

Interpreting the schools to pupils.—Most of the secondary schools participating in the study recognize the need of interpreting the schools and education to pupils. Interpretation to pupils is accomplished through educational guidance and the social sciences or other established courses.

Assembly exercises, school clubs, and school publications are important mediums employed for keeping students informed of educational facts and impressing them with the

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significance of education. Among school publications the school paper is the most important for this purpose. Through its columns pupils express their own opinions and influence the opinions of others. The school paper as a medium of interpretation goes beyond the classroom. More than half of the high schools circulate these publications to the homes as well as to pupils. In a few cities illustrated programs of studies are written in popular language for distribution to pupils and their parents.

Interpreting the schools to teachers and other school employees.—Faculty meetings afford the most convenient and effective opportunity for keeping teachers informed of the schools. The annual report of the superintendent to the board of education furnishes information for general discussions of educational needs and achievements in the community. The important motions, resolutions, and official action of the board of education are important topics for consideration. Surveys made of the school or of the city school system, plans for new buildings and new tax levies are studied in those faculty meetings devoted to familiarizing the teachers with significant school problems. Many principals explain the aims and needs of the schools at regular meetings held for janitors, clerks, and other employees. Bulletins from school officers are a widely used medium of interpretation to school employees. In some of the larger cities publications referred to as "house organs," keep school employees informed of the activities of the school system. Many local teachers associations issue similar publications.

Interpreting the schools to the public.—Exhibiting school work is the favorite method of interpreting the schools to patrons and the general public. The popularity of school exhibits for this purpose is due in part to the fact that they concretely present school achievements.

The local newspapers rank second in frequency as a medium of publicity. In some cities newspapers assign special staff reporters regularly to cover educational news. The reporters are assisted in their work by principals, teachers, and pupils. Faculty members seldom contribute articles to the local press. More than half of the principals reporting feel that the newspapers of their cities cover adequately the educational achieve-

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ments of the schools. Only a few consider that school news in their cities is frequently sensational or harmful to the best interests of education.

In only 8 per cent of the school systems from which responses came is there a formally organized department of public relations with a director held responsible for the program of interpretation. In other school systems, duties connected with the program of public relations are performed by the board of education, the superintendent, the principal, the teachers, or by teachers and officers organized in committees for the purpose. Some high schools have well-organized departments of interpretation in addition to whatever efforts are made to this end by the central office of the system.

The annual commencement exercises are an increasingly popular means of interpreting education to the public. Addresses, exhibits, and demonstrations on these occasions describe the aims, needs, and achievements of the schools.

Direct contacts with the home are made through bulletins or news sheets for parents, periodic grade reports, souvenir booklets, and letters written to parents by students and teachers. In half the schools provision is made for the regular visiting of homes by teachers. In most of the schools parents are urged to visit regular class work. A fourth of the principals say that practically every parent is in the school building at some time during the school year. The parent-teacher association is considered one of the most important means of securing cooperation from patrons and the public. The schools make important community contacts through cooperation with local organizations, such as the chamber of commerce, lodges and fraternal societies, medical and legal organizations, churches, etc.

The radio is used by many high schools in the program of interpretation. Schools use the radio to present actual classroom work to the public, to announce school events, and to describe the work of the schools.

The high-school building is frequently used as a community center and is an important means of bringing the public and the school together.

The effectiveness of programs of interpretation.—Among the schools studied the highest average score on the parents'

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examination was made by the patrons of Collinwood Senior High School in Cleveland. The average score next to the lowest of the six schools was made by patrons of Thomas Jefferson Junior High School in the same city. Cleveland led all four cities by a considerable margin in amount of newspaper space devoted to schools. Among patrons of Collinwood participating there was a higher percentage of parents who had attended school above the elementary grades than there was among patrons of Thomas Jefferson. However, the results of the examination from all schools combined show that extent of education of parents had very little influence upon the score.

The data suggest that other mediums may be more effective than the newspaper in familiarizing patrons with school facts. At least no definite relationship between the amount of school news published and the extent of parents' information of the schools can be established from the study made.

The scores made by fathers and mothers show that they are about equally well informed of details pertaining to the education of their children. Parents of senior high school pupils are as familiar with school matters as are parents of junior high school pupils. In fact, when the scores of parents were grouped according to the number of years which their children had attended the same school, the average scores increased proportionately to the length of the period attended. Contrary to any opinion that may be entertained to the effect that parents do not keep as closely in touch with the education of their children in the later years of school as in the earlier years, it is evident that parents learn a great deal of what they know about the schools from their children, and that their knowledge of the schools increases as their children move up the educational ladder. This fact emphasizes the importance of interpreting the schools to pupils.

2. CONCLUSION

From the fact that the policies of interpretation in force have been so seldom adopted formally by boards of education and have evolved through the initiative of individuals, it may be inferred that too often programs of interpretation depend on the foresight of chance leadership. The lack of planned

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programs with well-defined objectives is also indicated by the few school systems in which the responsibility for interpretation has been centered in a single individual.

The study shows, however, a recognition of the need of interpretation, and a careful scrutiny of its possibilities in many communities. The results achieved by these programs justify the expansion of efforts to interpret the schools under the direction of trained leadership, with a plan which coordinates all the available and appropriate mediums through which education may be interpreted.

