A STUDY OF THREE SELECTED FACTORS IN THE PUBLIC RELATIONS PROGRAMS OF COLLEGES AND UNIVERSITIES IN THE UNITED STATES

Thesis for the Degree of Ed. D.

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A. Westley Rowland

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Walker H. Hill
Major professor

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By

A. Westley Rowland

A THESIS

Submitted to the School for Advanced Graduate Studies of Michigan State University of Agriculture and Applied Science in partial fulfillment of the requirements for the degree of

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AN ABSTRACT

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ABSTRACT

This study is concerned with an analysis of three selected factors in the public relations programs of colleges and universities in the United States: philosophy and objectives of educational public relations, evaluation of the public relations programs, and the most important public relations problems facing colleges and universities.

Within the framework of this study, information was also obtained concerning the relationship of the American College Public Relations Association and its members to the basic objective of the Association, and methods by which the Association can better serve its member colleges and universities are suggested.

The data for this study were obtained from responses to a questionnaire which was sent to the chief public relations officers of the 600 colleges and universities which are members of the ACPRA. A total of 272 replies were received, representing institutions of higher learning in 48 states and the District of Columbia.

The following is a brief summary of the major findings and conclusions of this study:

(1) Over half of the reporting schools cited interpretation of their institution to its publics as the basis of their educational public relations philosophy. Building and holding good will for the institution was rated highest as an objective.

(2) Although some members of the ACPRA are attempting to contribute to the general purpose and objectives of the organization, this study

showed that the Association is notably weak in making a significant contribution to the "advancement of higher education in general."

(3) Major ways in which the ACPRA can improve its services to members are: exchange materials and ideas; develop evaluation teams; and make a strong, forceful effort to communicate with top administration.

(4) One of the weakest areas in educational public relations is evaluation. Public support and good will are considered the most important long-range criteria for evaluation of the program, but specific methods have not been developed by which reasonable appraisals can be made. A large number of respondents rate their present methods of evaluation as only "fair." Polls, surveys, and interviews are suggested as the best methods for the improvement of educational public relations evaluation.

(5) The most important problems facing colleges and universities are related to meeting the large enrollments expected in the future. This study reveals specific steps being taken now to meet these problems, as well as programs which must be undertaken in the future.

(6) Public relations has not yet reached the stage where it can be called a profession; public relations people are struggling to establish status; and publicity continues to be predominant in the concept of public relations.

(7) Finally, this study indicates that the meaning, place, and nature of public relations are not firmly established in institutional policy; mechanics of the trade demand a majority of the time of public relations practitioners; and that the student seems to be forgotten in most public relations programs.

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CHAPTER I

INTRODUCTION

Definition and Delimitation of the Problem

This is a study of educational public relations. Its purpose is to analyze a phenomenon which is as old as the race and yet at the same time is as new as tomorrow's headlines.

From the first, man has sought to get along well with other people. He has tried to practice the art and science of good human relations. Thus, in a generalized sense, public relations is as old as the race itself.

The very nature of the public relations concept makes it difficult to evaluate. It is exceedingly complex and lacking in uniformity. Because many facets of educational public relations are subjective, and because the practitioner of public relations is so encompassed with the demands of day-to-day activities, it is difficult to objectively evaluate some of the practices and methods.

On the other hand, this very nature and complexity offers an interesting challenge to the researcher in the field. It presents special and unique problems for study.

And though it be difficult to evaluate many aspects of public relations statistically, there is a tremendous need to make every effort possible to make what descriptive evaluations can be made in the areas

that lend themselves to evaluative methods. Obviously, no study of public relations can make a complete analysis and evaluation. Nor can every aspect of public relations be included. Many people in the public relations field contend that they cannot make any significant evaluations because of the nature of the field: that it is too complex, too subjective, too intangible. However, the time is at hand when public relations people are going to have to stand up and say what they are doing, why they are doing it, how effective it is, and by what methods they can tell whether it is effective or not.

There is a great need for research in the field of college and university public relations. A few studies have been made, and there is an indication that definitive research studies in the field are being accelerated. Much of the credit for this must be given to the committee on research of the American College Public Relations Association. This committee, under the chairmanship of a director appointed by the president of the ACPRA, serves as a central clearing house and stimulater of research in the field.

This study will deal with an analysis of three selected factors in the public relations programs of colleges and universities in the United States--philosophy and objectives of educational public relations, evaluation of the public relations programs, and the important public relations problems facing colleges and universities.

Within the scope of this problem, the following questions will be answered: (1) What are the major philosophies of public relations held by universities and colleges? (2) What are the major objectives of

colleges and universities for their public relations programs? (3) How do the public relations programs of the member institutions contribute to the general purpose and objectives of ACPRA? (4) By what criteria do the colleges and universities evaluate the effectiveness of their public relations programs? (5) How do the institutions determine the effectiveness of their public relations programs in meeting the criteria? (6) How effective are the methods of educational public relations evaluation and how can they be improved? (7) What are the most important public relations problems facing colleges and universities today? (8) What steps are being taken now or should be taken in the future to meet the public relations problems facing institutions of higher education? (9) What are the biggest weaknesses in the public relations programs of colleges and universities? (10) How can the ACPRA better serve the colleges and the universities?

Definition of Public Relations

A great deal of argument exists concerning a precise definition of the major term in this dissertation--public relations. Part of the difficulty arises from the many uses of the term, and from the many special and historical concepts which have been related to the words "public relations."

Much that is done under the banner of public relations would be disowned by reputable public relations practitioners. Much that is done which by definition is public relations is called by other names such

as education, information, publicity. Thus, one of the essential problems is a clear-cut definition which delineates the concept.

In analyzing the field of public relations, Pimlott[1] points out that the term itself is used in at least three main senses--for relations with the public; for the state of an institution's or individual's relations with the public; and for the activities of public relations practitioners.

There are those who still believe that public relations as a concept has not grown or changed since the days of the "press agent." To people who believe this, public relations might well be characterized by the words of P. T. Barnum who is frequently quoted as having said, "I don't care what folks say about me just so they say something."

Another part of the problem which still plagues the public relations worker is that publicity is still today considered as synonymous with public relations. Many people consider publicity and public relations as the same thing. Herein lies a major problem in securing a clear-cut definition of public relations.

The reason for the confusion in terminology is rather apparent. The early leaders of the profession were called publicity directors, publicists, press agents. In many cases, their function was merely publicity. Early organizations, which will be described later in this study, were called publicity associations. Public relations practitioners called their association, which was formed in 1936, the National

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[1]J. A. R. Pimlott, Public Relations and American Democracy, Princeton University Press, Princeton, N. J., 1951, p. 4.

Association of Accredited Publicity Directors, and it was not until 1944 that they changed the name to National Association of Public Relations Counsel. In 1948, the American Council on Public Relations and the National Association of Public Relations Counsel became the Public Relations Society of America, Inc.

A similar growth in function and nature is true of the educational public relations organization. Originally founded as the American Association of College News Bureaus, it was then changed to the American College Publicity Association, and finally today it is known as The American College Public Relations Association.

The problem which exists among public relations personnel is not in disowning publicity as an important arm of an effective public relations program, but in placing publicity in its proper working relationship to the over-all program of public relations.

Rowe[1] has pointed out:

> That publicity is definitely accepted as being an important factor in public relations is attested by the predominance given it in every public relations program. The history of our profession shows that the publicity man was the forerunner of him who today wears the cloak of the public relations man. Not all of us, however, are so aware of the fact that many who claim to be public relations workers are still publicity men in public relations clothing.

President Hamilton Holt[2] of Rollins College points out the still vital importance of publicity:

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[1]Clifford P. Rowe, "Is Publicity the X Factor?" College Public Relations Quarterly, Vol. 3, April 1952, p. 28.

[2]Hamilton Holt, "Proceedings," American College Publicity Association, 1936, p. 31.

> I have no hesitation in saying that it is our publicity, and publicity almost alone that has turned Rollins College in a few years from a small institution serving students who lived perhaps within 200 miles of the campus, but unknown outside, into one that is perhaps the only cosmopolitan college in the South and known universally throughout the country....You are never going to carry on a college without publicity.

How then can these two terms, one the master, the other the servant, be defined so that confusion can be avoided and each can be put into its proper category?

One of the most recent differentiation of the two terms is made by Schoenfeld:[1]

> Mere publicity is like reputation--what you are thought to be; but real public relations is like character--what you really are. Public relations is deeds, not words....public relations is not synonymous with publicity. Publicity is what the public learns about you. Public relations is what you really are. True public relations is primarily a matter of policy.

Baus[2] has defined the two terms in this manner:

> Publicity is the umbrella term which in its meaning covers all the techniques employed to get a story across to the public. Public relations is the over-all "personality" and "policy" of an organization, plus the communicating of it. The communicating is publicity.

Bernays[3] in emphasizing the relationship concept says: "Public relations is the body of theory and technique utilized in adjusting the relationships of a subject with its publics."

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[1]Clarence A. Schoenfeld, The University and Its Publics, New York; Harper & Brothers Publishers, 1954, p. 73.

[2]Herbert M. Baus, Publicity in Action, New York: Harper & Brothers Publishers, 1954, p. 2,3.

[3]Edward L. Bernays, Vocational and Professional Monographs, No. 58, Public Relations, Boston, Bellman Publishing Company, Inc., 1945, p. 6.

Fine[1] reports that a committee of nationally known public relations experts chose these three definitions of public relations as the best among those submitted by two thousand of the nation's foremost public relations leaders:

> Public relations is the continuing process by which management endeavors to obtain good will and understanding of its customers, its employees and the public at large; inwardly through self-analysis and correction, outwardly through all means of expression.
>
> J. C. Seidel, public relations director, Division of Housing, State of New York.

> Public relations is the continued process of keying policies and actions to the best interests of those individuals and groups whose confidence and good-will an individual covets; and secondly, it is the interpretation of these policies, services and actions to assure complete understanding and appreciation.
>
> W. Emerson Reck, vice-president of Wittenberg College

> Public relations is the art of bringing about better public understanding which breeds greater public confidence for any individual or organization.
>
> Howard Bonham, vice-president, American National Red Cross

Fine[2] then summarizes his definition:

> Public relations is the practice of keying organizational activities to the public interest as well as keeping the public informed of these activities. Publicity, as it operates within the framework of the public relations program, is the medium through which the public is kept informed.

Glenn and Denny Griswold[3] give a definition which they feel is encompassing enough to cover the whole function of the term and at

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[1]Benjamin Fine, Educational Publicity, New York, Harper & Brothers Publishers, 1951, Vol. 30, p. 11.

[2]Ibid., p. 12.

[3]Glenn and Denny Griswold, Your Public Relations, New York, Funk & Wagnalls, 1948, p. 5.

the same time concise enough to serve as the operating basis for any program or plan:

> Public relations is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or oganization with the public interest, and executes a program of action to earn public understanding and acceptance.

Reck[1] has given two definitions which are an important part of the literature:

> Publicity and public relations are not synonymous. Publicity is anything that serves to gain public attention for an individual or institution. Public relations is any situation, act or word that influences people.
>
> Public relations is the sum total of all the impressions made by the institution itself and the various persons connected with it.

Out of the welter of definitions, of which these are only a part, these then are the distinctive element of public relations and publicity:

1. Public relations is concerned with policy. It must be a top managerial or administrative function.

2. Public relations is not a one-man, or a one-position, or a one-phase activity. It defies unilateral action while demanding a multilaterial attack. Thus, it includes everyone and everything which is in any way connected with an educational institution. It includes the formal public relations department but it extends into every facet of the institution. It includes what people at that institution say or write about it. It includes every policy and activity. This then means, according

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[1]W. Emerson Reck, Public Relations--A Program for Colleges and Universities, New York, Harper & Brothers Publishers, 1946, p. 7,8.

to Reck:[1]

> The professor in his classroom, the student on the campus and at home, the custodian, the physical appearance of the campus, the president and the administration, the courtesy and general attitude of those who represent the college in public relations, athletics, admissions, alumni, etc., the college publications, and hundreds of small but vitally important aspects make up the public relations of an institution.

He might well have added also how the switchboard operator answers the telephone.

3. Publicity and public relations are not synonymous. Publicity is merely one phase, an important one, of the broader concept which is public relations. Public relations is the over-all policy which deals with the way of life of an institution. It is a planned program of activities, policies, and conduct which will build confidence and understanding with an institution's publics. Publicity, as one of the handmaidens of public relations, makes it possible for the mass media of communication to convey an interpretation of the over-all program of the institution.

4. Public relations is concerned with the publics of an institution and is integrally linked with the public service concept. The publics of educational institutions are both internal and external. Among the most prominent of these publics are: the faculty, the students, the parents, the governing board, the alumni, non-academic employees, tax payers, legislators, immediate community, and business.

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[1]W. Emerson Reck, Public Relations--A Program for Colleges and Universities, New York, Harper & Brothers, 1946, p. 8.

5. Every institution or organization has public relations whether it wishes to have them or not. The important question is, are these public relations good or bad?

6. Public relations is a continuing process. It is not to be gained in one instant and then relinquished with the thought that it will hold for all time. Public relations requires an on-going program and a continuous day-to-day activity.

It is on this summary of the meaning of public relations that this study is based.

Public Relations as a Profession

An important consideration, and one which emanates from this discussion of definition, is the status of the public relations craft, and in particular its trend toward professionalism.

Mattox[1] has outlined the problem in this way:

1. As a tribe, we are too interested in mechanics.
2. We show little mutual concern for the cause of higher education.
3. We had better come to some sort of agreement as to the position of public relations within the institutional structure.

He goes on to point out:

> Unless we begin making a pretty solid case for ourselves as friends of education, I think we'll have to agree that all along we have been kidding ourselves into thinking we are something more than glorified press agents. One of the chief

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[1]J. H. Mattox, Jr., "The Future of Educational Public Relations," College Public Relations Quarterly, Vol. 2, April, 1951, pp. 32-35.

> obstacles to getting out of the press agent class, I think, is the very obvious fact that all educational public relations jobs are not cut from the same pattern. It might even be more accurate to say that there is no pattern from which to cut.

He summarizes his criticisms in this way:[1]

1. There are too many indications that we are more concerned about the style of a news story than about its message, more interested in the beauty of the cover of the catalogue than in the contents, more excited about the coverage of a radio program than about the production itself....

2. In our zest for learning the use of bigger and better gimmicks, education is getting too little attention. It has additional competition, too, in the form of special interest peculiar to different kinds of institutions. For example, small state-supported colleges sometimes snipe at their sister institutions in the scramble for funds; small private institutions cut each other's throats to get students; big private institutions have been known to let financial pressures influence their policies, and state universities exhaust their energies satisfying pressure groups in order to get funds. Many are willing to let education take care of itself.

3. We need to do something about defining and standardizing our operations within the general framework of higher education.

To many people, public relations people and their practices are something which aren't quite respectable, especially academically respectable. Some would question their status on a university campus.

Schoenfeld[2] points out:

> Rightly or wrongly, the term public relations has yet to be accepted in university circles as being sufficiently clothed in academic respectability. Professorial reluctance to adopt the term may be well-founded. Certainly even in the world beyond the campus, public relations has yet entirely to slough off the narrow and invidious connotations of press agentry and

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[1] Ibid., p. 33.

[2] Schoenfeld, op. cit. Preface.

flimflam. One college president has aptly reflected a current academic state of mind on this subject by saying that "public relations glorified all that does not matter."

The trouble is that the term public relations has come to be used cheaply these days to describe a different set of superficial values and techniques--a concoction of sleight-of-hand stunts and glib stunts with which press agents and back-slappers are supposed to cure all manner of academic stomach aches.

Judge Learned Hand makes this warning on publicity:[1]

The day has clearly gone forever of a society small enough for its members to have a personal acquaintance with one another and to find their station through the appraisal of those who have first hand knowledge of them. Publicity is an evil substitute and the art of publicity a black art. But it has come to stay. Every year adds to the potency, to the finality of its judgments.

Pimlott[2] adds:

Public relations practitioners have not yet persuaded management or the public to accept them as members of a new profession. They tell their clients that the prerequisite for any company trying to achieve a state of good public relations is to "deserve " it; in line with that same idea, certainly they have moved some of the way toward "deserving" professional status, no matter how far they may still have to go.

The reluctance to accept public relations in academic circles is due in part to the history of the public relations profession, in part to its methods yesterday and today, and in part to the identification of publicity as public relations.

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[1]Quoted by J. Wesley McAfee, in an address delivered at the Public Relations Society of America's annual convention, and reprinted in the Public Relations Journal, "Public Relations--Techniques or Ethics," Vol. 10, Feb. 1954, pp. 7-8.

[2]J. A. R. Pimlott, "Public Relations Down to Earth" College Public Relations Quarterly, Vol. 6, Jan. 1955, pp. 5-17.

As Rowe[1] points out:

> Even today, as twenty years ago, the word "publicity" has a connotation which is not always conducive to the breeding of trust and confidence. Rather it has a tendency to arouse distrust and suspicion not only in the minds of those to whom we trust its short life, the guardians of the printed word, but to the consumer as well.

Harlow and Black[2] substantiate this error in identification in this way:

> If a poll were taken of the millions of persons in the United States who know something of public relations, it could be expected that at least 99 per cent of them would think of publicity when the term "public relations" was used in their presence. This confusion in terms is the bete noire of the public relations worker. It keeps him in constant hot water--first, because too many of those for and with whom he works expect his public relations efforts to produce spectacular publicity results; and second, because publicity so dominates public relations practices and procedures that much of the public relations worker's efforts are forced into this channel.

Thus, an important part of achieving a certain status for public relations involves the eschewing of publicity as a substitute for public relations. This in turn calls for an educational program to let the public know the differences in these two terms. Also, it means that the public relations practitioner must reject the aspects of publicity which have been so detrimental to the whole field.

This leads naturally to the next important question in establishing the status of public relations, namely, is public relations a profession? Many public relations practitioners today claim that they are members of a profession. They would like to cloak themselves in the dignity and

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[1]Rowe, op. cit., p. 28.

[2]Rex F. Harlow and Marvin M. Black, Practical Public Relations, New York, Harper and Brothers Publishers, 1952, p. 283.

status which a profession would bestow upon them. But, what is a profession, and by what standards can it be determined that public relations qualifies to be a profession?

Justice Oliver Wendell Holmes[1] has outlined the steps necessary for gaining professional standing:

> The development of any profession is a slow and arduous process. At first men who engage in a certain line of activity busy themselves with making a livelihood. As they progress, they acquire a zest for making money. They become immersed in activities, frequently for activity's own sake. They are filled with the joy of doing. Then there follows a third period when such persons of like interest and activities are drawn together into a field or calling. They talk shop. Concerned chiefly with the how and the what in their field, they avidly seek and exchange experiences. They become absorbed in learning the tricks of their trade. They talk of how to go about this; what to do about that; how much to charge for their services; how to achieve recognition and standing. Such a period of development, is one of great danger. Lacking wisdom based upon an accurate and devoted study of history, growth and development of their profession, the very business of these energetic practitioners carries disease in its train. Not until a sound philosophy is developed, creating an equally sound code of ethics to guide its practitioners, is the profession safe. Not until able minds, with an intellectual and moral zeal to place the banners of their profession above the market place is there security. The profession must justify itself; must be great for its own sake. Then, and then only, is it sovereign among other recognized professions and free to go its unchallenged way with the respect and confidence of all who look upon it.

Webster[2] says a profession "is a calling in which one professes to have acquired some special knowledge used by way of instructing, guiding, or advising others or of serving them."

Baus[3] describes a profession in this way:

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[1]Cited in Harlow and Black, op. cit., p. 7.
[2]Webster's Unabridged Dictionary, Fifth Edition.
[3]Herbert M. Baus, Public Relations At Work, New York, Harper & Brothers, 1948, p. 8.

A profession connotes a corps of practitioners united by understood standards and ethics, if not rules. Public relations workers have developed national associations through which standards are being worked out and promulgated. Public relations practitioners have no policing organization and no licensing operation. While such activities may in time be developed and are urged by a few practitioners, most people in public relations work believe their field cannot be made subject to such limitations. The field deals with human relations. The question is whether and by what criteria it is possible for any agency to say that a man can or cannot practice human relations. Some leaders in public relations work carry standards which others support; they tell the truth. They observe restraint. They practice only in behalf of causes they can sincerely espouse. They do not misrepresent. They do not serve competing organizations. They do not malign competitors. They follow the precepts advocated to others. Most practitioners refrain from advertising their services, although to this principle there are a few dissenters.

Pimlott[1] establishes these criteria for a profession:

There are many possible criteria for a profession, and the term is loosely used--sometimes for not much more than a white-collar occupation involving a fairly high degree of specialized skill. Much depends on the circumstances. It is possible to speak of both teaching and the law as professions, but the usage is not exactly the same. There are senses in which public relations can be called a profession, but to talk of its practitioners becoming a recognized profession can mean very little unless it means that they will form an organized professional group more or less comparable to the lawyers. The following tests at any rate should be satisfied: (1) The members of the group should pursue essentially similar activities based upon a body of knowledge or techniques which can be identified as their own specialty; (2) They should themselves be identifiable: it should be possible to say who does and who does not belong to the profession; (3) They should be organized, if only to set common standards for recognition and ethical practice, and to give some guarantee that they will provide the public with service of high quality, performed out of a sense of social responsibility as well as for private gain; (4) They should feel that they are a profession--as doctors, dentists, lawyers, naval officers, certainly do. Judged by these criteria, public relations practitioners are still a long way from constituting a profession.

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[1]J. A. R. Pimlott, Public Relations and American Democracy, Princeton University Press, Princeton, N. J., 1951, p. 9.

Wright[1] cites the professional shortcomings of public relations:

> You may have noted, perhaps, that in these remarks up to now, I have not once referred to Public Relations as a profession. I have purposely refrained from doing so for I think many of us are too prone to consider ourselves members of a profession. I think it is highly desirable for us to aspire to professional standing. Therein, perhaps, lies our future. But actually, we are not a profession yet and we might as well face squarely up to the truth. In fact we are a rather long way from it.
>
> In all our talk about being a profession, we are not even clear about what we profess. Our area of irresponsibility is much wider than in the established professions like engineering, law or accounting. We do not pass any examinations before we are allowed to call ourselves public relations counsellors. We are not even clear on what are the educational or training requirements for our field of activity. As yet there are no legal sanctions against malpractices except our Society's jurisdiction over its members through enforcement procedures in our national code of ethics.

Then, where does the public relations person stand in regard to professionalism? The following generalizations can be made:

1. As of this date, even though public relations practitioners have made tremendous advancements, public relations is not a profession, at least not in the sense that law, medicine, or dentistry are professions.

2. Public relations is not a profession, for one reason, because of the nature of activities practiced by public relations people. Because public relations attempts to be everything to all people, because it includes such a variety of activities and programs all related to a rather nebulous concept called human relations, it is almost impossible to develop an adequate statement of philosophy or objectives.

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[1] J. Handly Wright, "The Philosophy of Public Relations," College Public Relations Quarterly, Vol. 5, July 1954, p. 28. A speech delivered March 18, 1954 before the Columbus, Ohio Public Relations Society.

Wright[1] cites the professional shortcomings of public relations:

> You may have noted, perhaps, that in these remarks up to now, I have not once referred to Public Relations as a profession. I have purposely refrained from doing so for I think many of us are too prone to consider ourselves members of a profession. I think it is highly desirable for us to aspire to professional standing. Therein, perhaps, lies our future. But actually, we are not a profession yet and we might as well face squarely up to the truth. In fact we are a rather long way from it.
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> In all our talk about being a profession, we are not even clear about what we profess. Our area of irresponsibility is much wider than in the established professions like engineering, law or accounting. We do not pass any examinations before we are allowed to call ourselves public relations counsellors. We are not even clear on what are the educational or training requirements for our field of activity. As yet there are no legal sanctions against malpractices except our Society's jurisdiction over its members through enforcement procedures in our national code of ethics.

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[1] J. Handly Wright, "The Philosophy of Public Relations," College Public Relations Quarterly, Vol. 5, July 1954, p. 28. A speech delivered March 18, 1954 before the Columbus, Ohio Public Relations Society.

Before public relations can become a profession, it must define more closely its area of operation, its philosophy, and its objectives.

3. There exist no requirements or examinations before a person can call himself a public relations counsellor, or a director of public relations.

4. At the present time, public relations practitioners may qualify for a position with a wide divergence in background and training. While journalism is the most common field of experience for public relations workers, there is no established pattern of training required.

5. No effective methods exist for enforcement of the codes of ethics of the Public Relations Society of America and the American College Public Relations Association. Legal sanctions against malpractices for public relations practitioners does not exist. The codes of ethics are merely pieces of paper.

6. Insufficient effort is being given to the development of public relations as a profession. As a beginning, the four criteria suggested by Pimlott[1] can be used as a guide for directing the growth of public relations as a profession.

This study, by endeavoring to identify the philosophy and objectives of educational public relations in 1955, by isolating methods of evaluation of the public relations media, and by relating the philosophy of the ACPRA to that of the institutions who make up its membership, is one of the methods of making a contribution toward professionalism for

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[1]Pimlott, op. cit. See p. 16.

public relations. Along with other research projects in progress, it should be helpful in delineating areas of deficiency and accomplishment in major areas of educational public relations today which vitally affect the professional status of the field.

The Importance and Need of Public Relations in Higher Education

The American system of education has always been open to criticism. Many popular writers like to speak of it as "being on trial." Bartley[1] has pointed out:

> The American system of higher education is on trial. It always has been on trial from the day John Harvard bequeathed 400 pounds and his library to start a college until now. As a system it will continue on trial though it steadily has and will continue to accumulate support. Though firmly established its supporters cannot afford to withdraw to the ivy-clad towers which are its outward symbols.

But higher education in the next fifteen years will have to justify itself to a greater extent than at any time in our history. This is a period when the publics of education are going to have to be convinced of the value, scope, nature, and mission of higher education. This is so, because higher education, as well as all education, is going to have to ask its supporters to dig down into their pockets deeper and more often than they have ever had to before.

What are some of the problems, the trials, the demands which higher education must face in the next 15 years?

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[1]E. Ross Bartley, "United in the Service of Education," College Public Relations Quarterly, Vol. 3, October 1951, p. 4-5.

In general terms, enrollments in colleges and universities in the United States will double in the next 15 years.

To forecase how many students will be in college in 1970 is not sheer quesswork. They are all living now, and many of them have started school. Thompson's[1] report places the facts clearly before the public. He points out that the population of the United States has doubled in the last fifty years. The number of births each year has almost doubled in the last twenty years, reaching nearly four million in 1953.

Thompson[2] has pointed out the two basic factors, the increasing number of births and the increasing proportion of college-age youth who are attending colleges, as contributing to the ever-increasing enrollments.

The percentage of college-age youth attending institutions of higher education has increased an average of approximately one per cent a year for the last twenty years, rising from four per cent in 1900 to more than 30 per cent at the present time. Assuming that there will be no further increase in the percentage of college-age youth attending our colleges and universities and that the only increases will be caused by an increasing number of college-age young people, we may look forward to an enrollment of more than four million in our colleges and universities by 1970.

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[1]Ronald B. Thompson, "The Impending Tidal Wave of Students," A report of the American Association of Collegiate Registrars and Admissions Officers, 1954, p. 6.

[2]Ibid., p. 20.

If the trend of increasing proportional attendance continues at the rate of approximately one per cent a year until 1962, following the pattern established over the last twenty years, we shall have enrolled in our colleges and universities by 1970 approximately five and one-half million students. This is more than twice the number ever enrolled in our colleges and universities at any one time.

If our proportional attendance of college-age youth were to increase by one per cent a year up to 50 per cent by 1970, we should have enrolled in our colleges and universities approximately six and two-thirds million students by that time. This is more than two and one-half times our present enrollment and more than twice our past peak enrollment.

The President's Commission on Higher Education[1] has pointed out that in 1960 a minimum of 4,600,000 young people should be enrolled in non-profit institutions for education beyond the traditional twelfth grade.

Of this total number, 2,500,000 should be in the thirteenth and fourteenth grades; 1,500,000 in the fifteenth and sixteenth grades; and 600,000 in graduate and professional schools beyond the first degree. The report points out that at least 49 per cent of our population has the mental ability to complete 14 years of schooling, while at least 32 per cent has the mental ability to complete an advanced liberal or specialized professional education.

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[1]The President's Commission on Higher Education, "Establishing the Goals," Higher Education for American Democracy (Washington, D. C. United States Government Printing Office, 1947), Vol. 1, p. 39.

What tremendous problems the doubling of college and university enrollments by 1970 will pose!

Foremost among the problems is the matter of faculty. Using the student-faculty ratio of thirteen to one, approximately 250,000 teachers will be needed in 1965.[1] Somewhere around 135,000 persons were college teachers in 1947, and it is not likely that the figure is higher now. If anything, it is a little lower now. Many of these will drop out of teaching or transfer to administrative posts by 1965. As the college teacher usually does not have an "active life" of more than forty years, it may be expected that approximately 45,000 will drop out by 1965, leaving a balance of 90,000. The difference between 250,000 and 90,000 is 160,000, and this is about how many teachers will have to be recruited in the next thirteen years if the structure of higher education is not to collapse. This is an average of over 12,000 a year.

Lee points out that we probably did not prepare more than 4,000 in 1949-50. The recruiting of future college teachers must start three to six years before the candidate is ready to do his job. By now we should be recruiting eight to ten thousand a year. By 1960, it should be over 15,000.

Thompson[2] analyzes the teaching staff for colleges and universities in this way: Using a student-teacher ratio of about 12 to 1, and estimating that about one-third of the college-age young people will attend,

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[1]Harold N. Lee, "What Will Happen By 1965," College Public Relations Quarterly. Vol. 3, July 1952, p. 13.

[2]Thompson, op. cit., p. 21.

351,587 teachers will be needed. If 40 per cent attend, 453,661; 50 per cent, 555, 734. At the present time we have about 205,000 teachers in colleges and universities.

To house the students of the future, a great increase must be made in the physical plants of educational institutions. A special report from United States News and World Report[1] points out that 98 billions are needed for public buildings in the next ten years. The President's Commission on Higher Education[2] points out that the crowded conditions on the nation's campuses in 1946-47 reduced the available gross floor space to a national average of less than 110 square feet per student, as compared with an average of about 155 square feet before World War II. The gross square feet per student is a standard measure of adequacy of the educational plant. Even a pre-World War II average of 155 square feet per student did not provide adequate floor space in all cases. While there is some evidence that a national average of 175 square feet might be desirable, the Commission[3] believes that 155 square feet will be adequate. The size of the educational plant needed in 1960 to fulfill the program recommended by the President's Commission on Higher Education:

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[1]United States News and World Report, "90 Billions Needed for Public Building." February 20, 1952, p. 65.

[2]President's Commission on Higher Education, "Financing Higher Education," Higher Education for American Democracy. (Washington, D. C., United States Government Printing Office, 1947.) Vol. 5, p. 19.

[3]The President's Commission on Higher Education, op. cit. Vol. 5, pp. 19-20.

	Gross floor space (million square feet)
Space available in the spring of 1947	222
Additional space assured by 1950	43
Additional space needed by 1960	448
Total space needed in 1960	713

What, then, are some of the problems which the doubling of college enrollments makes for the public relations profession?

1. How can this increased program be financed? What are the sources of finance? By what methods can they best be tapped?

2. Shall the United States continue to offer a college education to all who are willing and able to take advantage of the opportunity?

3. From what source can teachers be secured?

4. What shall be done for those who are qualified to take advantage of higher education but who cannot afford it?

Education as a fundamental part of the democratic way of life is on trial along with every other thing which the American way of life stands for. In the struggle for men's minds, democracy and communism must use education to achieve their purposes.

So, beyond the direct effects which will come from the great enrollments of the future, the public today and tomorrow will be asking these questions of higher education:

(1) What contribution can education make in the fight between communism and democracy?

(2) What contribution can education make to the great social problems of our day?

(3) Does a college education pay? Who should go to college? What is a college education for?

(4) What is this thing called academic freedom?

(5) What goes on in a college? What significant research is being achieved which will help man meet his problems tomorrow? What is a curriculum? What is general education? What is the quality of higher education today?

(6) What is the proper place of athletics on a college campus?

These and many other questions are on the lips of the American public today. Public relations personnel have a vital role to play in making the public conscious of the role of higher education in American society. In fact, there is no other apparent way by which higher education can meet the multitude of problems with which it will be faced in the future, unless public relations personnel assume the job.

Thus, with these motivations, public relations personnel have an even greater incentive to establish adequate philosophies and goals, to evaluate present and future methodologies in order to place higher education before the American people so that it can be truly understood, and so that higher education can meet the task which has been assigned to it.

CHAPTER II

HISTORY OF PUBLIC RELATIONS

Although it is impossible in a research paper of this nature to develop a complete history of public relations, it is essential to establish some of the major historical developments in the field so that the problems discussed in this dissertation can have some orientation.

Informal public relations, defined as human relations or the successful living of people with people, has existed from the beginning of history. Although it was not then known as public relations or conducted on any formal basis, nevertheless man was practicing public relations.

Public relations in business and education in a formal sense is a product of this century. Bernays[1] has pointed out four main periods of development which have marked public relations in the United States.

> The first, 1900-1914, was the period of muck-raking on one hand and white-washing publicity on the other. In the second, 1914-1918, our government tried to sell its war aims and ideals to the American people. The third, 1919-1929, saw the introduction of large scale industrial publicity. This stems in part from principles and practices successfully tested and proven in World War I. Since 1929 to the present, public relations activities linking private interest and public responsibility have been in the forefront of public attention. The new trend has been marked by the idea that the private and public interest must coincide; that public relations activities must further this new orientation.

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[1]Edward L. Bernays, Vocational and Professional Monographs, No. 58, Public Relations, Boston, Bellmon Publishing Company, Inc., 1945, p. 6.

Rosen[1] has pointed out in his study of public relations in major industries:

> The development of public relations in industry in America, in recent years, is largely the story of reforms. From the 1880's on, many commercial organizations found increasingly pressing uses for publicity experts. From 1903 to 1909, many newspapers and virtually all mass-circulation magazines carried detailed articles describing how industry fleeced its stockholders, overcharged the public, or corrupted politics.

Rosen goes on to cite that the turn of the twentieth century saw the beginning of a change in the American businessman's ideology. Social consciousness replaced "public be damned" attitudes that leaders of business and industry formerly fostered.

Ivy L. Lee, generally credited with being the first public relations counsel and the "father" of public relations, began his career as a publicist. Dudley[2] describes Lee's early work in this way:

> Ivy Ledbetter Lee pioneered the PR field...worked as a reporter on the New York Evening Journal, and later as a member of the Wall Street Bureau of the New York Times. As early as 1901 or 1902, Lee served one or two clients in this way. In 1904 the publicity bureau of Parker and Lee was launched; historically, this appears to have been the first independent public relations agency.

Glenn and Denny Griswold[3] describe Lee's early development in the field:

> Ivy Lee took what was probably the first industry-wide position in 1906 when he became press representative for the

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[1]Nathan Rosen, The Place of Public Relations in Major Industry: The Years 1945 to 1950. Unpublished M. A. Thesis. University of Illinois. 1948. 68 numbered leaves.

[2]Pendleton Dudley, "Current Beginnings of PR," Public Relations Journal, Vol. 8, April 1952, p. 8.

[3]Glenn and Denny Griswold, Your Public Relations, New York, Funk & Wagnalls, 1948, p. 5.

anthracite coal mine operators and for the Pennsylvania Railroad Company. He was not actually a public relations consultant, in the true sense of the term, until 1916 when he opened an office in New York.

Wright and Christian[1] discuss Lee's later activities:

> Lee was later to achieve great fame in so publicizing John D. Rockefeller, Sr., through counter-publicity activities, that the oil magnate was literally converted from one of the most hated and censured men in all of America to a great and benevolent patriarch in the eyes of many Americans. Ivy Lee's recognized contributions to public relations, which were many and varied, were not as sensational as his feat regarding Rockefeller, but were implicit in all his activities in the field.

As one of the first of the public relations practitioners, Ivy Lee made two important contributions to the field of industrial relations which are not only important in that field but also have a direct application to the field of education. First, he sold the concept that big business must be humanized; that it must bring its public relations from the national level down to the community level of employees, customers, and others with whom the business had contacts. Second, he insisted upon working with only the top executives in a business and refused to carry out a program unless it had the active support and cooperation of management's top executives.

Describing the development of the public relations field, Pimlott[2] points out:

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[1]J. Handley Wright and Byron H. Christian, Public Relations in Management, New York, McGraw-Hill Book Company, Inc. 1949, p. 7.

[2]J. A. R. Pimlott, Public Relations and American Democracy, Princeton University Press, Princeton, N. J., 1951, p. 4.

There were public relations departments before 1913. "Director of Public Relations" is said to have been first used in 1919. "Public Relations Counsel" was coined by Edward L. Bernays and came into use in the early 1920's.

One of two professional societies in the public relations field today, the Public Relations Society of America, Inc., has had an important part in bringing public relations to its present status.

The society resulted from the merger in 1948 of its two established parent bodies--the American Council on Public Relations and the National Association of Public Relations Counsel.[1]

The merger committees of these two groups came to agreement on the consolidation of their memberships on August 7, 1947, in Chicago. Formal action was taken on February 4, 1948, establishing the PRSA with more than a thousand charter active members throughout the United States, the Hawaiian Islands, Canada, and several foreign lands.[2]

The object of this professional society is to promote the public welfare through the advancement of the art and science of public relations.

The membership of the PRSA was 936 in 1950, and in 1955 the total has reached 1,991.[3]

Activities of the association include the publication of The Public Relations Journal, the only monthly publication in the public relations field. In addition to PRSA members, some 2,000 non-members throughout

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[1]Letter to writer, from assistant Director of PRSA, June 28, 1955.

[2]Virgil L. Rankin, "Public Relations Society of America," The Public Relations Journal, Vol. 4, March 1948, p. 1.

[3]Letter to writer from Janet J. Bauer, Assistant Director, Public Relations Society of America, Inc., New York 36, N. Y.

the nation and in 33 foreign countries subscribe to the Journal. The association publishes a monthly public relations newsletter for members, containing membership information, trade information, legal opinions on public relations matters, and promotional material.

The PRSA has adopted a code of ethics called "Professional Standards for the Practice of Public Relations."[1] Also, the organization provides a public relations register--a printed annual register of membership which serves as a public relations reference guide.

Regional public relations conferences are held under the sponsorship of the 26 local PRSA chapters. The society annually sponsors a national public relations conference. In addition to the program and exhibits at this national conference, citations and recognition of meritorious public relations work are announced.

The research activities of the society include development of annual and period studies and projects of a practical nature. A research committee on the social sciences is currently studying the relationship between the social sciences and public relations practice. Results of such projects are published for use by all members.

The history of educational public relations had its inception in the early twentieth century.

Harral[2] found that the first publicity effort on the part of a college was in 1754 when the newly founded King's College (now Columbia

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[1] A copy of the code of ethics can be found in the appendix.

[2] Stewart Harral, Public Relations for Higher Education, Norman, Okla., University of Oklahoma Press, 1950, p. 15.

University) in New York City announced its opening and course offerings with other vital statistics in a newspaper advertisement. The advertisement was printed in the New York Gazette and the Weekly Post-Boy on June 3, 1754.

According to Harral's[1] findings:

> The state of Massachusetts led the way in publicizing the educational institutions of the state. Although the first attempts were made gropingly, these established a background upon which today's well-coordinated programs are based. Harvard College in 1825 issued an annual report of the institution's activities, including the audited treasurer's report, by the president.
>
> A graduate student at Louisiana State University found that both the University of Kansas and Southwestern University claim 1900 as the date of the origin of their publicity offices.

Hines and Jones claim:[2]

> Publicity as a separate activity did not arrive until 1902, when the Case School of Applied Science and James Millikin University began the circulation of publicity material.

Walters[3] found that the University of Kansas and Southwestern University of Georgetown, Texas, both claim to have established separate offices for publicity in 1900. He also found that it was not until after the First World War, that the bulk of the nation's colleges and universities recognized or accepted the need for organized publicity.

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[1] Ibid., p. 16.

[2] H. C. Hines and R. G. Jones, Public School Publicity, New York, Macmillan Publishing Company, 1923, p. 13.

[3] John S. Walters, College and University News Bureaus, Unpublished Master's Thesis, Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La., 1941, 142 numbered leaves

According to Fine,[1] who surveyed 275 selected colleges and universities in 1941, organized publicity bureaus or public relations departments in institutions of higher education were not reported until 1900. He found that in a sample of 40 per cent of the colleges and universities of the nation, only four departments were organized from 1900 to 1909.

Fine has divided the history of the development of college publicity bureaus into four periods as follows:

First Period, 1900--1909

During the first ten-year period, from 1900 through 1909, only four publicity bureaus were reported in the United States in the sample studied. Three of these were in large private colleges and the other in a medium-sized denominational institution. The first publicity bureau reported, in 1900, was in a large private university in the East.

Second Period, 1910--1919

The second era in college publicity was one of slow growth. It covered the ten-year period from 1910 through 1919 in which thirteen publicity programs were organized. Of this number seven were in public institutions, all of them large colleges or universities, and six were in small private institutions. Thus in the first twenty years of this century, seventeen bureaus were organized, nine in private colleges, seven in public colleges, and one in a denominational school.

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[1]Benjamin Fine, College Publicity in the United States, Contributions to Education, no. 832, Teachers College, Columbia University, New York, 1941, pp. 20-22.

Third Period, 1920--1929

The third period, from 1920--1929, was marked by the general recognition of the value of public relations. With the close of the first World War, a new impetus appeared in educational publicity. Eighty-four publicity bureaus were formed in this ten-year period. Public colleges, following the lead of the private institutions, entered the field of public relations. Thirty-five public colleges introduced publicity programs; denominational institutions, until now virtually neglecting this field, organized twenty-five bureaus; and private colleges, still maintaining their early lead, formed twenty-four bureaus on their campuses. Fifty-one bureaus were among large colleges, fourteen in medium-sized, and nineteen in small.

Fourth Period, 1930--1937

Finally, a fourth period in the development of the nation's educational publicity, from 1930 to January 1, 1938, is one of rapid growth. During these years, 104 publicity bureaus were formed, more than the total number organized during the previous three decades.

Fine concluded:

> Eighty-five per cent of the 275 colleges and universities maintained some form of publicity bureau, but only 50 per cent of these departments operated on a full-time basis.

Brecht[1] found that 92, or 70.8 per cent, of 130 Catholic colleges had some kind of a public relations program in operation in 1950.

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[1]Charles A. Brecht, "A Study of Public Relations in Catholic Colleges," College Public Relations Quarterly, Vol. 1, Jan., 1950, pp. 25-28.

Maienknecht[1] in 1952 found that about one-third of the colleges and universities had limited public relations programs; about 60 per cent of the institutions had public relations programs that were organized on a full-time basis.

In his discussion of the historical background of college public relations, Reck[2] emphasizes:

> Many of the public relations organizations of these "pioneer" colleges were called news bureaus. Too many of these news bureaus, however, were departmental rather than institutional, and in a majority of cases they worked without specific objectives or plan.
>
> Stories about students, athletics and social life were easiest to get into the papers, and the news bureau director, often a part-time worker or a senior with a flair for writing, emphasized these almost to the exclusion of other materials. The objectives, policies and larger achievements of the colleges and universities at this time and for nearly three decades received little more than passing mention. As a consequence institutions of higher learning, to the average man, became synonymous with football fans, rah-rah boys and beauty queens.

One of the major forces in the advancement of educational public relations has been the American College Public Relations Association. What the Public Relations Society of America has been to business public relations personnel, the American College Public Relations Association has been to the educational public relations practitioner.

The first attempts at organization[3] began on March 1, 1915, when a letter was sent to 24 Ohio college and university presidents by

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[1]Gilbert O. Maienknecht, "Organization, Function, and Budgeting of College and University Public Relations Programs," Indiana University, Unpublished Ph. D. Thesis, June 1952, 135 numbered leaves.

[2]Reck, op. cit., p. 8.

[3]Earle F. Reinke, History of the American College Publicity Association, Northwestern University, Evanston, Illinois, 1937, 55 numbered leaves, unpublished research paper.

T. T. Frankenberg, former newspaper man and publicity counselor for the National Association of Master Bakers (1916-1919), in charge of publicity for Western College for Women at Oxford, Ohio, asking for the names of college publicity people. His letter was not received with any degree of enthusiasm. Nine months after the first inquiry was sent out, Mr. Frankenberg made another attempt to hold a meeting of Ohio college publicity men. During the first week of December 1915, he wrote colleagues suggesting a conference in December for those in charge of college publicity. He also wrote 12 colleges outside the state of Ohio asking them to participate. Three institutions responded, Indiana, DePauw, and the University of Chicago. Although 10 colleges were represented at the meeting, no steps were taken toward effecting a permanent organization.

Thirty-seven colleges and universities were solicited by Mr. Frankenberg in his efforts to make the Chicago conference in April 1917 well attended. During the convention 16 men and women decided that it was time to launch their own organization.

Thus, the official founding date of the American College Public Relations Association was April 6, 1917, and the organization was known as The American Association of College News Bureaus. The organizational meeting was held at the LaSalle Hotel in Chicago with 16 representatives in attendance. By 1925 the membership had grown to 125.[1]

In 1929, with a membership of 135, the name of the organization was changed to The American College Publicity Association to represent

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[1]Annual Report, American College Public Relations Association, 1954, Washington, D. C., p. 10.

the broadened scope of activities of its members. By 1940, the membership had reached 554.

As the range of interests of its members developed to emphasize public relations, the organization in 1946, with a membership of 518, adopted the name of The American College Public Relations Association.

With a membership in 1955 which exceeds 1,200, the Association's by-laws[1] carry this statement of purpose:

> The general purpose of the American College Public Relations Association shall be to unite those persons interested in any and all phases of public relations activities of colleges and universities in the United States, its possessions, Canada and Latin America.
>
> The basic objectives shall be the continuous development and maintenance of high standards in educational public relations and the advancement of higher education in general.

Activities of the ACPRA include many services to its members.[2] Twice-a-year conferences are held, one on the national level, one in each of the thirteen districts. A director of media activities prepares each year and distributes to the entire membership lists of publications which are outlets about education and educational activities. Twice a month the membership receive the ACPRA newsletter which includes "how to do" suggestions, books to read, news about the membership, advanced ideas in the field, and where to write for unusual materials. A placement bureau at the national office serves persons seeking to enter the field of public relations.

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[1] By-Laws of the ACPRA, revised and adopted in 1954.

[2] Informational booklet of the ACPRA.

The membership of ACPRA receives an 80-page quarterly magazine containing articles about all phases of public relations in the colleges, book reviews, and other items of current interest. The national office in Washington, D. C. serves as headquarters for the organization. Many of the committees operate to provide special services to the members. Outstanding work is being done by the Committee on Research whose primary responsibility is to encourage research in the field of public relations.

ACPRA now has a working relationship through joint committees or otherwise with eleven national educational organizations.

In the tenth anniversary edition of Public Relations News, Publisher Denny Griswold reports upwards of 100,000 persons engaged in Public Relations in the United States today. This involves an expenditure of more than a billion dollars annually for their direct and allied activities; more than 1,000 counselling firms exist today, compared with fewer than 100 in 1944; and there are more than 200 public relations courses in educational institutions, with 15 universities granting degrees in the field, compared with half a dozen courses in 1944.

With enrollment in higher education to double in the next 15 years, new demands will be placed on public relations practitioners. This study is an examination of some of the aspects of public relations which will, to a large extent, determine the history of educational public relations in the years ahead.

CHAPTER III

LITERATURE IN THE FIELD

Research in public relations has just begun to receive the attention it deserves. As pointed out previously, this increased emphasis to a large extent is due to the work of the Director of Research of the American College Public Relations Association.

A great number of the studies which have been made to date are concerned with organization of college and university public relations. They report the number of colleges who have public relations offices, who is in charge, the title of the chief public relations officer, under whose administrative supervision the public relations officer functions, nature of the total public relations staff, what the public relations office is called, and jobs of the public relations officer.

Still others are concerned with the functions of college and university public relations and the budget which is allotted.

The literature which is reviewed here is that which pertains to one or more of the aspects of the study being made here, or is related to the background of the problem.

A study of what church-sponsored colleges are doing to build good public relations has been made by Hawk.[1] His study covered 58

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[1] Ira Gossett Hawk, The Place of Public Relations in Denominational Colleges, Unpublished M. A. Thesis. The Ohio State University, 1947, 135 numbered leaves.

representative denominational colleges. Of the colleges studied, 36, or 64 per cent, reported full-time publicity or public relations departments. Sixteen others, or 28 per cent, maintained a part-time organization. During the past five years in particular, more emphasis has been placed upon the broader, more inclusive term "public relations" than on publicity alone.

Among the eight conclusions of this study were:

1. Public relations, it is obvious, has helped to solve many of the problems confronting higher education today.

2. American denominational colleges have made great strides of progress during the past decade in the direction of developing more effective and more complete public relations programs.

3. With the exception of the larger universities and a few outstanding smaller schools, public relations organizations in the denominational colleges are still inadequate to handle effectively the tremendous responsibilities which have been heaped upon them.

In most of the denominational colleges studied, the news bureau is the heart of the entire public relations set-up. Most of the public relations directors in the denominational colleges feel that good-will is vital as a public relations objective. A fourth of the institutions replying to Hawk's questionnaire specifically listed the winning of good-will of the college publics as the prime function of the public relations or publicity office. Thirty-five of the 56 colleges are making at least some conscious effort to promote general good-will by giving community services.

The purpose of a study by Ryan[1] was to analyze available information on the interpretative needs and methods of women's colleges. For analysis of existing organizations and practices in women's colleges, questionnaires were sent to the publicity or public relations directors of 65 women's colleges. The colleges were selected from the 1944 World Almanac and were checked against the 1940 College Blue Book. Colleges were broken down by size and nature of control. Fifty questionnaires were sent to public relations directors of senior colleges of Protestant and Catholic affiliation and under private and state administration. Fifteen questionnaires were sent to public relations directors of a selected group of women's junior colleges.

Of the 65 questionnaires sent out, 33 (50.7 per cent) were returned. Twenty-six of a possible 50 women's senior colleges were represented in the survey. Out of 15 questionnaires sent to women's junior colleges, seven were completed and returned.

Results of the study showed:

1. Although all the directors and representatives who replied reported that releases were sent out, there seems to be an acute lack of organization and definition of the program.

2. The office of public relations in women's colleges has attained a legitimate place in the field of higher education.

3. The status of public relations offices has become more important in the last few years.

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[1]Ruth L. Ryan. The Place of Public Relations in Women's Colleges. Unpublished Ph. D. thesis. The Ohio State University. 1945, 128 numbered leaves.

4. On the whole, a rather close agreement exists among the colleges on the objectives and function of the public relations program. Primarily the public relations office is maintained to create good-will for the college, to interpret its place in the community, and to educate the general public. The latter objective has become more popular in recent years.

5. Reports from the directors of public relations in women's colleges indicated that their offices are relatively new in the field. More than 50 per cent of the offices had been functioning only since 1939.

In his study of industrial public relations, Rosen[1] traced the evolution of public relations in industry from its inception in the late 19th century to the present day, with particular emphasis on the years from 1945 to 1949. His conclusions which are related to this study are: industrial public relations, as a practice, has improved to a great degree in the past four years and it is growing and developing with increasing tempo. It has been accepted in industry and business as a top-level function and in that respect has been expanded to include advertising, personnel relations, labor and industrial relations, stockholder relations, dealers relations. Data for his study were taken from each issue of Printers' Ink from January 1945 to July 1949, with a supplementary study of each issue of Editor & Publisher through those same years.

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[1]Nathan Rosen, The Place of Public Relations in Major Industry: The Years 1945 to 1950. Unpublished M. A. Thesis. University of Illinois. 1951. 68 numbered leaves.

A study made by Maienknecht[1] investigated the organization, functions, and budget of college and university public relations programs. A check-list type of questionnaire was sent to all persons holding Institutional Primary Membership in the American College Public Relations Association. This represented 558 persons at an equal number of institutions, according to data found in the 1951-52 membership. A total of 355, or 63.6 per cent, of the 558 persons returned the questionnaire. Replies were received from institutions in 47 states with 14 classifications of institutions participating.

Results of the study by Maienknecht showed:

1. Sixty-nine per cent of the reporting institutions indicated that they had one person responsible for all organized public relations functions other than the president.

2. One of the most common patterns in the organization of college and university public relations programs is the fact that 94 per cent of the persons who direct public relations are directly responsible to the president of their institution.

3. A total of 79.9 per cent of the respondents indicated that the persons directing public relations functions held administrative status in their institution and were employed on a 12 month basis.

4. A total of 85 different titles was reported for persons who administer public relations programs. Almost 50 per cent of the persons

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[1]Gilbert O. Maienknecht, Organization, Function, and Budgeting of College and University Public Relations Programs, Indiana University, Unpublished Ed. D. Thesis, June 1952, 135 numbered leaves.

administering public relations programs bore the title of Director of Public Relations.

5. The writing of news releases and the preparation of promotional literature were found to be the two chief public relations duties performed by persons responsible for public relations activities.

6. A total of 87 different methods of evaluating public relations functions was found. A total of 157 institutions indicated no method of evaluation. Clipping service was the most frequently mentioned, followed by enrollment figures, surveys and questionnaires, and alumni responses.

7. It was found that 78 per cent of the reporting institutions had a designated budget for organized public relations activities.

A study by Hyde[1] was made to determine whether or not a state-supported college or university has a responsibility for reporting its activities to its constituents. Questionnaires were sent to 187 presidents of state-supported colleges and universities from 33 states, 51 prominent citizens from 27 states and the District of Columbia, 50 editors of daily and weekly papers from 34 states, 68 members of boards of trustees of state-supported colleges and universities from 39 states, 22 editors of weekly and daily papers from the state of Maine, 18 parents of the University of Maine students, and 33 members of the Alumni Association of the University of Maine.

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[1]Melvin W. Hyde, Standards for Publicity Programs in State Supported Colleges and Universities, Contributions to Education, Number 506, Teachers College, Columbia University, New York, 1931, 80 pages.

The list of presidents was taken from the Educational Directory of 1930. Alumni names were selected from the office of Alumni Associations appearing in the catalogues of institutions. The 51 prominent citizens were selected from "Who's Who in America for 1930." (The first five persons listed under each letter of the alphabet with the exception of X and Z, received the forms.) The editors of daily and weekly newspapers who supplied data were selected from the N. W. Ayer and Son's Directory of Newspapers and Periodicals for 1930. (Three editors were selected from each state.) The names of members of boards of trustees of the state-supported colleges and universities were selected from the institutions' catalogues. (The first three names appearing were selected.) All Maine newspaper editors were mailed questionnaires. The rest of the questionnaires were sent to their respective groups at random.

In this study, Hyde labeled the responsibilities of colleges and universities. (1) Report aims or policies of the institution; (2) Report discoveries through research at the university; (3) Report finances of the institution; (4) Report the building and equipment program of the institution; (5) Report public services performed by members of the staff; (6) Report the teaching program of the institution; (7) Report the control of administration of the institution; (8) Report the social life of the institution; (9) Report the athletic program of the institution; (10) Report the dramatics and debate program of the institution.

Benjamin Fine's[1] research has been one of the most complete of

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[1]Benjamin Fine, College Publicity in the United States, Contributions to Education, no. 832, Teachers College, Columbia University, New York, 1941, p. 34.

the studies made in the field. In specific terms, the problem of this study was to:

1. Trace the development and growth of college publicity programs in the United States.

2. Discover the attitude of college presidents toward publicity.

3. Determine the objectives of college publicity.

4. Determine existing publicity practices in the field of higher education in the United States.

5. Determine the differences that exist between publicity programs of colleges of varying size and type.

6. Analyze the standards of college publicity programs.

The principal findings of the Fine study were:

1. Approximately 85 per cent of all American colleges and universities maintain some form of publicity bureau, but only 50 per cent of these departments operate on a full-time basis.

2. The median year of the origin of college publicity offices in this country is 1930. Large private institutions were the first to adopt publicity programs, and were followed by public and denominational schools.

3. College presidents and publicity directors were found to have comparable objectives regarding the function of the publicity bureau. Presidents listed the objectives of the publicity bureau in the following order: to create good will, interpret the place of the college in the community, add to the reputation of the college, educate the general public, bring in a higher type of student, point out the advantages of own college, publicize faculty research, be of service to students,

bring in more students, prevent misinterpretation, raise money for endowments, help students get employment, and act as a coordinating agency for the college. The publicity directors were essentially in agreement in the first three of these objectives, with minor adjustments in position of importance of the others.

4. More than two-thirds of all college presidents regard publicity as "extremely important" to their institutions.

Heath[1] employed the questionnaire technique in stratified sampling of college and university presidents and public relations directors in the United States to determine their viewpoints toward public relations. This study, which included stated objectives both of college presidents and public relations directors, found their objectives to rank as follows: for the presidents--1. Informing public of progress and accomplishments; 2. interpreting objectives and services to public; 3. creating good will; 4. releasing news (publicity); 5. evaluating public opinion and guiding development of policies; 6. establishing and maintaining understanding with public; 7. fund raising; 8. selling the services of the institution. There was almost complete agreement among college presidents on the place of public relations programs in higher education today. Ninety-one per cent of the 110 presidents offering opinions in this study consider the program to be "extremely important."

The public relations directors ranked five suggested objectives in the Heath study in this order:

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[1]Harry E. Heath, "Some Presidential Public Relations Viewpoints," College Public Relations Quarterly, Vol. 1, April 1950, pp. 34-40.

1. To build good will for the institution;

2. To add to the school's reputation so that its scope or influence may be broadened;

3. To gain public support in order to receive adequate funds;

4. To draw outstanding students;

5. To acquaint the public with new educational trends. One hundred and ten presidents and 229 public relations directors answered the questionnaire in this study.

Using a questionnaire, Auburn[1] made a survey by selected sampling to determine what college and university presidents expect from their public relations program. The findings were: (1) To present a reasonable explanation of the college's financial problems; (2) To be honestly aggressive; (3) To break down the growing idea that colleges are the cradle of the lunatic fringe in America; (4) To break down the common impression of the prominence of "razzle-dazzle" in college life.

Meyers[2] spent a sabbatical leave visiting nearly one hundred colleges and university campuses in all sections of the United States. He drew the following conclusions: (1) The college public relations program has as its major objective the enhancement of the prestige, reputation, and influence of the college; (2) The college public relations program coordinates all the many efforts and activities of the college that affect

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[1]Norman P. Auburn, "What the Administration Expects of a Public Relations Office," College Public Relations Annual, Vol. 1, Jan. 1946, pp. 72-75.

[2]Alonzo F. Meyers, "A Professor Looks at College Public Relations," College Public Relations Quarterly, Vol. 1, April, 1950, pp. 24-28.

public relations; (3) The college public relations program has the obligation of securing, retaining, and increasing good will.

Some other generalizations which resulted from the Meyers study were: students do more public relations than do the entire faculty, administrative and public relations staffs combined; good public relations must begin at home on the college campus; the trouble with most colleges is that they do not stand for anything in particular--at best, they are just pretty good colleges, but with no particular distinguishing characteristics; each person connected with the college, student, janitor, professor, secretary, receptionist, switchboard operator, president, registrar, bursar, dean, has a definite and an important public relations responsibility to the college.

Pray[1] queried ten college presidents, representing large and small state-supported and privately-supported colleges and universities. These presidents were asked to indicate whether or not they believed faculty members have any responsibilities for the public relations program other than their academic duties. They were asked to estimate degree of obligation for certain extra-academic duties. And they were asked whether or not these obligations, if admitted, are part of the terms of contract, stated in policy publications of the college, or discussed in hiring. Pray prefaced his request for information with this question: "If we assume that public relations is the over-all, prestige-building program of the college or the university and includes effective teaching and

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[1]Francis C. Pray, "Where Does The Faculty Fit?" College Public Relations Quarterly, Vol. 1, July 1950, pp. 5-13.

counseling within the college as well as effective services to the public and effective interpretation of the college to the public, then: Do you believe the faculty member should take any responsibility for this program other than his academic duties?"

With a few exceptions, Pray found that the presidents replying gave a substantive "Yes." But almost all qualified their replies to indicate that the degree of responsibility should rest entirely with the individual faculty member; that there should be no pressure upon him.

He found there was agreement that the faculty member contributes most successfully by being the best possible teacher and counsellor of students and by growing in professional stature.

In a study by Whittlesey,[1] college administrators ranked the relative importance of 10 aspects of public relations. These ten aspects were sent to all college and university presidents holding membership in the American College Public Relations Association. The aspects ranked in order by this study were: (1) aims and policies; (2) teaching program of instruction; (3) public services by staff; (4) discoveries through research; (5) sports programs; (6) finances; (7) dramatics, music, and debates; (8) control or administration; (9) building and equipment program; (10) social life.

In his study of the public relations programs of the membership of the American Association of Colleges for Teacher Education, O'Brien[2]

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[1]Edward D. Whittlesey, "Relative Importance of Ten Aspects of Public Relations Program," The College Publicity Digest, Vol. 23, May-June, 1941, pp. 5-8.

[2]Alton D. O'Brien, A Study of Public Relations Programs in the Membership of the American Association of Colleges for Teacher Education, Unpublished Ph. D. thesis. New York University, 1950, 425 numbered leaves.

attempted the formulation of a basic, practical program of public relations for colleges for teacher education.

His study was limited to the membership of the American Association of Colleges for Teacher Education: 175 teachers colleges including departments of education of liberal arts colleges, and 81 schools of education in universities.

Basic to any evaluation is the determination of criteria in terms of which the program to be evaluated can be measured. So the initial procedural step by O'Brien was the determination of criteria of a sound program of public relations for colleges for teacher education to be used for the evaluation of public relations programs of the membership of the AACTE. To determine these criteria, eight acknowledged leaders in the field of public relations were selected. These eight experts finally agreed upon 25 criteria of a sound public relations program for colleges for teacher education.

Among these criteria the following have the most relationship to this study: 1. Public relations is a way of life for an institution--not a job for a single individual; 2. Publicity is a tool of, not a substitute for, public relations; 3. The public relations program knows where it is going.

A questionnaire was set up based on the criteria of a sound public relations program previously determined by the eight experts in the field. Questionnaires were sent to 175 teachers colleges, including departments of education of liberal arts colleges, and 81 schools of education in universities. Replies were received from 115, or 66 per cent,

of the teachers colleges and 34, or 42 per cent, of the schools of education.

For purposes of comparison, the questionnaires were divided into two main categories: teachers colleges, including liberal arts colleges with departments of education, and schools of education of universities. The teachers colleges were subdivided into four size groups: 1. under 500 students; 2. 500--1,499; 3. 1,500--2,499; 4. Over 2,499 students. A breakdown was also made by four geographical areas--Eastern, Southern, North Central, and Western.

O'Brien's study revealed the following:

1. The direction of the public relations programs of the teachers colleges rests with the following, in order of descending frequency, as reported in the questionnaires: the college president, the college president and a committee, a committee, some other person.

2. Only 11 of the reporting teachers colleges have full-time public relations directors.

3. A total of 63 teachers colleges employ part-time public relations officers.

4. Coordination of the public relations programs of the teachers colleges with the various college bureaus, offices, and departments is high nationwide, with complete coordination or a reasonably satisfactory amount of coordination reported in roughly 82 per cent of the respondents.

5. It is evident that in the great majority of the teachers colleges, the public relations officer has either a major or moderate share in the determination of institutional policy.

6. Practically all of the teachers college respondents in their public relations programs use publicity as a tool of, not a substitute for, public relations.

7. Generally the teachers colleges rate well in terms of the criteria. Among the weaknesses are: the majority of the teachers colleges are deficient in the specifics of their public relations program planning; the majority did not survey public opinion at the inception of their public relations program; the public relations programs in the teachers colleges are generally not adequately financed.

Schools of education, like the teachers colleges, have, in a majority of cases, public relations programs patterned very closely on the aims and objectives of their institutions, and designed to implement them, with long-range and specific objectives. Generally, the schools of education do well in terms of the criteria, in fact, better in some instances than do the teachers colleges.

Gibson[1] in his study of problems of public relations in colleges for women, had a three-fold purpose of tracing the history of and procedures in public relations, discovering and delineating current public relations practices in senior and junior colleges for women, and summarizing opinions expressed by college presidents and directors of public relations on problems relating to the public relations program.

The eight basic divisions of his investigation were:

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[1]Harold E. Gibson, Public Relations Practices in Institutions of Higher Education for Women. University of Missouri, 1945. Unpublished Ed. D. Thesis. 290 numbered leaves.

1. To investigate and determine the historical origin of the office of public relations in colleges for women and to trace its development.

2. To determine the present-day aims and objectives of public relations practices and the trends anticipated by college presidents and directors of public relations.

3. To determine the amount and type of training and the previous experience of persons who are in charge of public relations in colleges for women.

4. To survey the various office forms and equipment that are being used in these public relations offices.

5. To determine the prevailing practices of newspaper and rotogravure editors with respect to publicity materials concerning colleges for women.

6. To determine the prevailing practices of newspaper syndicates with respect to publicity concerning colleges for women.

7. To investigate the preferences of magazines of national circulation with respect to publicity concerning colleges for women.

8. To determine current practices in the production of promotional literature for colleges for women.

Gibson secured his data from questionnaires sent to directors of public relations and presidents of 140 senior colleges for women and 66 junior colleges for women located in all parts of this country, to editors of magazines, to editors of rotogravure sections of large metropolitan newspapers, and to managers of newspaper syndicates. He sought data regarding authors of articles that had appeared in magazines about colleges for women during the years 1942-45. He also interviewed

directors of public relations and presidents of colleges for women, and examined the records of the American College Publicity Association for information regarding problems of public relations in colleges for women.

Among the results of Gibson's investigation which are pertinent to this study:

There seemed to be a close understanding between college presidents and directors of public relations regarding the aims and objectives of public relations programs. In listing the five most important aims and objectives in order of their importance, both groups agreed on the first four with the order never reversed more than one place. The most important aims and objectives of a public relations program in the order of their importance as listed by college presidents are:

(1) To interpret to the community what the college is doing.

(2) To create good will for the college.

(3) To interest a higher type of student in attending the college.

(4) To aid in securing more students for the college.

It was the opinion of 84 per cent of the college presidents that the director of public relations should have little influence in the formulation of policies governing the institution. The majority of presidents feel that the primary duty of the director of public relations is to prepare and disseminate news about the college.

A majority of college presidents expected to see a marked development in the importance of public relations departments of their colleges.

Hagman's[1] contribution to the field was a study of school public relations administration. In his study of theory and practice he set up a series of 12 questions within his general problem. He then divided his problem into five aspects for study: educational objectives, purposes, principles, means, and agents.

His procedure involved two approaches: one was through representative materials and recommendations submitted by 529 schools recommended by state departments of education and by heads of education division in colleges and universities. The other was through published material in books and magazines on school public relations. To complete the findings, a questionnaire on purposes, principles, means, and agents was sent to administrators in 34 states.

One of Hagman's findings, which is directly related to the present study, reveals six general purposes as the directing influences in current school public relations: To gain financial support and public approval, to make an accounting, to further the educational program, to promote the partnership concept, to improve the community, and to establish educational leadership in a changing culture.

Norwood[2] in his check list of public relations activities for teachers colleges was concerned with four objectives:

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[1]Harlan L. Hagman, A Study of Theory and Some Present Practices in School Public Relations Administration, Northwestern University, 1947, Unpublished Ph. D. Thesis, 631 numbered leaves.

[2]Patrick H. Norwood, An Evaluated Check List of Public Relations Activities for Teachers Colleges, University of Texas, 1947, Unpublished Ph. D. Thesis, 204 numbered leaves.

1. To compile a comprehensive list of public relations activities for teachers colleges.

2. To evaluate the compiled list and make it usable as an evaluated check list for public relations activities in teachers colleges.

3. To study the public relations director and his job.

4. To study the foundations and background for college public relations activities.

The author, in making an inventory for evaluating public relations activities of teachers colleges, assembled his activity lists from previous studies in the field, from lists in current literature, and from his practical experience. These were evaluated by a jury of public relations directors in teachers colleges. Activities were rated on a scale of frequency of performance, importance to the program, and need for pre-service institutional training to perform the activity. Thirty-one teachers colleges, members of the American Association of Teachers Colleges, chosen on a basis of size, geographical location, and existence of a public relations program, participated.

Among the findings, Norwood points out that, historically, public relations activities seem to have developed through four stages: 1. The philosophy of promotion--stunts and drives; 2. The idea of publicity--news stories, speeches, pamphlets; 3. Interpretation, description, explanation; 4. Fusion of all philosophies into the development of good will through all types of activities.

In his study of the public relations program of the Negro land grant college, Grossley[1] was concerned with three main purposes:

1. To trace the development of public relations programs of the Negro land grant colleges.

2. To consider the present practices and policies involved in these programs.

3. To determine factors and trends of value in the formulation and presentation of a more adequate public relations program in these institutions.

Among the principles which materialized from his study were:

1. The public relations programs must have a definite objective.

2. Public relations programs should lead to better understanding of the major problems of social life as applied to higher education.

3. The college should have a well-formulated policy of approaching its community, both as to program and promotional technique.

4. There should be more effective relationships with local centers of public opinion.

5. The program of public relations should be presented as a continuous community service.

6. The public relations director should be thoroughly alive to the interest of others.

7. The administration of the institution must accept the responsibility of understanding the various philosophies within the staff and

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[1]Richard S. Grossley, The Public Relations Program of the Negro Land Grant College, New York University, 1943, Unpublished Ed. D. Thesis, 193 numbered leaves.

of bringing them together into an evolving, dynamic, institutional philosophy.

8. At some point in the administrative procedure, provision should be made for team-work in the setting up of clearly defined objectives.

Hill[1] surveyed 136 colleges, ranging in enrollment from 300 to 1,000 students, concerning their publicity practices. He found that they had as a rule no satisfactory organization for collecting and reporting college news. Also, he found that only about a fourth of the 100 colleges that replied had special officers or committees assigned definite duties in connection with newspaper publicity.

Wimpress[2] surveyed 76 small, independent colleges throughout the United States to determine what makes up an adequate public relations program at this type of institution. Only privately-endowed, co-educational, four-year colleges with enrollments of under 2,000 were asked to answer the questionnaire. Of the 76 replying to the survey, the average student body numbered just under 1,000 and the average endowment was just under $2,500,000. The range in enrollment ran from the maximum 2,000 to fewer than 350 and the endowment ranged from $30,000,000 to less than $150,000. On the basis of this study Wimpress reports:

1. The objectives should be broad. The over-all purpose should be to build, in every way possible, good will for the institution.

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[1] C. M. Hill, "Publicity Program of the Small Colleges," School and Society, Vol. 28, Aug. 4, 1928, pp. 147-152.

[2] G. Duncan Wimpress, "Organizing the Small College Public Relations Office," College Public Relations Quarterly, Vol. 2, July 1951, pp. 13-18.

2. The average number of non-secretarial workers was two.

3. The dispensing of news is a major duty of the department.

4. The first dozen publics of a small college, in order of their importance, are:

(1) prospective students, (2) alumni, (3) donors, (4) newspaper and magazine editors, (5) community, (6) secondary schools and their administrators; (7) current students, (8) trustees, (9) affiliated church constituency, (10) campus visitors, (11) parents of current students, and (12) college faculty, staff, and administration.

Summary

A survey of the literature of research done about public relations in institutions of higher learning reveals the following summary points which are related to this study:

1. A great deal of the work has been concerned with organizational aspects of publicity and public relations in colleges and universities.

2. Little or no research has been done on philosophy of educational public relations, the evaluation of public relations programs in colleges and universities, or the relationship of the American College Public Relations Association to its constituent members, especially in the area of goals and assistance.

3. There is a trend to expand the publicity concept into the much broader all-inclusive field of public relations.

4. There is a trend toward the establishment of full-time public relations officers in colleges and universities, but even today many

institutions have no formal full-time program of public relations, but depend upon part-time help.

5. The objective of good will is rated as one of the highest for a public relations program.

6. There is a trend for public relations officers to operate on a top administrative level. A large number of public relations directors report directly to the president.

7. Public relations offices in colleges and universities are relatively speaking, new developments, largely established in this century. The median year for their establishment is 1930.

8. A large majority of college presidents consider publicity and public relations as extremely important to their institutions.

9. Public relations is an over-all, all-embracing concept which is involved in every aspect of institutional life of a college or university.

CHAPTER IV

METHODOLOGY

Procedure and Techniques of the Study

In the early stages of the planning of this dissertation, a pilot study[1] was evolved for the purpose of laying out the desired areas and to assist in structuring some of the questions in the final questionnaire.

The five-page pilot study questionnaire was circulated to 16 Michigan institutions of higher education which were members of the American College Public Relations Association, as well as to 19 out-of-state institutions, mostly in District VI (Ohio, Kentucky, Indiana, Illinois, Minnesota, and Wisconsin) for the ACPRA. Of the 35 questionnaires sent out, 20 were returned, 57 per cent. In each case, the questionnaire was sent to the chief public relations officer of the institution.

The five-page pilot study questionnaire was left largely unstructured. This was done to encourage freedom of expression, and it was hoped that such a procedure might be more helpful in re-designing the final questionnaire. Only three questions were objective in form.

The final page of this preliminary questionnaire asked for suggestions from members of the association by which the questionnaire might be made more effective.

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[1]See Appendix for a copy of the pilot study questionnaire.

The results of the pilot study were reviewed by both the graduate committee of the writer at Michigan State University, and the Research Committee of the American College Public Relations Association. Approval was given by both groups for this study.

Suggestions received from the Research Committee of the ACPRA and the graduate study committee of the writer were incorporated into the revised questionnaire. Two questions were validated by circulation to 33 institutions in Michigan and neighboring states. Twenty-two of the 33 returned the questionnaire.

The final questionnaire[1] of six pages was produced by the lithograph process. The majority of the questions were structured and respondents were asked not only to check the answers which applied to their institutions but were also asked to indicate a rank order of importance by assigning a 1, 2, or 3. In four specific areas, questions were left unstructured because of the nature of the response requested (questions IIA, IVC, D, E). In all questions, including those structured, an opportunity was made available for those who wished to write in additional comments.

During the first week of June, 1955, the questionnaire was sent to 600 representatives of institutions which are members of the American College Public Relations Association. An effort was made in every case to send the questionnaire to the chief public relations officer of the institution. Thus, recipients of the questionnaire were: presidents,

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[1]See Appendix for a copy of the final questionnaire.

administrative assistants in charge of public relations, vice presidents, deans, directors of public relations, directors of publicity, directors of information services, public information officers, and public relations officers.

By the end of June, slightly more than 200 questionnaires had been returned. A reminder card was sent out on June 22. A total of 272, or 45 per cent, was received by July 21. A number of replies were received too late to be included.

Replies were received from institutions in 48 states and the District of Columbia.

Thirteen classifications of colleges and universities were used in compiling the data for this study. Reporting officials classified their institutions in filling out the questionnaire. The thirteen classes of institutions and the per cent of the total response were: State University (6.99), Land Grant College or University (3.67), State University and Land Grant College (4.04), State Teachers College (9.92), Private Teachers College (.73), Municipal University (2.20), Denominational College or University (26.80), Private University (9.19), Women's College (4.04), Junior College (3.67), Military (1.47), Private College (16.87), and Other (10.29). The "Other" category included such institutions as: state colleges, medical schools, branches of state universities, and technical institutes.

Represented in the sample were 272 institutions in which 21.3 per cent indicated an enrollment of under 500, 24.6 per cent of 500 to 1,000, 18.7 per cent of 1,000 to 2,000, 12.8 per cent of 2,000 to 4,000, 7.7

per cent of 4,000 to 6,000, 6.6 per cent of 6,000 to 10,000, 2.9 per cent of 10,000 to 15,000, 2.6 per cent of 15,000 to 20,000, and 1.8 per cent over 20,000.

The data derived from the objective questions were recorded on IBM cards and were sorted by the tabulating department of Michigan State University. The subjective questions were placed in categories by the writer and conclusions drawn therefrom.

Limitations of the Study

In every research study, there are certain limitations. Specifically, the limitations of this study are the limitations which apply to any study which is based largely on an opinionnaire survey.

First of all, there is the limitation which is automatically operative by the number of returns. This then demands close scrutiny to determine the adequacy of the sample in type, size, and locality of institutions. It demands qualifying judgments.

Secondly, there is the limitation of those who respond to the questionnaire: to what extent they can speak for an institution. It is assumed in this study that the top public relations officer does and can speak for the institution which he represents, and that his opinions are compatible with those of the administration of that institution.

Third, there is the limitation of the questionnaire itself. Was it free of question-begging terms? Was it clear? Was it sufficiently objective? Did it lead respondents to give a certain answer? The only

adequate check for this limitation is to utilize the questionnaire in pilot form until it has reached the maximum state of objectivity.

Fourth, there is the limitation of tabulating unstructured responses. This interpretation is dependent upon the experience and judgment of the interpretor.

There is the limitation imposed by the respondents, including their biases, their vested interests, the degree to which they are interested in the subject of the questionnaire, the extent to which they operate on a policy level, and the accuracy of their replies.

Finally, there is the limitation imposed by the subject matter of the research. As pointed out in Chapter I, public relations as a concept makes certain aspects of research difficult.

CHAPTER V

PHILOSOPHY AND OBJECTIVES OF EDUCATIONAL PUBLIC RELATIONS

Introduction

It is the first purpose of this chapter to isolate the major philosophies and objectives of educational public relations of colleges and universities. Obviously, if the practice of public relations is in any way to serve as an effective instrument in the advancement of higher education, it will be dependent upon the philosophy of the public relations program and the scope of its objectives. Although it may be oversimplification to make the point here, it is true that without adequate philosophical under-girding and clarity of objectives, a program of educational public relations has little chance of success.

Secondly, this chapter will examine the relationship of the educational public relations objectives of colleges and universities to that of the American College Public Relations Association. The declared purpose and objective of the Association is "to unite those persons interested in any and all phases of public relations activities of colleges and universities in the United States...and the basic objective shall be the continuous development and maintenance of high standards in educational public relations and the advancement of higher education in general."

Finally, an analysis will be made of the methods by which the American College Public Relations Association can better serve its member institutions.

The Philosophy of Educational Public Relations

The philosophy of educational public relations was determined by an examination of the responses to question IIA. Each respondent was asked to supply, in a brief statement, the philosophy of the public relations program of his institution.

Foremost among the replies, covering 152 institutions (55 per cent of the respondents), was the educational public relations philosophy which the writer characterized as "to interpret the institution to its publics." In order to make this philosophy more meaningful, an elaboration of this statement is necessary.

The largest group of schools which responded to this questionnaire subscribed to the philosophy which aims at informing the taxpayer as to how his tax dollar for higher education is spent, at informing the alumnus of the development of his university, at informing the parent of the program provided for his child, at keeping faculty and students as an important internal public cognizant of what is going on at their institution, and finally, at keeping the public constantly and completely informed concerning every important aspect of the college or university.

This effort at informing the all-important publics of the institution is obviously aimed at some specific ends. It is the hope of the institution that the information will so build the character, reputation, and prestige of the college with its publics that it will be considered worthy enough to attract qualified prospective students, outstanding faculty, and adequate financial support of all aspects of its program.

The philosophy of interpreting the institution to its many publics is very well typified by the following responses:

> To interpret the work and life of the university by factual, interesting reporting and broadcasting, and publications so that the people of the state may know of the institution, its aims and accomplishments so that it will live in the hearts and minds of all the people for whom it actually was created.

> We endeavor to present the institution in the most advantageous way to the public. We try to "sell" them on our college, its curriculum, faculty, and students. Our feeling is, that, if the people of our area are "sold" on this institution, that enrollments, financial gifts, etc. will continue to grow commensurate with the favorable publicity--over a period of years.

Emphasizing honesty and integrity, one institution summarizes its philosophy of educational public relations in this way:

> We believe that a program which is based on honesty, which has as its purpose presenting the facts to the constituencies of the school, and which uses the goal of the institution from the educational point of view as its guiding light, will succeed in what ought to be public relation's goal--keeping the public informed as to how they fit into the college's pattern of education and vice versa.

Another institution which emphasizes the broad scope of its program and also the fact that it has no formal written statement, points to the general philosophy of keeping important groups informed in this way.

> This university has no formal written statement of policy on public relations activities. It believes that as a public institution, the public has the right to know what the university is doing, and makes a reasonable effort to see that such information is available to them, not only through press and radio, but through visits to the campus, letters, and other means. This university feels that it has an obligation to serve this area in the field of higher education, including not only college-age students but also adult groups.

One other citation here is sufficient to indicate the type of responses to the most frequently expressed type of philosophy of

educational public relations. Emphasizing the high quality of the institution, this summary is made:

> In our publicity, our publications and in personal contacts, we try to develop a respect for and understanding of the cultural benefits of the liberal arts. We try to present a true picture of our aims, programs, and philosophy; to maintain the same high standards in our public relations program as is maintained in our college. We use utmost care in all presentations since we hold a unique place among the educational institutions in this area.

The second largest number of replies, concerning the philosophy of educational public relations, placed public service as the most important. Twenty-three colleges and universities (8.46 per cent) indicated this as the basis of their philosophy.

To those institutions who hold this philosophy, public relations become closely identified with a college or university-wide program of public service activities. In specific terms, this means that the faculty is available for speeches, for consultations, for extension teaching, and it even suggests that the staff person become an integral part of the social, religious, educational, and philanthropic life of the community.

It means that the physical plant is not restricted to purely academic activities, but is available to the community for recreation and education at hours beyond the traditional school day.

It means that the institution will have a perennial "open house" for alumni, parents, and friends. An atmosphere is developed which makes all campus visitors, for whatever purpose, feel at home.

Thus, by developing a broad program of public service, the institution becomes known as a friendly place, and one on which people can depend to render valuable and varied services. In this manner, institutions hope they can more closely identify themselves with their publics, and that from this concept of service shall flow the many benefits of financial support, students, and faculty.

Expression of the public service philosophy is made in this way:

> Our institution is striving to serve the need of the people of this state. Our public relations program is aimed toward discovering this need in cooperation with the people, implementing the program designed to meet this need, and telling the story of our institution's attainments.

> To bring to the people of our greater community a deeper appreciation and awareness of the educational services offered by our institution, to explain more understandably the need for these services, and finally to show our dependence upon them for future growth and service.

Rated as the third most important of educational public relations philosophies was the cultivation of good will. Twenty-one institutions (7.42 per cent) named this concept as their primary concern in educational public relations.

This philosophy is the natural outgrowth of the two highest rated philosophies, i,e. interpret the institution to its publics and public service. An institution naturally hopes that the end product of these will be good will for the institution.

These examples are typical of the statements of institutions which listed the creation of good will as their philosophy of public relations:

> Broadly speaking, the public relations program of this college is to win the good will of the college community. By good will I mean both active support and a favorable state of mind and respect.

> Realistically and specifically, the program is aimed at attracting good students and financial support.
>
> Every effort to foster and nurture every type of activity designed not only to bring to the friends of the college everywhere, both on and beyond the campus, a better understanding of the potential inherent within the college program but also to create within the hearts of everyone a glow of good will toward the efforts, the accomplishments, and the aspirations of the college program.
>
> To help build a great university and tell the public about it--cultivating maximum good will of all publics. We believe, too, that the public relations office should be the least known department of the university--staying in the background to push academic and administration forward.

In these three philosophies it is implied that development of the quality of the institution is of vital importance before any program of public relations can be activated. Quality was emphasized further by 19 institutions (6.99 per cent) which named it as the principal basis of their educational public relations philosophy.

The institutions which have "quality" as the most important consideration in their philosophies subscribe generally to the idea of "doing good and telling people about it." This, then, places first emphasis on the nature and character of the institution itself. Some institutions feel that the important aspect here is the emphasizing of the quality factors which already exist within the institution. These institutions build on a well-established reputation. They have a tradition of quality. These institutions employ only the best staff, and have very rigid requirements for admission. In colleges and universities of this type, public relations achieves its purpose by emphasizing the existing quality of the institution.

On the other hand, in many colleges and universities, public relations has a responsibility for development of the quality of the institution. In many cases, the institution is starting from the beginning to prove that it intends to become a quality institution. Every aspect of public relations is brought into play to show the direction in which the institution hopes to travel. Perhaps the institution tightens its admission requirements, studies and revises its curricular offerings, expands and improves its faculty, or enlarges its library. Here, again, public relations has an important part to play. By publicity, by speeches of staff, by public service programs, by publications, and by the many other outlets of public relations, the developing quality of the institution is emphasized.

This "quality" philosophy is stated in this manner by several of the respondents:

> We attempt to place the college in the public eye on the basis of its excellent and long-standing academic record. It is the policy of the college in general and this office in particular to do so in the most conservative manner possible without resort to any degree of sensationalism.
>
> A public university should do a good job and then do a good job of telling about it. Hence, our public relations program aims at developing a favorable climate for high educational achievements, and then interpreting to the public, those achievements, fairly, honestly, and consistently.
>
> To provide a college competent enough to justify its continued life as an educational institution and Christian enough to release its graduates into life with the essential "plus" in education. "Public relations" is our product, a qualified citizen.

The philosophies of the remainder of the respondents are categorized: making public relations an all-college function, promotion of the

reputation of the college, internal communication, the development of higher education in general, student recruitment, the development of the relationship between church and college, fund raising, and miscellaneous. The number of responses and percentages are listed in Table I.

Only two institutions indicated that their philosophy was in any way directed toward the development of higher education in general.

In the miscellaneous category, three philosophies were indicated. First, an emphasis on building public relations in all possible areas. Second, the fostering of a belief in the necessity for a thorough and liberal education for women. Third, a rather negative philosophy was expressed in this way:

> To do as much as possible with no budget and no time allotted to the job. No provision is made by the state for public relations or publicity; time has to be bootlegged for it. We are overcrowded and have no need or desire for recruitment; We can't accommodate those who come now. A new campus is in process of construction; we should be doing much to publicize it in the community but it is difficult to do it in a vacuum.

Thirty-one (11.04 per cent) of the colleges and universities made no response to the question on their educational public relations philosophy. Several did remark that they had no philosophy. Among the statements indicating no philosophy of public relations were these: "No clear-cut philosophy developed as to public relations"; "This university has no formal written statement of policy on public relations activities"; "None has ever been specifically formulated and it is difficult to find a pattern."

TABLE I

PHILOSOPHY OF EDUCATIONAL PUBLIC RELATIONS*

	Responses	Per Cent
1. Interpretation of the institution to its publics	152	55.88
2. Public service	23	8.46
3. Cultivation of good will	21	7.72
4. Development of the quality of the institution	19	6.99
5. Making public relations an all-college function	6	2.20
6. Promotion of the reputation of the college	6	2.20
7. Internal communication	3	1.10
8. The development of higher education in general	2	.73
9. Student recruitment	2	.73
10. The development of the relationship of church and college	2	.73
11. Raising funds	2	.73
12. Miscellaneous	3	1.10
13. No response	31	11.04
Total	272	99.60

* Results obtained from responses to question II4 on questionnaire

Objectives of Educational Public Relations

Colleges and universities were asked in question IIB to rate on a one, two, three basis their educational public relations objectives. Twelve different objectives were included in the list, with a provision made for the writing in of additional objectives.

The objectives of building and holding good will for the institution received the highest number of first place ratings, with 114. Keeping the college's publics informed as to aims, progress, and needs was the second highest in first place ratings, with 46. The objective of attracting acceptable prospective students was the recipient of the third highest number of first place rankings, with 37.

The remaining nine objectives were rated as indicated in Table II. None of the institutions rated the objective of acquainting the public with new educational trends as their first objective. This objective received three second place ratings and two third place ratings.

In a composite score based on the reversed values of one, two, three ratings, the three objectives cited above on the basis of first place rankings, held the same place rankings. Comparatively speaking, the first three objectives received the following percentages of the total of composite scores: good will, 31.40; keeping the publics informed, 17.93; and attracting acceptable students, 17.11 per cent.

In a breakdown by types of institutions on the basis of the sum totals of one, two, and three ratings with the values reversed, Table III indicates that the objective of good will was rated first by

TABLE II

EDUCATIONAL PUBLIC RELATIONS OBJECTIVES

Objective	1st rating	2nd rating	3rd rating	Total*	Per Cent
1. To build and hold good will for the institution	114	58	41	499	31.40
2. To keep the college's publics informed as to aims, progress, needs	46	54	39	285	17.93
3. To attract acceptable prospective students	37	61	39	272	17.11
4. To help raise funds	10	19	34	102	6.41
5. To show the importance of religion as a cornerstone of education	17	12	10	85	5.34
6. To report news	12	12	22	82	5.16
7. To provide community service	11	12	18	75	4.71
8. To add to the college's reputation	11	8	18	67	4.21
9. To determine the attitudes of the public toward the college and its program	4	6	17	41	2.58
10. To acquaint the public with the problems of higher education	4	6	15	39	2.45
11. To provide harmonious internal relations	2	9	10	34	2.13
12. To acquaint the public with new educational trends	-	3	2	8	.50

*Total based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1. Results obtained from responses to question IIB on questionnaire.

TABLE III

EDUCATIONAL PUBLIC RELATIONS OBJECTIVES

	1	2	3	4	5	6	7	8	9	10	11	12*
State university (19)	30	21	13	3	-	7	7	8	5	6	4	-
Land grand college or university (10)	19	11	4	-	2	4	4	3	4	-	-	-
State university and land grand college (11)	19	13	6	-	5	8	5	1	4	4	-	-
State teachers college (27)	54	35	29	-	3	18	7	5	8	2	3	1
Private teachers college (2)	4	4	2	-	2	-	-	-	-	-	-	-
Municipal university (6)	14	1	4	4	-	5	5	4	2	-	-	-
Denominational college or university (73)	125	81	87	35	59	2	9	11	7	5	10	2
Private university (25)	51	32	19	19	1	1	5	7	1	1	5	-
Women's college (11)	30	8	7	-	4	9	6	1	2	-	-	-
Junior college (10)	19	8	13	1	-	-	9	2	-	-	-	2
Military (4)	7	1	4	-	-	8	-	4	-	-	-	-
Private college (46)	78	40	61	32	9	15	11	8	5	12	2	1
Others (28)	49	30	23	8	-	5	7	13	3	9	10	2
TOTAL	499	285	272	102	85	82	75	67	41	39	34	8

*Objectives are numbered on the basis of TABLE II
Sum totals of 1, 2, 3 ratings with values reversed in tabulation

every one of the thirteen classifications of institutions. All except five of the classifications of institutions rated the objectives in the same order as that of the total first place ratings. Municipal universities placed good will as their first objective and listed the reporting of news and community service as their second and third objectives. Denominational colleges, after placing good will as their first objective, cited the attracting of acceptable prospective students as their second objective, with keeping the college's publics informed as their third. Junior colleges, military colleges, and private colleges made the same first three rankings as the denominational colleges.

Other objectives listed by the respondents, in addition to the twelve listed for rankings on the questionnaire, were: "to add to the college's stature by bringing its contributions in terms of service, research, publications, and teaching to the attention of professional audiences capable of evaluating those contributions"; "to change the college from one of regional prestige to one of national prestige"; "to make clear the differences between a major university and other institutions, collegiate or preparatory, in order that the public will understand high entrance requirements and high costs"; "to insure adequate appropriations from the legislature"; "to attract outstanding teachers"; "to build alumni loyalty and support"; and "to improve effectiveness of the college's placement services."

Relationship of ACPRA Objectives to Those of Member Institutions

Respondents were asked in question IIC to describe in specific terms how their public relations program contributed to the general purpose and objectives of the American College Public Relations, especially to the "advancement of higher education in general."

The greatest number of responses, 45 (16.54 per cent), listed specific programs which they felt contributed to the general purpose of the ACPRA. Among the programs were the following:

> This year, in an attempt to present the values of the rather vague "liberal arts" educational program as differentiated from professional or vocational education, we used the how-to-do-it approach; media used were speakers to alumnae groups and to the college trustees, a feature editorial in a metropolitan paper, and five half-hours of TV presenting students and faculty at work together.

> At least one third of my time during the past year has been devoted to a program of interpreting the needs, services, and benefits of higher education in our state. Not just at this college, but at all our colleges--in some cases at all colleges anywhere. I have written speeches and pushed my boss in this program, winning formal endorsement of the state AAUW. Obscurity is the big problem of higher education in our state.

> We carry on a number of cooperative programs with neighbor colleges which advances higher education in general more than we could do alone. Among them are: an area study program, a distinguished scholar program, and a state fund raising association.

> During the past year, I have exchanged information, pamphlets and brochures with 315 colleges and universities all over the United States in order to share our experiences with others and to learn from others the achievements of their campuses. The director of admissions and I visited the campuses of 18 colleges in Ohio, Indiana, Illinois and Michigan to talk with public relations officials and see at first hand the actual operation on other campuses. We intend to continue this.

> Our representatives (usually two) meet with the public relations representatives of four other colleges and universities once each month for a discussion of current problems in public relations.

Other programs listed by the 45 respondents include: Outstanding speaking job being done by their president in the cause of higher education; conduct of special forums on such topics as survival in atomic warfare and other general topics of educational interest; annual artist series; chapel speakers; publicizing of research; free public concerts; open houses; summer workshops; educational conferences on campus; cooperation in state foundations association; career days, senior citizens program (a program whereby any person 65 years of age or over may take full advantage of all college facilities and programs, including matriculated degree work, without any type of charge), business education day, and promotion of events during American Education Week.

Interpretation through the mass media was the second highest rated activity listed as contributing to the general purpose and objectives of the ACPRA. It received 43 (15.81 per cent) of the responses.

A summary of the opinion expressed here is that these schools feel that in their newspaper and magazine releases, radio and TV shows, and general contacts with the mass media of communication they are making a contribution to higher education in general by emphasizing and stressing the nature and importance of higher education. This activity includes the covering of scientific, technical, and educational research which adds to the sum total of educational achievement. Also, good coverage of grants made to faculty and students for outstanding attainment reflect favorably on higher education in general.

Contacts with the mass media are summarized by these statements:

> We try to "advance higher education in general" by concentrating on news articles describing courses and procedures, tying them in with observations on current educational trends.

> Every news release, TV program, booklet, etc. in its own way "advances higher education in general." When we issue a news release, about an advance in chemistry at our college, we not only contribute to our college's prestige, but we also contribute toward the advancement of higher education in general.

> We advance higher education by presenting the serious face of education to the public - our students don't swallow goldfish - but this is the student's doing, not mine. If they did, I wouldn't publicize it. Too many college public relations people cheapen their institutions in an effort to get any kind of mention in the news media.

> Extensive news and information service seeks to tell the story of higher education, with particular emphasis on what is happening at our college. Educational processes, actions and developments are fully reported.

Eighteen institutions (6.61 per cent) rated memberships as the most important item in this area. Memberships listed as evidence of a contribution to higher education were: American College Public Relations Association, state educational associations, state associations of private colleges, Western College Association. Only in a few cases was it indicated whether or not this membership included active participation in the activities of the organization. This citation is fairly typical of the point of view expressed in this area:

> We have looked to our 32 years of membership in ACPRA (and its predecessors--AACNB and ACPA) for much of the inspiration that has motivated us in our efforts; intimate contacts, exchange of ideas and experiences, counsel from the sages of the organization. In these more than three decades in the field we do not believe our department has made one unethical move--principally because ACPRA has urged ethics in our practices.

As indicated in TABLE IV, 12 other categories were cited by the respondents to this question. Included were: community service, quality of the institution, publications, student recruitment, adult education, speaker's bureau, curriculum improvement, fund raising, faculty, and industrial support. Each of these had some support as the significant way in which member institutions were contributing to higher education in general.

In the area of community service, which held the fourth place position, these two comments are revealing:

> It is our thought that quality of service rendered in fields appropriate to a major university should be the foundation on which public relations are built, and that attempts to attract public understanding and support must be limited to achievements in this category if high standards are to be maintained and higher education in general is to advance. We consider our most important public relations efforts those which extend services to increasing numbers of citizens.

> Groups are encouraged to use campus facilities under a community services program which often brings cross-sections of state and local people to the campus.

In the miscellaneous category, institutions listed the following: better human relations, improved high school relations, promoting the values of receiving a liberal arts education, offices held by the president of the college, and the production of a college film.

In this area of advancement of higher education in general, 83 institutions (30.51 per cent) made no response of a constructive nature. One citation here may well indicate one position on the question:

> Our public relations philosophy is compatible with the declared objectives of ACPRA, but there is little relationship to the actual program and performance of ACPRA. We do advocate the

> cause of higher education quite consistently, whereas in practice, ACPRA members seem interested principally in boosting their own institutions.

One reason given for a lack of suggestions in this area was the recency of membership in the ACPRA, or the fact that the institution had just been established. These comments suggest why many institutions have not anything constructive to suggest in this area:

> We have been so busy here trying to develop a public relations program in the college that we haven't been able to work on the advancement in general.

> Ours is a new institution; it started in 1947 with about 135 students and in eight years has risen to more than 7,000. We are in temporary quarters which we share with one of the city's junior colleges; a new home will be ready in part some time next year. It's just not possible, especially with no budget or staff or alloted time for the purpose, to sit back tranquilly and contemplate public relations objectives. There is a vast difference between what we know they ought to be and what we from a practical standpoint have to realize they are. We talk a much better program of public relations than we actually practice; we dream of a still better one that some future day we may be able to put into actuality.

Others in commenting on how their programs contribute to the general purpose and objectives of the ACPRA said: "I doubt that we contribute to any such lofty ideal--we are hard-pressed to hold our own"; "Very little at this time"; "nothing per se"; "None, budgetary and administrative limitations make these purposes impossible to achieve at present."

TABLE IV

HOW THE COLLEGE AND UNIVERSITY PUBLIC RELATIONS PROGRAMS CONTRIBUTE TO THE GENERAL PURPOSE AND OBJECTIVES OF THE ACPRA*

	Responses	Per Cent
1. Specific programs	45	16.54
2. Interpretation through the mass media	43	15.81
3. Memberships	18	6.61
4. Community service	13	4.77
5. Quality of the institution	13	4.77
6. Publications	11	4.04
7. Student recruitment	9	3.30
8. Adult education	6	2.20
9. Speaker's bureau	6	2.20
10. Curriculum improvement	4	1.47
11. Fund raising	4	1.47
12. Faculty	3	1.10
13. Industrial support	3	1.10
14. Miscellaneous	11	4.04
15. No response	83	30.51
TOTAL	272	99.93

* Results obtained from responses to question IIC on questionnaire

How the ACPRA Can Better Serve Its Members

Directly related to the previous question is the area explored in question IVE: what suggestions do the respondents have as to how the ACPRA can better serve their institutions?

The four highest categories of response, as indicated in TABLE V, were in order: exchange of materials and ideas (37 institutions, 13.60 per cent), continuing present activities (27 institutions, 9.92 per cent), evaluation teams (22 institutions, 8.08 per cent), work with college administrators (16 institutions, 5.88 per cent).

An analysis of the several categories reveals some interesting and valuable data. In the highest rated area, the exchange of materials and ideas, the member schools presented the thesis that the greatest service that ACPRA can do for them is to make available to the member schools latest and up-to-date materials in every area of the public relations field. Although much is done at the present time through the new member packet service to assist those who have just joined the organization, older members feel that emphasis should be placed on providing a similar service to long-time members. This amounts to the American College Public Relations Association becoming a clearing house which can evaluate problems and then report and provide materials on them on a general basis to assist more of the schools.

Typical of the comments in this area were:

> Utilization of publications to distribute "professional quality" information, suggestions, and analyses about new methods and ideas... case histories...check lists for the preparation of more effective special purpose publications or for performance of special activities.

TABLE V

SUGGESTIONS ON HOW THE ACPRA COULD BETTER SERVE THE MEMBERS*

	Responses	Per Cent
1. Exchange of materials and ideas	37	13.60
2. Continuing present activities	27	9.92
3. Evaluation teams	22	8.08
4. Work with college administrators	16	5.88
5. Promotion of higher education in general	11	4.04
6. Emphasis on problems of small colleges	9	3.30
7. Maintain a library of case histories	6	2.20
8. Improve standards	5	1.83
9. Less emphasis on theory	3	1.10
10. Stressing financial support	3	1.10
11. Allow institutions to work out their own problems	3	1.10
12. More activity on district level	2	.73
13. Expansion of the placement service	2	.73
14. Miscellaneous	11	4.04
15. No response	114	41.91
TOTAL	272	99.93

* Results obtained from responses to question IVE on questionnaire

Greater exchange of mutual problems on a continuing basis rather than one-shot efforts such as meetings once a year.

Methods seem less important at this time than the problem of making readily available at the time needed the results of studies such as this. Perhaps a library could be developed by the national ACPRA offices, with a listing of studies and loan forms made available to each public relations director and college president.

Continue to inform us as individual members of significant trends and developments in education. Example, Impending Tidal Wave of Students. How about tackling problem of proportionally lower salary scales for our profession?

Publish a handbook on college public relations that all members can use. Fundamental problems with their solutions in the handling of publicity, development, publications, etc. Suggest the various sections of the book be prepared through committees composed of members who have had success in these particular phases of public relations.

In addition to reports on improved public relations techniques, a comprehensive survey of public relations budgets, keyed to types and sizes of institutions and broken down to show how much is spent in each specific category, including salaries, would be exceedingly helpful.

By intermittently running surveys of the large metropolitan areas, listing the most cooperative papers, syndicates, etc., and outlining the types of stories wanted by little known magazines and news services. Some of these points are no doubt covered at district and national conventions, but not all of us get to take in every session of all conventions.

The specific materials or case histories which the members have suggested that ACPRA assist them with include the following: publicity or public relations office organization; fund raising; special events, including inaugurals, centennials, visits of outstanding personalities like the President of the United States, and dedication of buildings; catalogs, viewbooks, and special publications; films; educational television; surveys and questionnaires; student recruitment; placement;

outstanding research in the field of public relations; bibliographies; faculty and staff handbooks; orientation week programs; speakers bureau organization; and community relations.

Twenty-seven institutions (9.92 per cent) felt that the ACPRA was doing a good job now and should continue to operate along the present lines. The feeling of these institutions is summarized by this respondent:

> ACPRA has done a very fine job of serving our institution. The ideas, brochures, pamphlets, etc., that we have received from members have been very good. I have written many of the members whom I did not know for information because of stories in the newsletter. I consider the newsletter very important. The secretary has been very helpful to me.

The third highest number of responses, 22 (8.08 per cent) suggested evaluation teams. It was the feeling of this group of respondents that the ACPRA could better serve them by organizing some teams of specialists who could visit a college campus and make a thorough evaluation and study of the public relations program of that institution. This might possibly be a full-time traveling consultant who would visit member colleges, meet with public relations personnel and other administrators, bring ACPRA ideas and programs to the institution in person, and recommend general areas of improvement needed.

This program is suggested in this form by two institutions:

> We have the services of an educational public relations counseling firm, and think this is a valuable investment. However, is there any possibility of ACPRA developing teams of, say, three of its elder statesmen to go from place to place to advise and counsel? I should think many institutions would be willing to pay expenses and a good fee for the services for a few days of such a team.

> I think ACPRA is doing a good job, as is--however--if feasible, the establishment of a "trouble service" would help--6 to 10 senior members each year would be named to this committee, then other members who need advice when faced with an unusual problem could feel free to write the "trouble shooters" for help, without fear of embarrassment.

Sixteen institutions (5.88 per cent) stressed the need of working with college administrators. They emphasize that a "selling job" must be done to top administration in order to impress on them the needs, values, and responsibilities of a total public relations program.

Among the direct suggestions in this area are the following:

> While we of the public relations staff do circularize the ACPRA newsletter and the quarterly among the administrative officers, I don't feel that they derive the messages therein. I feel that ACPRA would render an invaluable service to all its members were it to publish a periodic newsletter especially for college administrators, maybe entitled "Post Scripts to the President" a supplement to the ACPRA Newsletter. In this, the presidents might read what other schools are doing, some major problems ahead and how they may be met - but most important, administrative officers would have a clearer picture of the potential of their public relations staffs.

> How can we reach top administration? At the state capital level as well as within our own institutions? Answer us that and it will help. Perhaps a newsletter direct to administrators would help, but it ought to be a completely different kind of newsletter from the present one; not news about personalities in public relations, but examples of what sound public relations techniques did for various institutions. In other words, a sales campaign for public relations, directed at those who need to be sold.

> Some sort of a program that would hit at college presidents. This is particularly needed in the smaller colleges. Perhaps even placing them on mailing list for newsletter and quarterly would help. Include a "president's corner" in the newsletter.

> Accumulate evidence of value of public relations to educational institutions and distribute this material to university and college administrators and faculty people who tend to put limited importance on public relations activities. To some extent, local

> public relations staff cannot gracefully publicize its achievements or seem to push the value of public relations.

Eleven institutions (4.04 per cent) felt that the ACPRA could better serve its members by promotion of higher education in general. Specifically, these institutions feel that ACPRA could provide broad informational materials for dispersal through all mass media about the problems confronting higher education in terms of increasing enrollment, higher costs, and need for additional facilities, as well as the necessity of bringing faculty and staff salaries to a sufficient level to keep good educators on a college campus. In other words, they call for less emphasis on telling public relations men themselves what is wrong (most of them already know) and for telling the average man on the street what is wrong and what can and what should be done to help solve the many problems existing.

The following statements indicate the attitude of institutions who cited this area as the most important:

> In the area of each college helping to acquaint the public with the nature, objectives, and problems of higher education in total, the ACPRA might help by organizing more information on this subject for the use of college information, publicity, and public relations officers. Or it might directly service the communication media with story, feature, and picture material designed to present higher education to the public in the most truthful light possible.

> Perhaps this is impractical, but ACPRA could better serve this institution and all institutions of higher learning if it were so set up to carry on a national program of promotion of higher education. In other words, I know that much radio and TV time could be stolen for the cause of higher education on national networks. Our national headquarters now doesn't have sufficient staff to undertake a broad national promotion program of this nature, I presume.

> ACPRA gives too much advice and too little real help, and it should be more of a working organization than it is. For example, ACPRA could help our college now by conducting nation wide campaigns to educate the general public to the need of larger physical plants for its institutions of higher learning and the high school public and parents and financial sources to the importance of getting our most outstanding young men and women to college. ACPRA spends a lot of time and money on its own affairs, but not much on shaping public opinion for the "advancement of higher education in general."

Other methods listed by the respondents by which the ACPRA could better serve its members include: emphasis on problems of small colleges, maintenance of a library of case histories, improvement of standards, less emphasis on theory, stressing financial support, allowing institutions to work out their own problems, and more activity on district level.

Miscellaneous suggestions included: disseminating more material specifically designed for public relations, taking a more active interest in problems of teacher education, helping new members become better acquainted with the scope and operation of the organization, developing a public relations handbook for faculty members, concentrating less on fund raising, and the awarding of a certificate to recognize contributions made by faculty members to the public relations program of a college.

One hundred and fourteen institutions (41.91 per cent) made no response to this question of how the ACPRA could better serve their institutions.

Summary

1. Much of the philosophy and objectives of educational public relations is not prepared in any written form by the colleges and universities. There is considerable evidence that the philosophy and objectives reside in the minds of the current public relations officers. Whether this philosophy and these objectives are shared by top administration and faculty is not disclosed. There is a suggestion that the philosophy and objectives are transitory, changing with the coming and going of the public relations personnel.

2. Findings in this study reveal that over half of the reporting institutions indicated that their public relations philosophy consisted of interpreting their institution to its publics. This philosophy of information and interpretation is directed toward the ends of attracting qualified prospective students, faculty, and financial support. Next public service, cultivation of good will, and the development of the quality of the institution were rated in this order as the philosophies of educational public relations.

3. Only two institutions indicated that their philosophy was directed toward the development of higher education in general.

4. Thirty-one of the colleges and universities made no response to the question concerning their educational public relations philosophy.

5. Findings in this study reveal that the highest rated objective for public relations is building and holding good will. This objective was followed in order by the objectives of keeping the college's publics

informed as to aims, progress, and needs; and attracting acceptable prospective students.

6. There was little difference in the ranking of the three top objectives by the thirteen classifications of colleges and universities.

7. The objective of acquainting the public with the problems of higher education received only four first place ratings in a total of 268. Also, the objective of acquainting the public with new educational trends received no first place ratings.

8. The largest single group (45 institutions--16.54 per cent) cited specific programs which they contend contribute to the general purpose and objectives of the ACPRA, especially in the "advancement of higher education in general." These specific programs include such activities as promotion of the value of a liberal arts education, speeches by the president, exchange of materials, visits to other colleges and universities, and membership in state fund raising organizations.

9. Institutions list several other methods by which they contend they are advancing the cause of higher education in general. These include: interpretation through the mass media, memberships in professional organizations, community service, and the quality of the institution. In almost every case, each institution assumes that by its own unilateral action in these matters, it is making a significant contribution to the end of advancing higher education in general.

10. Institutions participating in this study had many specific suggestions on how the ACPRA could better serve their institutions. The three receiving the highest number of responses were: exchange of

materials and ideas, the development of evaluation teams, and making a strong, forceful effort to communicate with top administration.

The greatest specific demands for materials include: results of research, publications, significant trends and developments in higher education, handbook on college public relations, outlets for publicity, handling of special events such as centennials, inaugurations, and dedications.

Eleven institutions felt that ACPRA itself could better serve its members by promotion of higher education in general.

11. One hundred and fourteen institutions (over 40 per cent of the respondents) made no response to how the ACPRA could better serve their institution.

CHAPTER VI

CRITERIA AND METHODS OF EVALUATION OF EDUCATIONAL PUBLIC RELATIONS

Introduction

It is the purpose of this chapter to explore the criteria and specific methods for evaluation of educational public relations. Material is derived from responses to questions IIIA, B, C, D on the questionnaire.

This area is one which public relations people everywhere contend is the most difficult aspect of public relations. This difficulty is due in part to the nature of public relations which has been discussed in earlier chapters. It is also a result of the fact that public relations personnel are so continually under the pressure of doing the day-to-day job that they have little time available for establishing criteria or evaluating results.

The initial data in this chapter identifies the long-range criteria by which institutions of higher education evaluate the effectiveness of their public relations programs. Secondly, an analysis is made of the activities or methods by which institutions determine the effectiveness of their public relations programs in meeting these criteria.

The effectiveness of present methods of evaluation is weighed in the third area for study. Finally, an analysis is made of the

suggestions of respondents on how the methods of evaluation of educational public relations can be improved.

Criteria of Educational Public Relations

In question IIIA, respondents were asked to rate on a one, two, three basis, the long-range criteria by which their institutions evaluate the effectiveness of their public relations programs. Twelve different criteria were listed, with space provided for the writing in of additional criteria.

The criterion of public support and good will received the highest number of first place ratings, 114 out of a total of 266. Enrollment was rated second with 40 first place ratings. In third place, with a total of 22 first place ratings, was financial support. The remaining nine criteria were rated as indicated in Table VI.

In a composite score based on the reversed values of one, two, three ratings, the three objectives cited above on the basis of first-place rankings, held the same place rankings. Comparatively speaking, the first three criteria received the following percentages of the total of composite scores: public support and good will, 34.16 per cent; enrollment, 17.21 per cent; and financial support, 11.43 per cent. In the composite rating, alumni attitude and reaction was a strong fourth place with 11.30 per cent.

In a breakdown by types of institutions on the basis of sum totals of one, two, and three ratings with the values reversed, Table VII indicates that the criterion of public support and good will was rated

TABLE VI

LONG-RANGE CRITERIA BY WHICH INSTITUTIONS EVALUATE THE EFFECTIVENESS OF THEIR PUBLIC RELATIONS PROGRAMS

Criteria	1st rating	2nd rating	3rd rating	Total	Per Cent
1. Public support and good will	143	36	31	532	34.16
2. Enrollment	40	53	42	268	17.21
3. Financial support	22	36	40	178	11.43
4. Alumni attitude and reaction	15	46	39	176	11.30
5. Attitude of the community	13	30	22	121	7.77
6. Public interest in specific projects	5	19	25	78	5.00
7. Lives and work of alumni	15	5	7	62	3.98
8. Media use of publicity materials	3	10	21	50	3.21
9. Governing board members' activities	6	7	12	44	2.82
10. Absence of unfavorable publicity	3	6	4	25	1.60
11. Editorial opinion in newspapers	1	6	7	22	1.41
12. Subscription to quarterly magazine	-	-	1	1	.06
					99.95

* Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1
Results obtained from responses to question IIIA on questionnaire.

TABLE VII

LONG-RANGE CRITERIA BY WHICH INSTITUTIONS EVALUATE THE EFFECTIVENESS OF THEIR PUBLIC RELATIONS PROGRAMS

Criteria*	1	2	3	4	5	6	7	8	9	10	11	12
State university (19)	40	17	21	6	12	6	1	6	2	2	-	-
Land grant college or university (10)	24	7	5	4	-	8	-	3	1	-	1	-
State university and land grant college (11)	23	4	8	2	3	5	-	2	4	-	1	-
State teachers college (27)	64	30	1	8	17	21	3	9	5	7	2	-
Private teachers college (2)	3	-	-	1	-	-	1	-	2	-	2	-
Municipal university (6)	14	1	3	1	6	6	-	1	-	4	-	-
Denominational college or university (73)	136	89	59	56	23	9	23	4	7	1	1	-
Private university (25)	46	21	30	19	14	4	3	2	4	2	3	-
Women's college (11)	14	10	-	11	6	5	6	5	4	-	2	-
Junior college (10)	24	13	2	3	7	1	-	2	-	-	-	-
Military (4)	7	3	-	5	-	-	-	1	-	4	4	-
Private college (46)	80	47	32	46	16	8	17	7	9	3	2	1
Others (28)	57	28	17	14	17	5	8	8	6	2	4	-
TOTAL	532	268	178	176	121	78	62	50	44	25	22	1

* Objectives are numbered on the basis of TABLE VI
Sum totals of 1, 2, 3 ratings with values reversed in tabulation

first by every one of the thirteen classifications of colleges and universities.

The second and third rated criteria were "scattered" by the types of schools. State teachers colleges, denominational colleges and universities, junior colleges, and private colleges followed the same order of 1, 2, 3 ratings as shown by the total first-place ratings. Land grant colleges and universities rated public interest in specific projects as their second criterion, and enrollment as their third. Those institutions which are both state universities and land grant colleges placed financial support as their second criterion and public interest in specific projects as their third. Private teachers colleges rated governing board members' attitudes and editorial opinion in newspapers equally as their second and third criteria.

Municipal universities rated attitude of the community and public interest in specific projects equally as their second and third criteria. Private universities rated financial support as their second criterion, followed by enrollment. Women's colleges placed alumni attitude and reaction as their second criterion, with enrollment as the third criterion.

Military institutions placed alumni attitude and reaction as their second criterion, with enrollment rating third. The miscellaneous category of colleges designated as "others" rated attitude of the community third.

Other criteria listed by the respondents, in addition to the 12 which were structured on the questionnaire, were: "acceptance of our

graduates in industry and in their respective educational fields of specialization--This indicates that the quality of our training programs are recognized"; "by the recognition which the college academic program is receiving from the people in the state and by accrediting agencies"; "by the attitude of pastors and congregations of supporting church body"; "by the number of persons all of us meet who have never heard of us and don't know the college exists"; and by such other miscellaneous criteria as scholarships granted, attendance at special events, parent reaction, and faculty good will and morale.

Determination of the Effectiveness of the Public Relations Program

In question IIIB, respondents were asked to indicate how their institutions determine the effectiveness of their public relations program in meeting the criteria listed in question IIIA. This indication was made by a one, two, and three rating in the order of importance. Nine different items were listed, with space provided for the writing in of additional means of determining the effectiveness of the public relations programs.

Enrollment was rated highest as an indication of the effectiveness of the public relations programs, receiving 58 first-place ratings out of a total of 224. Second highest was "contacts made of a personal nature" (41). Alumni response was rated third, with 30 first-place ratings. The six other criteria were rated as indicated in Table VIII.

On the basis of a composite score reversing the values of one, two, three ratings, enrollment was rated first (300--22.74 per cent), alumni

TABLE VIII

HOW INSTITUTIONS DETERMINE THE EFFECTIVENESS OF THEIR PUBLIC RELATIONS PROGRAMS IN MEETING THE CRITERIA

Method	1st rating	2nd rating	3rd rating	Total*	Per Cent
1. Enrollment	58	50	26	300	22.74
2. Alumni response	30	47	57	241	18.27
3. Contacts made of a personal nature	41	32	21	208	15.76
4. Funds raised	26	44	25	191	14.48
5. College administration approval	25	24	21	144	10.91
6. Clipping service	15	13	31	102	7.73
7. Surveys or questionnaires	9	4	12	47	3.56
8. No concrete evaluation made	13	1	3	45	3.41
9. Public relations committee	7	5	10	41	3.10
					99.96

*Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1

Results obtained from responses to question IIIB on questionnaire

response second (241--18.27), and personal contacts were rated third (208--15.76). A close fourth was "funds raised," with a total rating of 191, 14.48 per cent.

Thirteen first place ratings were given to "no concrete evaluation made."

In a breakdown by types of institutions on the basis of sum totals of one, two, three ratings with the values reversed, Table IX indicates that three classifications of institutions, denominational colleges or universities, private colleges, and "others", listed enrollment as first and alumni response second as the methods by which institutions determine the effectiveness of their public relations programs in meeting the criteria. State universities listed enrollment first, funds raised second, and college administration approval as third. Land grant colleges or universities rated contacts made of a personal nature, alumni response, and clipping service in that order.

State universities and land grant colleges listed contacts made of a personal nature as first, clipping service second, and surveys or questionnaires third. State teachers colleges rated enrollment and contacts made of a personal nature equally as first with college administration approval rating third. Private teachers colleges rated the methods of alumni response, contacts made of a personal nature, and enrollment in that order. Municipal universities rated clipping service as first, with alumni response and college administration approval tied for the next position.

TABLE IX

HOW INSTITUTIONS DETERMINE THE EFFECTIVENESS OF THEIR PUBLIC RELATIONS PROGRAMS IN MEETING THE CRITERIA

Method*	1	2	3	4	5	6	7	8	9
State university (19)	17	9	7	14	11	8	2	3	3
Land grant college or university (10)	5	9	10	5	5	6	1	-	1
State university and land grant college (27)	-	5	15	4	4	7	6	-	1
State teachers college (27)	27	12	27	4	22	21	5	7	2
Private teachers college (2)	2	5	4	-	-	-	-	-	-
Municipal university (6)	5	7	3	3	7	8	-	-	-
Denominational college or university (73)	106	71	64	67	36	11	11	14	3
Private university (25)	21	25	18	34	5	3	8	6	7
Women's college (11)	13	17	5	3	6	4	-	3	3
Junior college (10)	16	7	11	3	6	1	1	-	-
Military (4)	3	4	2	-	1	5	-	3	1
Private college (46)	54	53	32	39	29	14	9	5	8
Others (28)	31	17	10	15	12	14	4	4	12
TOTAL	300	241	208	191	144	102	47	45	41

* Methods are numbered on the basis of Table VIII
Sum totals of 1, 2, 3 ratings with values reversed in tabulating

The 25 private universities rated funds raised as first, alumni response second, enrollment third. Women's colleges gave first ranking to alumni response, second to enrollment, and third to college administration approval. One, two, three ratings for junior colleges went to enrollment, contacts made of a personal nature, and alumni response. Military institutions rated methods of clipping service first, alumni response second, and enrollment and "no concrete evaluation made" as tied for third.

Other methods listed by which universities and colleges determine the effectiveness of their public relations program in meeting the criteria were:

> We do attempt to evaluate effectiveness by means of alumni response, administrative approval, generous support in terms of finances and students. We probably assume that in the absence of serious problems which plagued the institution before public relations began to function, the program is moving forward. Now we must fight the problem of complacency.
>
> The quality of an institution's public relations, not its public relations program, can best be determined by taking the institution's pulse through samplings of its effect on its various publics, and by experienced individuals getting to know the "feel" of the institution.
>
> The problem of evaluation is a nebulous thing unless the staff is large enough for one man to be assigned almost full time to the task. However, an experienced public relations man should be able to develop a sixth sense by which almost instinctively he gauges the reactions of the various publics to his institution and his president.

Additional suggestions were: speaker's bureau requests, response on appeal for scholarships for needy students, word of mouth in community, high school visitation, legislative support, reports from pastors in

constituency, faculty interest and cooperation, student cooperation, and personal surveys of legislators and newspaper editors.

In the area provided for additional comments, many of the respondents indicated the difficulty of this area. Such comments as the following are typical:

> Actually we don't evaluate in any formal or effective way. The associated students get the services of a clipping bureau, but we have facilities to send out very little news materials and the clipping service is a poor measure even of the acceptance of that. We have used some questionnaires, but for special purposes; evaluation of our public relations was a by-product. All we know is that our enrollment goes up steadily and heavily every semester; somebody must have heard about us somewhere.
>
> It is a sad commentary for an institution which does a pretty fine public relations job but we have no systematic system for evaluating the effectiveness--good or bad--of the college's public relations program.
>
> As yet, much to my sorrow, I have not been able to devise a "concrete evaluation" method which I consider valid. We utilize all the methods you mention, but even the composite of these evaluations, I fear, is only a shallow evaluation in itself.
>
> This University has no formal means of determining the success of its public relations activities.

Others merely commented on this question by saying: "no specific evaluation made," or "subjective methods only."

Present Effectiveness of Evaluation of Educational Public Relations

Respondents were asked in question IIIC to check the effectiveness of their evaluation of educational public relations on a four-point quality scale--excellent, good, fair, or poor.

The largest group of respondents, 119 (43.75 per cent) rated the effectiveness as fair. The rating of good was made by 80 institutions, poor 29, excellent 17, and 27 institutions made no response to the question.

The breakdown by types of institutions in this area is made in Table XI. The only types of institutions to label the evaluation methods as excellent were state universities (2), state university and land grant college (1), denominational college or university (7), private college (3), and other (4). The only group of institutions to rate the evaluations as poor by the largest number were the state universities (7). Nine of the 13 classifications of institutions had the greatest number of their representatives rating the evaluation as fair.

Some of the additional remarks made by the respondents are significant in this area. One respondent says:

> In fact, "poor" is overrating them. We've simply no time or funds for the purpose and evaluation is extremely hit or miss, accident, and hunch. We just do the best we can under the circumstances, duck quickly, and try to be philosophical about it.

Others point out that what evaluation prevails is limited largely to follow-up on news and pictures published; that there is no formalized checking, rather a developed "sense" of results; that there is a lack of time and personnel for surveys; and that no specific evaluation is made.

TABLE X

EFFECTIVENESS OF THE EVALUATION OF PUBLIC RELATIONS

Rating	Total	Per Cent
Excellent	17	6.25
Good	80	29.41
Fair	119	43.75
Poor	29	10.66
No response	27	9.90
Total	272	99.97

TABLE XI

EFFECTIVENESS OF THE EVALUATION OF PUBLIC RELATIONS BY INSTITUTIONS

Institutions	Excellent	Good	Fair	Poor
State university (19)	2	6	2	7
Land grant college or university (10)	-	1	8	-
State university and land-grant college (27)	1	2	6	-
State teachers college (27)	-	7	12	6
Private teachers college (2)	-	1	1	-
Municipal university (6)	-	4	2	-
Denominational college or university (73)	7	19	33	6
Private university (25)	-	10	12	2
Women's college (11)	-	4	3	1
Junior college (10)	-	4	5	1
Military (4)	-	3	1	-
Private college (46)	3	12	23	4
Others (28)	4	7	11	2
Totals	17	80	119	29

Results obtained from responses to question IIIC on questionnaire

Methods for Improvement of Evaluation of Educational Public Relations

In question IIID, respondents were asked how methods of evaluation of educational public relations could be improved. If the public relations evaluation process is to be improved, it is assumed that it is going to have to be done by those most concerned--the public relations practitioners.

In the total of 272 questionnaires returned, 111 or 40.80 per cent, made no response to this question.

Many of these respondents, although making no concrete suggestions, did make comments which are very vitally related to evaluation. Among these comments the following are typical: "If I knew, I'd write a book and retire," "I know it needs improving, but I'm not sure how it should be done," "no suggestions at this time," "frankly I don't know," "I doubt that there is any possible effective method for evaluating programs for educational public relations," "I have no worthwhile suggestions," "I doubt if it can be in a large institution of the nature of ours--highly diffused alumni, etc," "Have not been in this type of work long enough to be able to rightly evaluate or suggest," "Would be glad to know the best methods," "Don't know, we're looking for the answers, too," "No specifics in mind...This needs more attention and study by the profession."

The highest number of responses, 74 institutions or 27.20 per cent of the return, cited polls, surveys, and interviews as the best method for improving the evaluation of educational relations. The concensus of opinion here is that the various forms of surveys and questionnaires

should be aimed at the main publics of an educational institution in order to evaluate the particular aspects of the program. It was in no way suggested here that there was one survey or one questionnaire which could evaluate the total public relations program. Rather, the suggestions aimed at evaluation of specific segments of the public relations program--publicity, alumni relations, internal relations, etc. Typical of the comments in this area were:

> Increased use of questionnaires and other survey techniques. Formal surveys of comparable programs at comparable institutions by disinterested agencies.
>
> By the use of evaluation methods of particular programs when they are strengthened, added to, or changed in any way.
>
> By a wider use of the statistical and survey approach. There's a great deal of horseback judgment and the use of shotguns instead of rifles being used as devices on highly relative field.
>
> Only one realistic answer in my book: opinion research on a continuing basis.
>
> Devise an inexpensive form of public opinion survey to be conducted at regularly stated intervals. Encourage and lend a sympathetic ear to all complaints and criticisms.
>
> A systematic appraisal of clippings, while good, does not offer the full answer. Only by surveys conducted among business, alumni, civic and other groups can you fully determine whether or not you are doing a good job. People on the local college front oftentimes cannot see the forest for the trees and outsiders are needed.
>
> I think the best way to evaluate a public relations program is to hire a first rate advertising company to review the publications, clippings, and all other programs, and come up with a detailed report on their opinion of these from the professional point of view. Public, faculty, students, and alumni surveys are too inclined to be subjective and amateurish.
>
> I am strong for continuous consumer research; I'd like to be able to test attitudes toward and knowledge about our institution constantly, internally as well as externally. I'd like

TABLE XII

HOW METHODS OF EVALUATION OF EDUCATIONAL PUBLIC RELATIONS CAN BE IMPROVED*

	Responses	Per Cent
1. Polls, surveys, interviews	74	27.20
2. Administrative opinion	8	2.94
3. Increased budget	8	2.94
4. Develop consistent plan	8	2.94
5. Public Relations Committee	7	2.57
6. Develop understanding of public relations	6	2.20
7. Internal publics	4	1.47
8. Research office	3	1.10
9. Better communication	3	1.10
10. More personnel	3	1.10
11. Better follow-up of graduates	3	1.10
12. Miscellaneous	34	12.50
13. No response	111	40.80
Total	272	99.96

*Results obtained from responses to question IIID on questionnaire

TABLE XII

HOW METHODS OF EVALUATION OF EDUCATIONAL PUBLIC RELATIONS CAN BE IMPROVED*

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4. Develop consistent plan	8	2.94
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7. Internal publics	4	1.47
8. Research office	3	1.10
9. Better communication	3	1.10
10. More personnel	3	1.10
11. Better follow-up of graduates	3	1.10
12. Miscellaneous	34	12.50
13. No response	111	40.80
Total	272	99.96

*Results obtained from responses to question IIID on questionnaire

> to ferret out any unfavorable reactions, find out what caused them, and try to remedy the difficulty. Obviously, it takes money we haven't got; clippings and random comments are poor substitutes.

After the area of polls, surveys, and interviews, the concensus on methods for improvement decreases. Administrative opinion, increased budget, and the development of a consistent plan were each suggested by eight institutions.

Those supporting the suggestion of administrative opinion make the point that the evaluation of the educational public relations needs to be based much more closely upon administrative opinion right at the institution concerned. It is the college or university president who best knows the aims of the school and whether or not the public relations program is best serving those aims, they say. They would have nothing to do with remotely-located public relations firms which they believe more often interfere rather than help.

The eight respondents who cited the need for an increased budget as the best way by which evaluation can be improved make the point that these better methods usually require expenditure of money which private colleges and universities don't have available for this purpose. This increased budget, they contend, would make more staff available, which in turn would allow for new, better, and more adequate programs of evaluation of public relations.

The institutions which claim the need for the development of a consistent plan of public relations point to the lack of coordinated approach to public relations--too many separate departments working in

their fields toward the same general goal. One respondent sums up this viewpoint in this way:

> I believe that it would be desirable to list specific objectives in educational public relations and to assign certain time limits for their accomplishment. A well-planned and systematic program should then be outlined for participants to permit them to evaluate the strengths and weaknesses of their parts. Then an objective determination should be attempted to ascertain whether previously defined goals have been accomplished within the specified time.

Other methods for the improvement of evaluation of educational public relations which received some support were: a public relations committee, understanding of what public relations are; internal publics, research office, better communication, more personnel, and better follow-up of graduates.

Among the miscellaneous suggestions which had only minor support include: by being more sensitive to public reaction and evaluating the reaction, by emphasizing the quality of publicity and publications, and by increasing attention to the achievements of individuals on the faculty.

Summary

1. The area of evaluation is one of the most difficult in public relations. There has been inadequate research in this area which urgently demands the attention of public relations practitioners.

2. This study reveals that public support and good will are regarded by public relations officers as the most important long-range criteria of educational public relations, receiving 114 first-place

rankings in a total of 266, and being rated first by all thirteen classifications of institutions on the basis of the sum total of composite ratings.

3. Second and third highest rated criteria were enrollment and financial support, with 40 and 22 first-place rankings respectively.

4. Enrollment is considered the most important method of evaluating the effectiveness of the public relations program in meeting the criteria, this study revealed. It received 58 first-place ratings out of a total of 224.

5. Second and third highest rated methods of evaluation were contacts made of a personal nature and alumni response, with 41 and 30 first-place ratings respectively.

6. Thirteen institutions said that no concrete evaluation was made of their public relations programs.

7. The largest group of respondents, 119 out of 272, rated the present evaluation of their educational public relations as "fair." Evaluation methods were rated "good" by 80 institutions, "poor" by 29, and "excellent" by 17.

8. Twenty-seven institutions made no response to the question of the effectiveness of present methods of evaluation of educational public relations.

9. To the question of how methods of evaluation of educational public relations could be improved, 111 of 272 respondents made no reply.

10. A great number of the respondents to the question of improving methods of evaluation stated that they had no concrete ideas on the matter or that they simply didn't know how it could be done.

11. Polls, surveys, and interviews were cited as the best methods for improving the evaluation of educational public relations, receiving the vote of 74 institutions.

12. Administrative opinion, increased budget, and the development of a consistent plan were considered of next importance in the improvement of public relations evaluation.

CHAPTER VII

PUBLIC RELATIONS PROBLEMS FACING COLLEGES AND UNIVERSITIES

Introduction

As has been pointed out earlier in this study, public relations pervades the entire life of an institution. It is not something isolated from the over-all function and nature of education. It touches every aspect of the operation of an institution, its plant, its personnel, its finances, its curriculum. The problems facing higher education are the same problems facing educational public relations programs and personnel in those institutions. There are no important problems of higher education which are not important problems of public relations. Public relations programs in colleges and universities can be labelled effective only to the extent that they can serve higher education in meeting the tremendous problems which higher education has today and the even greater problems which are destined to come in the future.

Thus, this chapter is a study of the important educational public relation problems facing colleges and universities. Beyond identifying these problems, the data in this chapter indicates what specific steps are being taken now to meet the problems, and what additional programs should be undertaken which are not now underway. Finally, the biggest weaknesses in the public relations programs are identified, to show the

extent to which they are related to the over-all problems facing colleges and universities. Material in this chapter is derived from responses to questions IVA, B, C, D on the questionnaire.

Public Relations Problems Facing Colleges and Universities

In question IVA, respondents were asked to rate on a one, two, three basis the most important public relations problems facing their institutions. Fourteen different problems were listed for rating, with space provided for additional problems.

The problem of meeting the large enrollments of the future received the highest number of first-place ratings, 66 out of a total of 251. Securing adequate financing was rated second with 46 first-place ratings. In third place, with a total of 39 first-place ratings, was increased salaries for faculty. Thirty-five respondents cited the necessity of improving the physical plant as their most important problem. Twenty institutions listed student recruitment as their chief problem. The remaining nine problems were rated as indicated in Table XIII.

The matter of improving relations with other colleges and universities received no first-place ratings from the 251 respondents.

In a composite score based on the reversed values of one, two, three ratings, the order based on first-place rankings was changed. The sum total of the composite scores with their percentages are: increased salaries for faculty, 268, 17.61 per cent; meeting the large enrollments of the future, 254, 16.69 per cent; securing adequate finance, 247, 16.23 per cent; and improving the physical plant, 241, 15.84 per cent.

TABLE XIII

MOST IMPORTANT PUBLIC RELATIONS PROBLEMS FACING COLLEGES AND UNIVERSITIES

Problems	1st rating	2nd rating	3rd rating	Total*	Per Cent
1. Increased salaries for faculty	39	57	37	268	17.61
2. Meeting the large enrollments of the future	66	19	18	254	16.69
3. Securing adequate financing	46	40	29	247	16.23
4. Improving the physical plant	35	46	44	241	15.84
5. Student recruitment	20	21	23	125	8.21
6. Gaining wider public acceptance of higher education	15	18	16	97	6.37
7. Improved internal relations	11	15	16	79	5.19
8. Better community relations	7	9	17	56	3.68
9. Curriculum reconstruction	4	8	7	35	2.30
10. Preparation of quality publications	2	5	17	33	2.16
11. Recruiting staff	2	7	12	32	2.10
12. Limitation of college enrollment	3	4	6	23	1.51
13. Planning of special events	1	4	10	21	1.38
14. Improving relations with other colleges and universities	-	3	4	10	.65
					99.92

* Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1
Results obtained from responses to question IVA on questionnaire.

In a breakdown by types of institutions on the basis of sum totals of one, two, and three ratings with the values reversed, Table XIV indicates that five classifications of institutions--state universities, land grant colleges or universities, state teachers colleges, junior colleges, and municipal universities--rated meeting the large enrollments of the future as the most important problem.

Three classifications of institutions--state universities and land grant colleges, denominational colleges or universities, and private universities--rated increased salaries for faculty as their most important public relations problem.

Women's colleges, private colleges, and "others" rated finance as their first problem. Private teachers colleges cited recruiting of staff as their first problem, and military colleges listed student recruitment.

Second-rated problems varied considerably among the classifications of institutions; but a large majority placed their second problem among those listed in the first four places on the basis of first-place rankings. Among those who deviated from this were state teachers colleges which rated gaining wider public acceptance of higher education as their second problem, and private colleges and women's colleges which named student recruitment as their second most important problem.

Other problems listed by the respondents, in addition to the 14 which were structured on the questionnaire, were: "alumni support," "larger public relations staff," "breaking down myth that 'bigness' is bad," "legislative relations," "identification of publics and

TABLE XIV

MOST IMPORTANT PUBLIC RELATIONS PROBLEMS FACING COLLEGES AND UNIVERSITIES

Problems*	1	2	3	4	5	6	7	8	9	10	11	12	13	14
State university (19)	15	28	5	9	5	13	10	7	5	5	-	1	6	-
Land grant college or university (10)	8	22	2	5	-	8	8	-	-	-	2	-	-	1
State university and land grant college (27)	20	14	8	7	-	2	6	-	2	-	-	1	-	2
State teachers college (27)	17	36	10	19	23	25	8	3	8	10	3	-	2	2
Private teachers college (2)	-	-	2	-	3	-	1	-	-	1	5	-	-	-
Municipal university (6)	6	12	2	6	-	2	3	3	-	-	-	-	-	-
Denominational college or university (73)	88	65	77	59	35	16	14	17	6	7	15	7	6	2
Private university (25)	30	18	22	25	6	7	2	6	5	2	-	7	2	-
Women's college (11)	7	5	14	7	8	3	3	-	-	1	-	-	2	-
Junior college (10)	6	15	4	2	4	1	2	5	-	-	-	-	1	-
Military (4)	3	3	2	3	9	-	-	2	-	-	1	-	-	1
Private college (46)	49	8	66	60	27	10	14	10	4	4	3	2	1	-
Others (28)	19	28	33	26	7	7	9	6	-	3	3	5	1	2
Total	268	254	247	241	125	97	79	56	35	33	32	23	21	10

* Problems are numbered on the basis of TABLE XIII
Sum totals of 1, 2, 3 ratings with values reversed in tabulating

establishment of a complete public relations program," "gaining public understanding of sport's role in liberal arts college," "gaining the support of our church constituency," "familiarizing the people of our state with the problems of higher education," "greater public acceptance of the scientific point of view," "utilizing the existing classroom space more than 12 or 15 hours per week," "scholarship aid," "improving quality of educational staff," and "expansion of guidance department."

Steps Being Taken Now to Meet Educational Public Relations Problems

In question IVB, public relations representatives of colleges and universities were asked to rate on a one, two, three basis the specific steps being taken now by their institutions to meet the important public relations problems. Ten different programs were listed for rating, with space provided for writing in additional activities.

The development of a broad program of public service activities received the highest number of first-place ratings, 57 out of a total of 231, as the most important program now under way to meet the problems. Development of a fund raising campagn rated second, with 37 first-place ratings. In third place, with a total of 36 first-place ratings, was securing acceptance by the administration of the need for a public relations program. Twenty-seven respondents cited solicitation of industrial support for higher education as the most important step now being taken by their institutions in meeting the problems. The remaining six steps were rated as indicated in Table XV.

TABLE XV

SPECIFIC STEPS BEING TAKEN NOW TO MEET THE PROBLEMS

Steps	1st rating	2nd rating	3rd rating	Total*	Per Cent
1. Development of a broad program of public service activities	57	28	24	251	18.68
2. Development of a fund raising campaign	37	34	19	198	14.74
3. Solicitation of industrial support for higher education	27	35	31	182	13.55
4. Securing acceptance by the administration of the need for a public relations program	36	14	21	157	11.69
5. Development of an educational program for greater support of higher education	27	23	21	148	11.02
6. Encouragement of people to visit the campus	10	23	33	109	8.11
7. Employment of a special fund raising man	15	15	20	95	7.07
8. Careful planning of publications	10	22	18	92	6.85
9. Employment of a full-time recruitment man	6	16	9	59	4.39
10. Development of a cooperative plan for working with other institutions	6	11	12	52	3.87
					99.97

* Total score based on reversed values, 1 equals 3, 2 equals 2, and 3 equals 1

Results obtained from responses to question IVB on questionnaire

The development of a cooperative plan for working with other institutions received only six first-place ratings.

In a composite score based on the reversed values of one, two, three ratings, the order based on first-place rankings for the first four steps in meeting the problems had only one change. The sum total of the composite scores with their percentages are: development of a broad program of public service activities, 251, 18.68 per cent; development of a fund-raising campaign, 198, 14.74 per cent; solicitation of industrial support for higher education, 182, 13.55 per cent; and acceptance by the administration of the need for a public relations program, 157, 11.69 per cent. The development of a cooperative plan for working with other institutions received a composite score of 52, 3.87 per cent, the lowest total of the ten steps.

In a breakdown by types of institutions on the basis of sum totals of one, two, three ratings with the values reversed, Table XVI indicates that eight classifications of institutions out of a total of thirteen rated development of a broad program of public service activities as their most important method in meeting the public relations problems. Three classifications of institutions--denominational colleges or universities, private universities, and private colleges--listed the development of a fund-raising campaign as being their primary solution.

Private teachers colleges listed the careful planning of publications as first, and women's colleges rated solicitation of industrial support as being most important.

TABLE XVI

SPECIFIC STEPS BEING TAKEN NOW TO MEET THE PROBLEMS

Steps*	1	2	3	4	5	6	7	8	9	10
State university (19)	35	1	6	12	15	14	1	8	2	5
Land grant college or university (10)	15	-	2	5	14	5	-	-	-	2
State university and land grant college (27)	13	4	6	8	9	2	-	2	-	2
State teachers college (27)	32	2	5	11	27	17	3	24	6	13
Private teachers college (12)	1	-	-	-	1	2	-	4	-	-
Municipal university (6)	12	4	6	4	5	3	1	-	-	-
Denominational college or university (73)	34	85	68	51	27	19	47	13	23	7
Private university (25)	22	26	24	16	15	8	5	3	2	1
Women's college (11)	3	6	9	6	3	4	2	6	6	2
Junior college (10)	18	-	5	2	7	4	1	3	-	4
Military (4)	6	3	-	-	-	2	1	1	4	1
Private college (46)	29	48	32	23	18	20	33	17	16	7
Others (28)	31	19	19	20	7	9	2	11	-	8
Total	251	198	182	157	148	109	95	92	59	52

* Steps are numbered on the basis of TABLE XV
Sum totals of 1, 2, 3 ratings with values reversed in tabulating

There was considerable variety among the classifications of institutions in their placement of the second step being taken now to meet the problems. Five classifications of institutions cited the development of an educational program for greater support of higher education. Three listed solicitation of industrial support for higher education.

Other steps being taken now to meet the problems listed by the respondents, in addition to the ten which were structured on the questionnaire, were: "development of a quality program and buildings and facilities needed for this program," "development of better internal relations," "engagement of a representative for the college in various cities on a commission basis," "lay board established as 'ambassadors of good will'," "clear cut understanding of institutional objectives and character," "annual faculty retreats off the campus to help clear internal problems and create better working relationships through mutual understanding."

Other miscellaneous steps suggested by the respondents were: self-study programs, higher admission requirements, work with legislators, increased work with alumni, establishment of research projects, improved coordination of program of publicity, alumni relations, and public addresses by administration and faculty.

Other Programs Which Should Be Undertaken

In question IVC, respondents were asked what other programs or activities should be undertaken by their institutions in the future which are not now underway to meet the educational public relations problems.

In the total of 272 questionnaires returned, 53 or 19.48 per cent of the respondents listed fund raising as the most important additional program which should be undertaken. It was the consensus of the replies in this area that, because so many of the problems are keyed to money, schools must institute concentrated drives for all types of financial aid. This would naturally include such campaigns as solicitation of industry, contacts with foundations, work with private donors, and special activities with legislators who appropriate the budgets for state-supported schools. In some cases, this program would be merely accentuating an existing fund raising program. In others, it means the adoption and development of a new, integrated, long-range approach to the financial problems of the institution.

Two respondents typify the responses which suggest the need for fund raising:

> ...A ten year development program has been authorized and the first step is the employment of a full-time person to be known as assistant to the president, under whom will operate generally the fund raising, student recruitment, publicity and alumni activities. The aim of this development program is to increase the facilities of the college to accomodate an additional 150 or 200 students, which will mean a large amount of money for physical needs, as well as endowment, faculty salaries, etc. This is in the beginning stages and far-reaching plans are on paper but cannot get underway until the above mentioned character arrives.
>
> We have organized the University Endowment and Trust Fund which has the power to do many things which are somewhat difficult if not impossible for a state institution. Only beginning, the Fund shows signs of promise. We have also just completed organizing county committees of five alumni in each of our 75 counties. They will act as channels of two-way communication, help with recruitment, recommend scholarship candidates, and raise money.

The representatives of 25 institutions (9.19 per cent) listed the solution of internal problems as the second highest rated additional program which needs to be undertaken. These institutions contend that the main additional program which should be adopted is to develop a greater ésprit de corps within the institution itself. This means a diversified program of working with students. It means offering him counseling and placement services, a greater part in institutional government, adequate and varied recreational facilities, and, in addition, it means inculcating in him the feeling that he is an integral and vitally important part of the institution. For the faculty, it means an adequate salary and retirement system, a part in administrative decisions, a fair teaching load, an incentive for research and good teaching, and the development of a feeling that the individual faculty member is the most important part of an institution.

Emphasizing the welfare of the student as a specific internal problem, a respondent points out:

> A more concentrated effort to work with students, individually and in groups, is needed, to find answers to their problems. I have in mind such simple things as finding tools and materials for decorating for their dances; how to utilize the health service provided; even how to dress for certain occasions. Assisting students to find and develop their latent citizenship potentials is a job we seem to fail in doing well. Making students conscious of these responsibilities in life is important.

Another respondent points up the need in respect to staff:

> A program to bring about closer relationships between the administration and the members of the staff is needed. A greater understanding of the problems of the staff by the administration and vice versa is needed. A similar program with a similar purpose involving the students and the administration is essential.

Sixteen institutional representatives suggested that what is necessary is to continue on the course now established. Fourteen respondents listed the expansion of the alumni program as a program which should be undertaken. This is the perennial problem of how to build or how to strengthen a comprehensive alumni program. Such activities as reunions, class-days, workshops, alumni magazine, and programs for the alumni club meetings are part of the over-all problem.

Fourteen institutions cited improved community relations as a program which should be undertaken. This included greater membership by faculty on community groups, better community service plans, expansion or establishment of a speaker's bureau, the opening of an evening college, development of consultation services, opening of college facilities to the community, and additional programs to focus the interest of the entire community on the college's program.

Eighty-three respondents, 30.51 per cent of those who returned the questionnaire, made no reply to the inquiry on what other programs should be undertaken which are not now underway to meet the problems of educational public relations.

The number of responses and per cent of the other programs are listed in Table XVII.

Among the miscellaneous suggestions which had only minor support were: "A great teachers' program to hold and obtain teachers by increasing salaries with support from alumni, business, industry, and special individuals"; "an attempt to reduce our very high tuition which may be depriving worthy young people of a higher education"; "full time news

TABLE XVII

OTHER PROGRAMS WHICH SHOULD BE UNDERTAKEN WHICH ARE NOT NOW UNDERWAY*

Programs	Responses	Per Cent
1. Fund raising	53	27.20
2. Solution of internal problems	25	9.19
3. Continuation on course now established	16	5.88
4. Expansion of alumni program	14	5.14
5. Improved community relations	14	5.14
6. Additional personnel	12	4.41
7. Expanded publications program	10	3.67
8. Physical plant expansion	8	2.94
9. Better legislative relations	7	2.57
10. Creation of a public relations committee	4	1.47
11. Holding of more institutes	3	1.10
12. Wider use of television	2	.73
13. Improved parent relations	2	.73
14. Miscellaneous	19	6.99
15. No response	83	30.51
Total	272	99.95

* Results obtained from responses to question IVC on questionnaire

bureau"; "finding new and better ways to interest the youth of the nation in higher education leading to a career in public services"; "I think we may have to get the idea across in the public mind of limited enrollment at a state institution before the pressure sets in"; and, "faculty members and administrators should be encouraged to speak out loudly in their respective areas of competence on current issues--the current blackout of academic opinion, built largely by public relations people is shameful, at least in this state, where only a minute minority know of the existence or purposes of higher education."

Biggest Weaknesses in Public Relations Programs

In question IVD, respondents were asked to list the biggest weakness in their public relations programs. Answers of the respondents were placed in seven different categories.

In the total of 272 questionnaires returned, 134, or 49.26 per cent of the respondents, listed insufficient time, money, and personnel as the greatest weakness in their public relations programs. Public relations personnel who responded in this way point to the fact that public relations people are "spread too thin." They are asked to assume all types of jobs, to meet all kinds of demands. In many institutions, the public relations office is expected to handle publicity, alumni relations, placement, publications, supervise student publications, write speeches, conduct campus tours, take pictures, as well as a great number of other miscellaneous chores. All of this is demanded without an adequate budget or adequate personnel.

The following comments are typical of the responses made on this weakness:

> Lack of funds to employ sufficient help. The director is forced to plan and implement the program including general publicity, sport publicity, all publications and alumni affairs as well as sitting on top committees of the institution and the board. This means too little time for planning and adequate community contacts. We also need, and are studying, a more coordinated plan of public relations activities from the top down, with the chain of command clearly stated.
>
> The people concerned have had too many other duties--our public relations activities have been, and to a degree continue to be "defensive"--putting out fires.
>
> Lack of competent field personnel. We have two, we need six, eight would be more adequate. We are, I believe, doing quite well on publicity, but lack sufficient manpower to capitalize on this. Good men are hard to find. Most educational institutions want men who can earn $20,000 per year, but can offer only salaries of from $5,000 to $7000 a year.
>
> Public relations personnel is spread too thin, preventing us from doing a thorough job. Again this apparently stems from a lack of definition of the public relations functions. The administration, and other constituents, tend to judge the public relations program merely by the tangibles--clippings, publications, etc.--and do not allow enough time for the intangibles--development, planning, and execution of policies.

The representatives of 42 institutions (15.44 per cent) stated that internal problems were their greatest public relations problem. Foremost in the problem of internal relations is the matter of proper understanding of public relations and its functions by the entire staff. As many of these respondents point out, there is a tendency of officials and faculty members to seek to handle public relations matters themselves, and to ask for professional help and guidance only when they get into trouble.

Another facet of the internal problems is proper relationship of the student body to the faculty, administration, and governing boards. All too often students and their opinions are forgotten when vital decisions are being made.

Many administrators still fail to understand the nature of public relations, or are afraid to have it operate at their institution. Thus, it follows that public relations does not receive the support that it should, and hence becomes impotent.

Actually, the matter of internal relations is a two-sided problem, first, maintaining a high morale among trustees, administrators, faculty, and students; and second, the development within an institution of the proper understanding of what public relations is, how it should be organized, and how each unit within the institution fits into the over-all pattern.

Respondents to this question point out the internal problems in this way:

> To make the so-called public relations department a potent public relations force in name and operation, as opposed to the prevailing feeling that it is a catch-all service department for the entire college. Staff and students look upon public relations as a place to dump their problems, and fail to recognize their responsibilities as public relations agents of the institution they represent.
>
> Lack of proper liason between top policy level and functioning public relations agency and the operation of a two-way street with respect to execution of an institution-wide public relations program.
>
> Our biggest weakness is in the area of trustee relations. Maintenance men and trustees are the only people who can work for colleges without knowing anything about education, and the

> maintenance crew usually seems more willing to learn. There are large areas of public relations and higher education where these people show very little understanding. My own opinion is that there should be annual state meetings where trustees could be brought up-to-date on current curricular, administrative, public relations, and student trends.
>
> A lack of coordination in planning a public relations program; a notion among the higher ups that the administration is gospel when it comes to public relations and not enough exchanging of ideas on how things could be improved, or long range planning except among a few administrative officers. The publicity office is charged with getting out favorable publicity, but has too little to do with planning--too much grinding out of news releases and not knowing enough about the background.

The five other problems are listed with their respective number of respondents and percentages in Table XVIII. Fifty-two respondents (19.12 per cent) made no reply to the question of the biggest weakness in their public relations program.

Miscellaneous weaknesses named by the respondents include: "gaining recognition for a technical college that is servicing an unpublicized industry," "extreme caution surrounding research which deprives us of one of our most effective interpretive stories," "failure to use the mass media to the fullest extent," "failure to solicit advice and criticism of alumni."

Summary

1. The problems of public relations are inextricably intertwined with the problems of higher education in general. There are no important problems of education which are not closely related to public relations.

TABLE XVIII

BIGGEST WEAKNESS IN PUBLIC RELATIONS PROGRAMS*

Weaknesses	Responses	Per Cent
1. Insufficient time, money, and personnel	134	49.26
2. Internal problems	42	15.44
3. No clear-cut organization	12	4.41
4. Community problems	12	4.41
5. No objectives	7	2.57
6. Alumni problems	6	2.20
7. Inadequate evaluation	2	.73
8. Miscellaneous	5	1.83
9. No response	52	19.12
Total	272	99.97

* Results obtained from responses to question IVD on questionnaire

2. The most important public relations problem facing colleges and universities is the problem of meeting the large enrollments of the future, according to 66 respondents who listed it first. This was followed in order by the problems of securing adequate financing, increased salaries for faculty, and the need to improve the physical plant. On the basis of the composite score, using reversed values for one, two, three ratings, the most important problem was increased salaries for faculty. This was followed in order by the problems of meeting the large enrollments of the future, securing adequate financing, and improving the physical plant.

3. Colleges and universities which responded to this study did not feel that the improvement of relations with other colleges and universities an important problem now facing them. This category received no first-place ratings.

4. Twenty institutions feel that student recruitment is still their chief problem.

5. Institutions are making constructive efforts to meet educational public relations problems. The highest number of respondents, 57, listed the development of a broad program of public service activities as the most important problem-solving method. This was followed in order by the development of a fund raising campaign, securing acceptance by the administration of the need for a public relations program, and solicitation of industrial support for higher education.

6. The development of a cooperative plan for working with other institutions as a means for meeting the important problems received only six first-place ratings.

7. Additional programs which should be undertaken in the future to meet the educational public relations problems were listed in this order of importance by the respondents to this study: fund raising, solution of internal problems, continuation of courses now established, expansion of alumni program, and improved community relations.

8. Over 30 per cent of those who returned this questionnaire made no response to what additional programs should be undertaken to meet the problems.

9. Approximately one-half of the respondents to this study cited insufficient time, money, and personnel as the greatest weakness of their public relations program. This was followed in order by the following weaknesses: internal problems, no clear-cut organization, and community problems.

10. Fifty-two respondents made no reply to the question concerning the biggest weakness in their public relations programs.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

It would be desirable at this time to review briefly the nature of the problem involved in this study. The purpose of this thesis was to make a study of three selected factors in the public relations programs of colleges and universities in the United States--the philosophy and objectives of educational public relations, evaluation of the public relations programs, and the important public relations problems facing colleges and universities.

A breakdown of the three selected factors above resulted in an analysis of the following questions: (1) What are the major philosophies of public relations held by universities and colleges? (2) What are the major objectives of colleges and universities for their public relations programs? (3) How do the public relations programs of the member institutions contribute to the general purpose and objectives of the American College Public Relations Association? (4) By what criteria do the colleges and universities evaluate the effectiveness of their public relations programs? (5) How do the institutions determine the effectiveness of their public relations programs in meeting the criteria? (6) How effective are the methods of evaluation of educational public relations and how can they be improved? (7) What are the most important public relations problems facing colleges and universities today?

(8) What steps are being taken now or should be taken in the future to meet the public relations problems facing institutions of higher education? (9) What are the biggest weaknesses in the public relations programs of colleges and universities? (10) How can the ACPRA better serve the colleges and universities?

Summary of the Most Important Findings

Based on the research material tabulated from the questionnaires returned from 272 colleges and universities in 48 states and the District of Columbia, this study shows:

1. Over half of the reporting schools who participated in this study cite interpretation of the institution to its publics as the basis of its educational public relations philosophy. Other major philosophies of educational public relations, in order of number of adherents, are: public service, cultivation of good will, and the development of a quality institution.

2. The highest rated objective for public relations, based on the number of institutions who subscribe to it, is building and holding good will for the institution. Other key objectives in order of importance are: keeping the college's publics informed as to aims, progress, and needs; attracting acceptable prospective students, and helping to raise funds.

3. Among the major ways in which member institutions are attempting to contribute to the general purpose and objectives of the ACPRA

are the following: exchange of materials, visits to other colleges and universities, speeches by the president, interpretation through the mass media, memberships in professional organizations, community service, and maintaining the quality of the institution.

4. Major ways in which the American College Public Relations Association can improve its service to members as indicated by this study are: exchange materials and ideas; develop evaluation teams; make a strong, forceful effort to communicate with top administration; and promote higher education in general.

5. Public support and good will are considered the most important long-range criteria of educational public relations, this study reveals. Other major criteria are enrollment and financial support.

6. The largest number of respondents to this study rate their present methods of evaluation as only "fair."

7. Polls, surveys, and interviews are cited as the best methods for the improvement of educational public relations evaluation. Other methods of improvement which received support of responding members are: utilization of administrative opinion, increased budget, and the development of a consistent plan.

8. The most important public relations problems facing colleges and universities are increased salaries for faculty, meeting the large enrollments of the future, securing adequate financing, and improvement of the physical plant.

9. This study reveals the following specific steps being taken now by colleges and universities to meet these public relations problems:

development of a broad program of public service activities, development of a fund raising campaign, solicitation of industrial support, and securing acceptance by the administration of the need for a public relations program.

10. Additional programs which must be undertaken which are not now underway are listed in this order by the respondents to this study: fund raising, solution of internal problems, expansion of alumni program, and improvement of community relations.

11. The greatest weaknesses in public relations programs of respondents to this study are: insufficient time, money, and personnel; internal problems; no clear-cut organization; and community problems.

General Conclusions

Data from the questionnaires received from the 272 institutions and a comprehensive survey of the literature of the field supoort the following conclusions:

1. This study shows that a pervasive element in educational public relations is the element of good will. Evidences of this in the literature are manifold. Over a fourth of the institutions replying to Hawk's study listed the winning of good will of the college publics as the prime function of the public relations or publicity office. Ryan's research found that public relations offices are maintained primarily to create good will for the college. In Fine's study, college presidents and publicity directors were found to have comparable objectives regarding the function of the publicity bureau, with the objective to create

good will listed as first. Heath, in his survey of college and university presidents and public relations directors, found that the first-ranking objective was to build good will for the institution. The element of good will was also an important finding in studies by Meyers, Gibson, Hagman, and Wimpress.

These findings correlate well with this study. One of the top three philosophies expressed by respondents to this study was that of securing good will for the institution. The highest rated objective of educational public relations, named by 114 as first choice, was also that of good will. Institutions hold good will as a key to building good external and internal relations among their many publics--community, alumni, business, trustees, faculty, students, parents, and general public.

2. This study shows that public relations has a vitally important part to play in higher education. Interpretation of institutions to their publics was considered the most important part of the educational public relations philosophy by a majority of institutions. It is this interpretation which is going to be so vitally important in the years ahead.

A look ahead at the tremendous problems which will be facing higher education in the next 15 years clearly indicates the scope of the public relations job which must be done. This is no emergency situation like that which followed World War II. Faced with doubling enrollments, coupled with the attendant problems of finance, adequate staffing, and expansion of physical plant, public relations has the responsibility for

interpreting these needs to the many publics of institutions of higher learning. Questions on the value of education, on who should be educated, on what should be the nature of the program, on why education costs so much, must be answered. Education must not be put on the defensive. The constructive force in higher education can be a firmly-grounded program of public relations, institutionally conceived and executed, to the end that the goals of higher education can be realized.

3. The American College Public Relations Association today stands as the only important professional organization for educational public relations personnel in higher education. As an organization of 1,200 members, it has made many important advancements. However, this study shows many areas in which the organization needs improvement. Nominally dedicated to the professed objective, "to unite those persons interested in any and all phases of public relations activities of colleges and universities in the United States...and the continuous development and maintenance of high standards in educational public relations and the advancement of higher education in general," the Association has proved notably weak in the area of "advancing the cause of higher education in general."

First of all, the ACPRA has not carefully spelled out what is meant by this very worthy objective. Beyond failing to define terms, it has failed to establish and implement a program to achieve this objective. ACPRA has only begun to take concrete steps itself in the promotion of this aim.

One example of the failure of the ACPRA to come to grips with an important problem which affects all of higher education is the matter of the tremendous future enrollments which face all colleges and universities. The registrars and admissions officers made an extensive study of the problem and published a pamphlet entitled "The Impending Tidal Wave of Students." This was an area where the ACPRA should have been working for many years. But it was left to others to do the job. This is but one example of failure to advance the cause of higher education in general.

ACPRA has failed to be alert to the public relations problems which affect the welfare of all of higher education. This means that the national association, through its executive board and its national office, should have initiated studies which advance the primary goal of the Association. Areas where the Association should have been more active include: the status of public relations in colleges and universities, major public relations activities and programs, financial needs of higher education, staff requirements, and expansion of the physical plant.

In addition to the failure on its own behalf, ACPRA has failed to stimulate its membership to understand the meaning of the objective, and in turn has not given them the motivation to make their contribution.

Thus, it is apparent that individual colleges and universities have been, and are, interested in activities which are primarily selfish. This, of course, is somewhat to be expected. Public relations people are employed by one institution, and owe their primary allegiance to

that institution. However, there seems to be a lack of understanding of both the need and desirability of the "advancement of higher education in general."

When institutions are asked in what way they are cooperating to advance the over-all goal of ACPRA, they point to individual activities which primarily benefit their own institution, and only incidentally promote the over-all goals of education in general. Institutions list activities which are largely unilateral, restricted to one institution, and in the final analysis are conducted for selfish reasons.

When colleges and universities contend that they are "advancing the cause of higher education in general" by interpretation of education through the mass media, by memberships in professional organizations, by rendering community service, and by being a quality institution, the burden of proof immediately lies on them to establish the causal relationship between these activities and the goal or they are guilty of a gross fallacy of non sequitor. For example, when institutions claim they are advancing the over-all cause of higher education by the interpretation of education through the mass media, they do not say to what extent, how often or in what manner this is being done. Would an analysis of their interpretations, whatever may be the media, show that the interpretations were always or even to a large extent slanted toward the "advancement of higher education in general?" On the other hand, would such an analysis show that such interpretations were primarily selfish, directed exclusively to the promotion of their own institution? How often and by what methods do these institutions really interpret

higher education in general? The answer cannot be given here. This is a matter for other studies. The same reasoning applied to claims that higher education is promoted by memberships in professional organizations. What is the value of membership per se? Why are they members of these professional organizations? Are they merely there to pick the minds of other institutions for their own benefit? Or are they an active, constructive force in these organizations for the promotion of higher education in general?

The same line of reasoning applied to the suggestions of community service and the effort to be a quality institution. One can suppose that each institution by doing these things is creating a chain which cumulatively does influence the "advancement of higher education in general." But this contention is valid only to the extent that these institutions make these methods cumulative toward higher education in general, and point them toward this end. As of this date, there is little evidence to justify such a conclusion.

Another facet of this situation, which once more indicates the unilateral thinking of colleges and universities, is the evidence in this study that institutions have little interest in working with other institutions in their own state or even in their own area. Except in a few isolated cases where cooperative efforts have been started (mostly in fund raising), there still exist elements of competition and rivalry which seem to destroy a united attack on the problems of higher education.

Indicating the lack of interest in a cooperative attack on the problems of higher education, institutions reacted as follows to questions in this study: (1) Representatives of only two institutions out of 272 indicated that their philosophy has anything whatsoever to do with the development of higher education in general; (2) The objective of acquainting the public with the problems of higher education received only four first ratings out of a total of 268; (3) The objective of acquainting the public with new educational trends received no first-place ratings and only three second and two third-place rankings; (4) Representatives of 83 institutions out of 272 made no response when asked how their programs contributed to the general purpose and objectives of ACPRA; (5) Promotion of higher education in general was rated fifth as a suggestion on how the ACPRA could better serve the members (only 11 institutions listed it); (6) Only 15 first ratings out of a total of 251 were received by "gaining wider public acceptance of higher education" as one of the most important public relations problems facing colleges and universities; (7) Representatives of only six institutions out of 231 rated development of a cooperative plan for working with other institutions as a step being taken now to meet educational public relations problems.

What might be the gains for higher education in general if institutions were to attack their problems cooperatively? Private institutions have made a start at least in the fund raising area by the establishment of foundations which present a united plea to industries for funds. Public-supported institutions in many places are still failing to realize

the value of a united front for the presentation of their needs to legislative bodies and to the public.

On the basis of the evidence, this writer believes that the ACPRA and its member institutions have, as yet, failed significantly to "advance the cause of higher education in general." It is also the belief of this researcher that this failure is crucial and that it must be remedied immediately if ACPRA is to hold a place of influence in higher educatinn. It is suggested that ACPRA immediately spell out its over-all objective and move to a specific program of implementation of this objective. Beyond this, individual member institutions must demonstrate that they are interested in higher education in general, as well as their own institution and that they are willing to work co-operatively on mutual problems with institutions within their own state.

4. This study reveals that the American College Public Relations Association is making a contribution to its member schools. In particular, the quarterly, the newsletter, the new-member packet service, the placement service, the district conventions, and the national convention are all considered to be worthwhile. However, this study also shows that there are areas where the ACPRA needs to expand its service. As has been pointed out previously, one area which demands immediate definition and implementation is that of "advancing the cause of higher education in general"--the ACPRA prime objective. ACPRA must take constructive steps itself to promote and advance this goal as well as spelling it out so that members can know how they too can implement this objective.

Secondly, ACPRA can be helpful to member institutions by providing ideas and materials for carrying out many public relations activities. This was the expressed wish of many of the institutions who responded to this study. In effect, this service can be somewhat like the new-member packet service, but it needs to be more extensive. Case studies of inaugurals, dedications of new buildings, and centennials, in addition to other studies on special events, need to be made available to members through the national office and the research committee. Viewbooks and publications on fund raising, faculty, orientation, alumni, sports, and student enlistment also should be made available to member schools. This recommendation is made in the belief that this is one special method by which member schools can share "know-how" and thereby may well begin to advance the cause of higher education in general.

Thirdly, the ACPRA needs to encourage more extensive research in the public relations field. Its research committee has too long been restricted to merely approving or disapproving research topics. This committee could become the repository of funds for special research projects. It could compile a list of significant problems in the public relations field which needs exploration. It also could be this committee's responsibility to provide a library of undergraduate and graduate studies in the field which could be made available to member schools on a loan basis. These methods will help to encourage research in the public relations field, research which is vitally needed.

Fourthly, the ACPRA national office itself should be entering the field to make significant surveys. A continuing study needs to be made

of public relations to the end of up-grading and over-all program. The national office, as the coordinating unit of the entire association, has the facilities to make these continuing surveys. Thus, public relations people would have up-to-date information on current happenings in the field.

Fifthly, ACPRA should consider the feasibility of establishing evaluation teams, a suggestion of many respondents to this study. There seems to be a demand for experienced personnel of the Association to go to member schools, upon their request, to assist these schools in surveying their needs and in working out solution to their problems. The emphasis in this consulting service would be to help the members to help themselves. These would not be experts who would come with pat answers to public relations problems. On the contrary, these consultants would bring their experience to bear on helping their colleagues meet their specific problems in their own institutions.

Finally, as indicated in several other areas in this conclusion, administrative approval, understanding, and support of public relations are essential to an effective program. This writer suggests that ACPRA can make a real contribution here by channeling to administrators important public relations materials which would give the administrators information on accomplishments, needs, areas of expansion, budgets, and similar information concerning public relations. Perhaps, this could be done by use of a news letter for presidents and governing boards of colleges and universities.

5. This study shows that the public relations field has not yet reached the stage where it can be called a profession. It is making progress, and is beginning to justify its existence. It is struggling to acquire status. But by the tested standards of medicine, law, and the other professions, public relations still falls far short of attaining the goal. Progress has been made toward that end, but the goal of professionalism is as yet not in sight. Organization of practitioners has taken place, codes of ethics have been written, constructive efforts for cooperative programs have been started, but the major deficiencies still exist. In general, there are no policing of public relations practitioners and their practices, no sanctions against malpractices, and no examinations or licensing. Standards still must be more clearly defined and adhered to by the members of the clan. Public relations people are still not identifiable; they do not stand out as an entity. Part of this is due to the proliferations of the craft, and the attempt of "know-all" and "do-all" by public relations people. There is little in the way of definition of what a public relations person is, what he does, or what he stands for. There is also little agreement on the training and background necessary for public relations practitioners. This is an area where the professional public relations organization has a tremendous job to do.

If professional status is desirable for public relations, and it is here assumed that it is, then this writer suggests that some definite decisions must be made by public relations people themselves on the nature and scope of the field and on requirements and training for

practicing the art. It is suggested that a system of examinations and licensing, a system of policing and sanctions against malpractices, and an organized program of training for those who would hope for professionalism in public relations should be considered.

6. This study suggests that public relations people are struggling to establish status. This is not merely status as a profession as discussed in point five, but a status of acceptance as academically respectable and as a full partner in the venture of higher education. In too many instances, public relations officers are merely the chore boys of the institution. This means that every conceivable type of problem and project is thrown in their laps. In too many cases, they are not consulted in matters which are really vital public relations matters.

Part of the responsibility for the failure to realize the importance of public relations, and to identify its part in the life of the institution, lies at the door of the college or university president. All too often, minor matters are given the public relations office, while the broader public relations policies, considered to be outside the scope of the public relations office, are reserved for the top-level administrators. This means that public relations people are too often frustrated, sometimes bitter and cynical about their place in the scheme of higher education. It also means that public relations offices must continue to operate on inadequate budgets and staff. It means that so many insignificant assignments are thrown their way that public relations people cannot do the important job they should be doing. This problem calls for the education of college administrators.

7. This study shows that the meaning, place, and nature of public relations in a given institution seem to be rather tenuous. In only a few cases does the status of public relations seem to hold any tenure. In only a few institutions is public relations a part of the history and tradition of the college or university. In many places, the philosophy and objectives of public relations reside in the minds of the current public relations staff. Hence, they are transitory, changing with every major public relations staff change. This writer suggests that public relations must become a more integral part of the institution and must develop sufficient stability of function and purpose that it will play an important part in the life of an institution over a long period of time.

8. Although colleges and universities are trying to develop a broad program of public relations, there is still considerable evidence in this study that many institutions, especially small colleges and universities, are using only one aspect, i.e. publicity. The news function still seems to be the most important part of the public relations program. Many institutions are trying to extend their programs to include a unified, integrated, and comprehensive approach to public relations.

9. One of the weakest areas in educational public relations is the matter of evaluation, this study shows. How can an institution discover the effectiveness of its public relations? Enrollment, contacts of a personal nature, and alumni response have been indicated as the main methods for evaluating the effectiveness of the public relations program. Many institutions admit they have no concrete method of evaluation.

Representatives of 119 institutions in this study say that their evaluation methods can be classified as only "fair."

One of the greatest problems in this area is that the public relations personnel and/or the administration are in many cases, so busy doing routine chores that they do not or cannot take the time to check the public's pulse. Time must be made available for study of things done, of achievements made, of effects on the publics, and of ways to improve.

This writer suggests that institutions can start in the beginning with facets of the public relations program. Obviously, it is difficult to evaluate the total concept of public relations at one time or by one method. It seems to this writer that evaluation is going to have to be developed segment by segment. This means, for example, that the information service or the news service can be evaluated by nature and frequency of releases and by media response. Perhaps another way to approach the problem is to evaluate public relations in terms of effectiveness with different publics. Why not have a systematic check of relations with students, faculty, alumni, trustees, mass media, community, business, and parents? Some of this evaluation can be done by the institution and its staff. Other surveys can be run by professional organizations Only by a systematic item-by-item evaluation, either by aspects of public relations or by publics, can an institution get any reliable basis for understanding the effectiveness of its public relations. To do other wise is to encourage guesswork, superficial generalizations, and wasted time and energy.

10. This study shows that the pre-occupation with the mechanics of the trade has seemed to demand so much of the energy, time, and thought of public relations people that they do not have time to think about fundamentals of a public relations program. This is indicated in part by the lack of response to certain questions by the 272 institutions which returned questionnaires for this study. Thirty-one representatives made no response to the question concerning the philosophy of educational public relations. To the question of how their public relations program contributes to the general purpose of the ACPRA, 83 respondents, 30.51 per cent of the total response, had no answer. When queried on how the ACPRA can better serve their institution, 114, or 41.91 per cent of the sample, had nothing constructive to suggest.

In the field of evaluation, 111, or 40.80 per cent, gave no answer on how present methods of evaluation of educational public relations could be improved. When asked what other programs could be instituted which are not now underway to meet educational public relations problems, 83, or 30.51 per cent, had no response. Finally, when asked what is the biggest weakness in their public relations program, 52, or 19.12 per cent, gave no answer.

Although there are many reasons for not answering the questions, it does seem to indicate that public relations people are not thinking adequately about problems beyond the day-by-day doing of the job.

11. In so much of public relations, the student is the forgotten man. One forgets that a college or university is for the student, and his welfare is paramount. This study suggests that very little effort

is made for utilizing students in public relations. It seems fairly obvious that the students are or can be the most potent force for good or bad public relations. How the student is treated, the quality of his instructional program, the nature of his co-curricular activities, plus a great number of miscellaneous services determine how he will feel toward the institution. This writer feels that the student should be more often and more deeply involved in public relations. He can be the good will ambassador; he can be the fault-finder; or he can be the malefactor who may well destroy any effective public relations which the institution has.

Recommendations for Further Study

The field of public relations offers a wide range of research possibilities. One obvious reason for this is that very little research has been done in the field.

Some of the research possibilities which this study suggests are:

1. A study of evaluation methods and their effectiveness is needed. This was one of the greatest areas of weakness indicated in this study. Only meager beginnings have been made in this area, which is certainly fundamental if any assessment of the value of public relations is to be made.

It is suggested that aspects or phases of a public relations program be studied from the standpoint of evaluation. It is difficult or impossible to study the over-all public relations program, while breaking it up into segments for evaluation may be feasible.

2. This research has suggested many facets of public relations, all of which are important in the total picture. To date, little or no research has been done to ascertain how important each of these various parts are to the effectiveness of the whole program. Hence, counseling, speeches, community relations physical plant, instructional staff, plus a great many other areas, can be studied from the standpoints of objectives, nature of the program, and total contribution to the over-all public relations of a college or university.

3. In publicity, several projects are indicated. An analytical study should be made of each medium--newspapers, radio, television, and magazines--to discover the nature and form of material desired, frequency of use, and other related matters. Each of these media offers different problems, and many studies can be made of each. This area of study is recommended because so much of the time and budget of an average institution is devoted to activities in this field.

4. A periodic study, about every five years, needs to be made concerning the nature, scope, function, and practices of public relations in colleges and universities. Such items as budget, staff, and nature of duties could help to inventory the programs in educational institutions. This type of study is valuable because it could indicate changes in procedures and methods, and might well be a general yardstick for evaluating programs of public relations at stated intervals.

5. Studies can be made of public relations in the various types of colleges and universities in the United States. Already, such studies have been done for the liberal arts colleges, the Negro colleges,

teachers' colleges, and women's colleges. Other classifications of institutions which might very well lend themselves to an over-all public relations study are: state universities, land grant colleges and universities, municipal universities, and military schools. This type of study is suggested because it would give schools within the classification an opportunity to compare notes with their sister institutions. Also, such a study would indicate how certain classifications of institutions look at the business of public relations.

6. Because of the great emphasis today on the responsibility of business and industry to support higher education, a continuing study should be made of this relationship. Continuing studies of amounts given, purposes for which the grants are made, effects of the grants, and similar aspects could be made.

7. In order to study some of the important problems of public relations today, a definitive history of public relations, both educational and general, needs to be written. Unless the background of many of the practices of today are known, there is little basis for a critical analysis of the field from the historical point of view.

8. In addition to the many facets of public relations suggested for study in number two, the whole field of extra-curricular activities offers many possibilities for research. An analytical study of debating, dramatics, music, and athletics, made in respect to their contributions to the public relations of a college or university, would offer an interesting and challenging study.

9. If, as suggested by this study, public relations is the sum total of all the impressions made by an organization and the people connected with it, then there is a place for a study of the role of various college and university personnel in public relations programs. This suggests studies of the role of the president, the dean, the registrar, the faculty, the students, and the custodial staff in public relations.

10. Because public relations people everywhere emphasize the need to know and understand the various publics of the institution, a very worthwhile study could be made of the inter-relationships between institutions and alumni, students, faculty, community, parents, and business.

11. A definitive study of how the American College Public Relations Association is "advancing the cause of higher education in general" could be done periodically. A supplementary aim of this study would be to determine how member institutions of ACPRA are contributing to this aim. Studies of this nature are of first importance because this is the most important goal of the ACPRA, and one which this study has examined rather critically.

12. Because institutions everywhere are putting more and more of their budgets into publications, an assessment of their value is important. A study of the publications of institutions might well provide important answers to questions such as: the need for such publications, cost, audience to whom circulated, readability, evaluation of effectiveness, and contribution to the public relations of the college or university.

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APPENDIX A

COLLEGES AND UNIVERSITIES PARTICIPATING IN THE STUDY

Colleges and Universities Participating in the Study

1. Abilene Christian College
2. Adams State College
3. Agnes Scott College
4. Agricultural and Technical College at Greensboro
5. Albany State College
6. Albion College
7. Albright College
8. Alfred University
9. Alma College
10. Antioch College
11. Arkansas Polytechnic College
12. Arkansas State College
13. Augustana College
14. Aurora College
15. Austin College Avon Old Farms
16. Baldwin-Wallace College
17. Ball State Teachers College
18. Baylor University
19. Baylor University College of Medicine
20. Beloit College
21. Bemidji State Teachers College
22. Bethany College
23. Bethel College
24. Bordentown Military Institute
25. Bowdoin College
26. Bowling Green State University
27. Bridgewater College
28. Brigham Young University
29. California State Polytechnic College
30. Campbell College
31. Carroll College
32. Carson-Newman College
33. Carthage College
34. Central Michigan College
35. Central Missouri State College
36. Central State College
37. The Citadel
38. Clark University
39. Clarke University
40. Clarkson College of Technology
41. Colby College
42. Colorado School of Mines
43. Concordia Teachers College
44. Teachers College of Connecticut
45. Converse College
46. Cornell College

47. Dakota Wesleyan University
48. Dartmouth College
49. DePauw University
50. Dickinson College
51. East Los Angeles Junior College
52. Eastern Baptist College
53. Elmhurst College
54. Emmanuel Missionary College
55. Emory and Henry College
56. Erskine College
57. Evansville College
58. Fordham University
59. Fresno State College
60. Gallaudet College
61. The George Washington University
62. Georgia Institute of Technology
63. Medical College of Georgia
64. Georgia State College for Women
65. Gonzaga University
66. Goshen College
67. Greenville College
68. Hamilton College
69. Harcum Junior College
70. Harvard University
71. Heidelberg College
72. Hesston College
73. Hillyer College
74. Hobart and William Smith Colleges
75. Hood College
76. Houghton College
77. Hope College
78. Howard College
79. Huntington College
80. Illinois Institute of Technology
81. Illinois State Normal University
82. Illinois Wesleyan University
83. Iona College
84. Ithaca College
85. Jefferson Medical College
86. Kansas Wesleyan University
87. Kent State University
88. Knoxville College
89. Lake Forest College
90. Lamar State College of Technology
91. Lees-McRae College
92. LeMoyne College
93. Lenaic Rhyne College
94. Lewis and Clark College
95. Linfield College

96. Loras College
97. Los Angeles College of Optometry
98. Los Angeles State College of Applied Arts & Sciences
99. Louisiana State University
100. Lowell Technological Institute
101. Loyola University
102. Macalester College
103. Manhattan College
104. Marietta College
105. Marquette University
106. Mary Baldwin College
107. Mary Washington College of the University of Virginia
108. State Teachers College at Towson, Maryland
109. Marylhurst College
110. Massachusetts Institute of Technology
111. College of Medical Evangelists
112. Michigan College of Mining and Technology
113. Michigan State University
114. Middlebury College
115. Milwaukee-Downer College
116. Mississippi Southern College
117. Mississippi State College
118. Monmouth Junior College
119. Montana State University
120. Moody Bible Institute
121. Morris Harvey College
122. Mount Mary College
123. Mount Union College
124. Muhlenberg College
125. Nasson College
126. Nazareth College
127. Nebraska Wesleyan University
128. Newark College of Engineering
129. Newberry College
130. New Haven State Teachers College
131. New Jersey State Teachers College at Newark
132. New Mexico Institute of Mining and Technology
133. City College of New York
134. State University College of Forestry at Syracuse
135. State University Teachers College at Genesco, N. Y.
136. State University of New York
137. State University of New York College of Medicine in Brooklyn
138. State University of New York College for Teachers
139. North Carolina College at Durham
140. North Dakota Agricultural College
141. North Idaho Junior College
142. Northeast Missouri State Teachers College
143. Northeastern Oklahoma A & M College
144. Northeastern State College

145. Northeastern University
146. Northern State Teachers College
147. Northwest Christian College
148. Northwestern University
149. Norwich University
150. Occidental College
151. Ohio Northern University
152. Ohio Wesleyan University
153. Oregon State College
154. Ottawa University
155. College of the Pacific
156. The Packer Collegiate Institute
157. Pamona College
158. Park College
159. Pasadena College
160. Pembroke State College
161. Pennsylvania State University
162. The Woman's Medical College of Pennsylvania
163. Pepperdine College
164. Peru State College
165. Philadelphia Textile Institute Foundation
166. Pratt Institute
167. Princeton University
168. Principia College
169. Purdue University
170. Queens College
171. Reed College
172. Rhode Island College of Education
173. Rhode Island School of Design
174. Roberts Wesleyan College
175. Rochester Junior College
176. Rockford College
177. Rockhurst College
178. Roosevelt University
179. Saint Francis College
180. Saint John College of Cleveland
181. St. Mary's University
182. St. Paul Bible Institute
183. St. Paul's College
184. College of Saint Rose
185. San Angelo College
186. San Francisco Theological Seminary
187. San Jose State College
188. Savannah State College
189. Scarritt College for Christian Workers
190. Seattle Pacific College
191. Shepherd College
192. Simmons College
193. Smith College

194. Southeastern Louisiana College
195. Southern College of Pharmacy
196. Southern Methodist University
197. Southern State College
198. Southern University and A & M College
199. Southwestern at Memphis
200. Springfield College
201. Stanford University
202. Stetson University
203. Stout State College
204. Syracuse University
205. Tennessee Wesleyan College
206. Texas Christian University
207. Texas Technological College
208. Texas Wesleyan College
209. Texas Western College
210. Thiel College
211. Tulane University
212. Union College at Barbourville, Kentucky
213. Union College at Schenectady, N. Y.
214. United States Military Academy
215. University of Arizona
216. University of Arkansas
217. University of Bridgeport
218. University of Buffalo
219. University of California
220. University of Cincinnati
221. University of Colorado
222. University of Colorado Medical Center
223. University of Dayton
224. University of Delaware
225. University of Houston
226. University of Illinois
227. University of Illinois, Navy Pier
228. University of Kansas
229. University of Kansas City
230. University of Maine
231. University of Nevada
232. University of New Hampshire
233. University of Notre Dame
234. University of Omaha
235. University of Oregon
236. University of Pennsylvania
237. University of Pittsburgh
238. The University of the South
239. University of South Carolina
240. University of South Dakota
241. University of Tampa
242. University of Tennessee

243. University of Texas
244. University of Toledo
245. University of Wyoming
246. Upper Iowa University
247. Upsala College
248. Utica College of Syracuse University
249. Valparaiso University
250. Walter Hervey Junior College
251. Wartburg College
252. Washington University, St. Louis
253. Washington & Lee University
254. Wayland College
255. Wayne University
256. Weber College
257. Wells College
258. Western Illinois State College
259. Western Michigan College
260. Western Reserve University
261. Western State College of Colorado
262. Wheelock College
263. Whitman College
264. Whittier College
265. William Jewell College
266. Wilmington College
267. Wisconsin State College at Eau Claire
268. Wisconsin State College at Superior
269. Wittenberg College
270. The College of Wooster
271. Xavier University
272. Yeshiva University

APPENDIX B

PILOT STUDY QUESTIONNAIRE

AMERICAN COLLEGE PUBLIC RELATIONS ASSOCIATION APPROVED

Michigan State University

Department of Information Services

A STUDY OF THREE SELECTED FACTORS IN THE PUBLIC RELATIONS PROGRAM OF COLLEGES AND UNIVERSITIES IN THE UNITED STATES.

In this questionnaire the writer and the ACPRA are seeking to synthesize and evaluate the philosophy and objectives of educational public relations, the criteria and methods of evaluation of educational public relations, and the major public relations problems facing colleges and universities.

This questionnaire is being sent as a pilot study to all persons in Michigan holding institutional primary memberships in the American College Public Relations Association. Following this pilot study, the questionnaire will be disseminated to all colleges and universities holding membership in the ACPRA.

No individual or school will be identified in the study. Names of reporting institutions will be acknowledged in the study

This study is being conducted by A. Westley Rowland, Editor of the News Bureau, Department of Information Services, Michigan State University, East Lansing, Michigan.

It will be greatly appreciated if this questionnaire is filled out and returned by November 15, 1954.

Note: The value of this study will be determined to a large extent by the completeness and accuracy with which the enclosed questionnaire is completed. Because of the nature of the material to be covered, many of the questions have been left unstructured. Therefore, a written answer is required rather than a check list. A critical analysis by the reporter of these three vital areas being surveyed will materially advance the goals of this study.

Name of Institution _____

Location _____

Reporting Official _____

Title _____

I. Organization

A. What is the classification of your institution? (check the most appropriate)

1. _____ State University
2. _____ Land Grant College or University
3. _____ State University and Land Grant College
4. _____ State Teachers College
5. _____ Private Teachers College
6. _____ Municipal University
7. _____ Denominational College or University
8. _____ Private University
9. _____ Women's College
10. _____ Junior College
11. _____ Military
12. _____ Private College
13. _____ Other (Please indicate) _____

B. What was your gross graduate and undergraduate combined enrollment as of the fall, 1954? (Check one)

1. _____ Under 500
2. _____ 500 to 1,000
3. _____ 1,000 to 2,000
4. _____ 2,000 to 4,000
5. _____ 4,000 to 6,000
6. _____ 6,000 to 10,000
7. _____ 10,000 to 15,000
8. _____ 15,000 to 20,000
9. _____ Over 20,000

II. Philosophy and Objectives of Educational Public Relations

A. What is the philosophy and what are the objectives of the public relations program of your institution?

B. How are the above objectives related to the educational philosophy of your institution?

C. How are the objectives of educational public relations of your institution related to those of the American College Public Relations Association?

(ACPRA purpose and objectives--"The general purpose of the American College Public Relations Association shall be to unite those persons interested in any and all phases of public relations activities of colleges and universities in the United States...The basic objectives shall be the continuous development and maintenance of high standards in educational public relations and the advancement of higher education in general.")

III. Criteria and methods of evaluation of Educational Public Relations.

A. By what criteria does your institution evaluate the effectiveness of its public relations program?

B. What specific methods does your institution use to determine the effectiveness of its public relations program in meeting the above criteria? (please check)

_____ clipping service

_____ enrollment

_____ surveys or questionnaires

_____ alumni response

_____ funds raised (gifts)

_____ college administration approval

_____ contacts made of a personal nature

_____ public relations committee

_____ no concrete evaluation made

_____ other methods (please list)

C. How effective are the methods of evaluation used by your institution?

D. Additional comments in this area of evaluation.

IV. Important Public Relations Problems Facing Colleges and Universities

A. In your opinion, what are the important public relations problems facing your institution?

B. What specific steps are being taken or should be undertaken by your institution to meet the above problems?

V. As a member of the American College Public Relations Association, your cooperation will be appreciated in making this questionnaire as effective an instrument as possible. Do you have specific suggestions to make which might increase this questionnaire's effectiveness? Are there additions or deletions you think should be made? Any comments you wish to make will be appreciated, and will assist in making this study definitive.

APPENDIX C

FINAL QUESTIONNAIRE

Dear ACPRA Member:

With your help, the writer and the American College Public Relations Association hope to find the answers to three key problems: philosophy and objectives of educational public relations, the criteria and methods of evaluation of educational public relations, and the major public relations problems facing colleges and universities.

I am asking you, as a member of the ACPRA, to assist me with this study. It has been approved by the research committee of our organization. The information will be used in my doctoral dissertation.

The questionnaire is being sent to a representative of each member institution of the American College Public Relations Association.

No individual or school will be identified in the study. Names of reporting institutions will be acknowledged.

Your cooperation in this project will make this study valuable to the members of the ACPRA. Please return the questionnaire as soon as possible. It will be greatly appreciated if it is returned by June 10, 1955.

Thank you for your cooperation.

A. Westley Rowland
All-College News Editor
109 Agricultural Hall
Michigan State College
East Lansing, Michigan

Name of Institution _____

Location _____

Reporting Official _____

Title _____

. Organization

A. What is the classification of your institution? (check the most appropriate)

1. ____ State University
2. ____ Land Grant College or University
3. ____ State University and Land Grant College
4. ____ State Teachers College
5. ____ Private Teachers College
6. ____ Municipal University
7. ____ Denominational College or University
8. ____ Private University
9. ____ Women's College
10. ____ Junior College
11. ____ Military
12. ____ Private College
13. ____ Other (Please Indicate) _____

IV

B. What was your gross graduate and undergraduate combined enrollment as of the fall, 1954? (Check one)

1. ____ Under 500
2. ____ 500 to 1,000
3. ____ 1,000 to 2,000
4. ____ 2,000 to 4,000
5. ____ 4,000 to 6,000
6. ____ 6,000 to 10,000
7. ____ 10,000 to 15,000
8. ____ 15,000 to 20,000
9. ____ Over 20,000

I. Philosophy and Objectives of Educational Public Relations

A. In a brief statement (two or three sentences) give the philosophy of the public relations program of your institution.

B. Please check in the left hand column the statements which express the educational public relations objectives of your institution. Then, indicate in the right hand column the three most important of the objectives by assigning 1 to the most important, 2 to the next, and 3 to the next.

____ To attract acceptable prospective students	____
____ To build and hold good will for the institution	____
____ To provide community service	____
____ To show the importance of religion as a cornerstone of education	____
____ To keep the college's constituency informed as to aims, progress, needs	____
____ To provide harmonious internal relations	____
____ To help raise funds	____
____ To determine the attitudes of the public toward the college and its program	____
____ To report news	____
____ To add to the college's reputation	____
____ To acquaint the public with new educational trends	____
____ To acquaint the public with the problems of higher education	____
____ Others (please list)	____

C. How does the public relations program of your institution contribute to the general purpose and objectives of the American College Public Relations Association--i.e.--"The general purpose of the ACPRA shall be to unite those persons interested in any and all phases of public relations activities of colleges and universities in the United States. . .The basic objective shall be the continuous development and maintenance of high standards in educational public relations and the advancement of higher education in general."

Please list specific programs at your institution which contribute to these basic objectives, especially the "advancement of higher education in general."

III. Criteria and methods of evaluation of Educational Public Relations

A. Please check in the left hand column the long-range criteria by which your institution evaluates the effectiveness of its public relations program. Then, indicate in the right hand column the three most important criteria by assigning 1 to the most important, 2 to the next, and 3 to the next.

____ Public support and good will	____
____ Absence of unfavorable publicity	____
____ Governing board members' attitudes	____
____ Public interest in specific projects	____
____ Subscription to quarterly magazine	____
____ Editorial opinion in newspapers	____
____ Enrollment	____
____ Attitude of the community	____
____ Media use of publicity materials	____
____ Financial support	____
____ Alumni attitude and reaction	____
____ Lives and work of alumni	____
____ Others (Please list)	____

B. Please check in the left hand column the items which indicate how your institution determines the effectiveness of its public relations program in meeting the above criteria. Then, indicate in the right hand column the three most important methods by assigning 1 to the most important, 2 to the next, and 3 to the next.

____ Alumni response	____
____ Clipping service	____
____ College administration approval	____
____ Contacts made of a personal nature	____
____ Enrollment	____
____ Funds raised	____
____ Public relations committee	____
____ Surveys or questionnaires	____
____ No concrete evaluation made	____
____ Other methods (please list)	____

C. How effective are the methods of evaluation of the educational public relations of your institution? (please check)

____ excellent ____ good ____ fair ____ poor

D. In your opinion, how can the methods of evaluation of educational public relations be improved: (please list specific methods)

IV. Important public relations problems facing colleges and universities

A. Please check in the left hand column the most important public relations problems facing your institution. Then, indicate in the right hand column the three most important problems by assigning 1 to the most important, 2 to the next, and 3 to the next.

____ Meeting the large enrollments of the future	____
____ Improving the physical plant	____
____ Improving relations with other colleges and universities	____
____ Increased salaries for faculty	____
____ Improved internal relations	____
____ Preparation of quality publications	____
____ Planning of special events such as inaugurations, centennials	____
____ Gaining wider public acceptance of higher education	____
____ Limitation of college enrollment	____
____ Student recruitment	____
____ Finance (increased budget)	____
____ Curriculum reconstruction	____
____ Better community relations	____
____ Recruiting staff	____
____ Others (Please list)	____

B. Please check in the left hand column the specific steps being taken now by your institution to meet the problems you have checked above. Then, indicate in the right hand column the three most important steps by assigning 1 to the most important, 2 to the next, and 3 to the next.

____ Development of a broad program of public service activities	____
____ Solicitation of industrial support for higher education	____
____ Careful planning of publications	____
____ Fund raising campaign started	____
____ Development of a cooperative plan for working with other institutions	____
____ Employment of a full-time recruitment man	____
____ Employment of a special fund raising man	____
____ Encouragement of people to visit the campus	____
____ An educational program for greater support of higher education	____
____ Acceptance by the administration of the need for a public relations program	____
____ Others (please list)	____

C. What other programs or activities should be undertaken by your institution in the future which are not now underway to meet the problems you checked in A.

D. What is the biggest weakness in your public relations program?

E. What suggestions have you as to how the ACPRA could better serve your institution? Please be as specific as possible.

APPENDIX D

CODES OF ETHICS

Public Relations Society of America

PROFESSIONAL STANDARDS FOR THE PRACTICE OF PUBLIC RELATIONS

As members of the Public Relations Society of America, we share a responsibility for the good character and reputation of the public relations profession. Therefore we pledge ourselves to make a sincere effort to adhere to the following principles and standards of practice:

1 We will keep our objectives in full accord with the public welfare as well as the interests of our clients or employers.

2 We will be guided in all our activities by the standards of accuracy, truth, and good taste.

3 We will safeguard the confidence of both present and former clients or employers.

4 We will not engage in any activity in which we are directly or indirectly in competition with a present client or employer without the full knowledge and consent of all concerned.

5 We will cooperate with fellow practitioners in curbing malpractice.

6 We will support efforts designed to further the technical proficiency of the profession and encourage the establishment of adequate training and education for the practice of public relations.

To the extent that we live up to these principles and standards of practice, we will be meeting our responsibilities for making the profession in which we are engaged worthy of continued public confidence.

American College Public Relations Association

Code of Ethics

In order to advance the cause of higher education, we, the members of the American College Public Relations Association--in dealing with our own institutions, with the press, radio, and other means of communication, and with all the members of all our publics--do hereby ordain and establish the following principles to guide our conduct:

Let us respect the truth. For a college or university is a teacher of truth; it is also, by long tradition, a seeker and discoveror of truth.

Let us be dignified and well-mannered. For a college or university has lofty purpose; it exists to promote the welfare and happiness of man.

Let us be responsible to the public. For a college or university is a servant of the people, established and supported by them to meet their needs. If it shall prosper it must enjoy their confidence and command their respect.

Let us be fair and sincere. For a college or university is impartial; it advocates fairness, tolerance, and wisdom in all human affairs.

Let us be progressive. For a college or university is an institution of long life; it must always think of the future and seek new ways to better its ministry to youth.

Let us be co-operative. For a college or university fosters the idea of co-operation--within its own organization, among sister institutions, and between itself and the society of which it is a part.

Let us be loyal. For a college or university nurtures the love of freedom, proclaims the dignity of man, and upholds the principles of a free society. It richly deserves our loyalty and faith.

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