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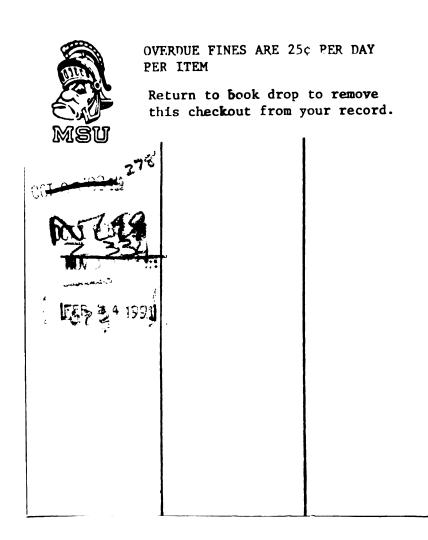thesis entitled

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A SURVEY OF

PUBLIC RELATIONS ATTITUDES AND ACTIVITIES

IN THIRTY PUBLIC SCHOOL DISTRICTS

IN MICHIGAN

By

Elissa Leebaw George

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

School of Journalism

1978

ABSTRACT

A SURVEY OF
PUBLIC RELATIONS ATTITUDES AND ACTIVITIES
IN THIRTY PUBLIC SCHOOL DISTRICTS
IN MICHIGAN

By

Elissa Leebaw George

This study was designed to assess the role of public relations in the public school systems in Michigan. A mail survey, sent to the thirty largest school districts in Michigan, excluding Detroit, focused on: (1) attitudes and philosophies toward public relations, (2) qualifications of those directing public relations and (3) the public relations activities in which the schools engage.

Analysis of responses indicates that only nine of the thirty districts employ full-time public relations directors. Three districts devote no time to public relations.

All but two of the respondents stated that they engage in public relations to gain public confidence and appreciation. At least half of the respondents also listed winning financial support and keeping the public informed.

Examining the schools' routine public relations

activities, all but four provide the local media with press releases. Most of the thirty districts also produce pamphlets or brochures and newsletters. Few districts prepare lengthier in-depth or interpretative stories and only four regularly hold press conferences.

In terms of qualifications of those directing public relations, a slight majority of the respondents have experience strictly within the schools. Those with media experience or training are employed, for the most part, in the larger schools (those with more than 25,000 students).

Accepted by the faculty of the School of Journalism, College of Communication Arts and Sciences, Michigan State University, in partial fulfillment of the requirements for the Master of Arts degree.

Jack L. Hilburg

Director of Thesis

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CHAPTER I

THE PURPOSE OF PUBLIC RELATIONS

IN THE PUBLIC SCHOOLS

These are not easy times for Michigan public school
districts. The educational system is facing criticism from
many directions and finding it more difficult than ever to
gain or to even maintain support.

The primary financers of education, the taxpayers,
are showing their dissatisfaction by repeatedly voting down
pleas for money. Michigan voters, for example, turned down
65 percent of the 248 additional school millage levies in
1977-78.[1]

And, as schools make cuts in an attempt to stay with-
in their budgets, their programs suffer, resulting in even
more unfavorable publicity.

Taxpayers are becoming disenchanted with their
schools for reasons which all point to money. Parents are
discovering that many young men and women are not as edu-
cated as they should be by graduation from high school and
are pointing the finger at the schools. When they enter
the voting booths, they find it difficult to rationalize

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[1]Michigan Department of Education.

approving additional funding for an institution which, in their opinion, is not doing its job. They also feel that teachers are no longer the dedicated people who once entered education for the rewards of molding young minds but today care only about paychecks and fringe benefits and are willing to desert their classrooms until they get their way.

For example, in Michigan, the number of teacher strikes has been increasing every year. During the 1977-78 school year, there were twenty-seven strikes in twenty-six districts and more than 175,000 students lost from one to seventeen days of school.[2] So much media coverage of teacher negotiations and particularly teacher strikes tends to have a negative influence on the district's voters.

People are watching their money more than ever and are refusing to give additional funding to an educational system with which they find fault.

When boards of education must curb expenditures, one of the first areas to be cut back or, in some cases, eliminated is often the public information program. Boards frequently perceive community relations as a luxury or fringe item, something nice, but not necessary. However, this reasoning needs to be re-examined.

It is now more than ever that school districts need to communicate with their publics. The public information officer can reach the citizens of a community and help them to understand what their schools are doing.

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[2]Michigan Education Association.

In a letter sent to chapter officers of the National School Public Relations Association, Dr. Jerome G. Kovalcik, assistant superintendent of the New York City Public Schools, wrote: "In too many cases, teachers and administrators caught up in exciting plans for improving the educational program forgot that people approve and support only those things they understand."[3]

One Michigan school district which did employ a full-time public relations consultant eliminated the position for financial reasons. However, soon after, the superintendent wrote: "I'm convinced that was a mistake, and the position will be reinstated, at least on a half-time basis. . . ."[4]

Public relations in education, nationally, was first recorded when the first state board of education was established in Massachusetts through the efforts of James G. Carter and Horace Mann. Mann began molding public opinion by organizing campaigns to explain the meaning and importance of education, thus selling the idea of education to other states.[5]

However, it wasn't until the beginning of the 1920s that a formal approach to public relations was made under the title "publicity." School officials soon decided that

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[3]Patty Lewis Williamson, "Don't Look Now But Your PR Is Showing," School and Community 56 (November 1969): 24.

[4]Comment accompanying questionnaire from the superintendent from District G.

[5]James J. Jones, School Public Relations (New York: Center for Applied Research in Education, 1966), p. 5.

the term "publicity" carried some negative connotations and implemented "public relations" for a fuller presentation of the education story. In the first book on educational public relations, Arthur B. Moehlman defined the concept as an "organized factual informational service for the purpose of keeping the public informed of its educational program."[6]

And, during the depression years of the 1930s, when the public was pushing for a reduction in school expenditures and limited instructional offerings, education officials felt the need to launch a campaign to gain public support and confidence through communication.

Because the tax burden for public schools has remained at the local level, school administrators have felt the need to continue to communicate with their taxpayers.

Today, because the label "public relations" is sometimes associated with slick Madison Avenue persuasion, there is a movement to replace the term with other terms such as "school-community relations" which also reflect the trend toward involvement and participation of citizens in the educational decision-making process.

Whatever term is employed, a public information program seems to be needed by the schools simply because public schools do belong to the public. And the investors of any business want, and have the right, to know how their money is being spent. But, more importantly, the schools must

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[6]Arthur B. Moehlman, Public School Relations (Chicago: Rand McNally & Co., 1927), p. 4.

communicate with the citizens of their districts if they are to gain the necessary financial support.

In 1971, 56 percent of the people questioned in a nationwide poll by Gallup International said they would not support increased taxes for schools. Keith W. Atkinson, professor of education at the University of Connecticut, commented that this doesn't mean that people have lost respect for education, but that they are beginning to question administrators. "They want information before they dig into their pockets for more money."[7]

Scott M. Cutlip, professor of journalism at the University of Georgia, wrote in a 1967 National School Public Relations Association publication, "A school system responsive to, and supported by, an informed public stands like a rock when the storms of bond issues and bookburners beat upon it."[8]

James J. Jones, who has done extensive research on school public relations, lists eight objectives which can be achieved through an organized public information program:

--To explain the school system's philosophy, aims and means of achieving these aims

--To interpret the educational program in a way that will encourage people to take pride in and support their

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[7]Keith W. Atkinson, "Communication: Closing the Widening Gap," Clearing House 46 (September 1971): 27.

[8]Scott M. Cutlip, "Needed: More Interpreters, Fewer Publicists," Public Relations Gold Mine Vol. 9 (Washington, D.C.: National School Public Relations Association, 1967), p. 24.

schools

--To establish confidence in the on-going institution

--To indicate that the public is receiving full value
for moneys expended on education

--To develop an understanding of what is possible in
education when adequate support is provided

--To acquaint the public with the trends in education

--To correct misunderstandings or errors

--To help the public feel some sense of responsibility
for the quality of education the school distributes[9]

There are basically two levels of educational public
information. The simplest involves publicity and information
which tells the current school news by presenting facts with-
out attempting to foster understanding. This might include
a flow of press releases which merely announce what is going
on in the schools. For example, an item might be sent to
the local media reporting that there will be testing of all
children entering kindergarten in the fall, where and when
it will be held.

A second method focuses on interpretation, a combi-
nation of publicity and information-giving with efforts to
explain. Under this system, the school might provide the
local media with a news story on what the testing will in-
volve, how it will be conducted, and what it might accomplish.

While the simple news item in the first example would

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[9]Jones, Public Relations, pp. 8-9.

be of interest only to those parents with children entering kindergarten, the second story might attract other residents in the school's district and would illustrate what the schools are doing for the students.

Max Rosenberg, Detroit Public Schools assistant director of school-community relations, wrote in 1974:

> The pay-off for a sound, balanced, dynamic PR package comes with a well-informed and loyally supportive school community. . . . Only half the story is doing; the other half is telling.[10]

Too often school administrators neglect community relations until they are faced with a crisis and are desperate for support or need to defend themselves. This sporadic system does little to build confidence and loyal support among the taxpayers. A public relations program must be continuous, through both "bad" and "good" times.

"Although continuous, planned contacts will not be so flashy as the periodic and dynamic campaign, the results will certainly be more lasting," wrote educational public relations researcher Doyle M. Bortner.[11]

During the civil rights demonstrations and school unrest in 1964, the Cleveland Public Schools delayed communicating with the media until their schools experienced violence. Having eliminated their public relations program,

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[10]Max Rosenberg, "Community Relations: Approaches Educators Use," The Education Digest 39 (January 1974): 43.

[11]Doyle M. Bortner, Public Relations for Public Schools (Cambridge, Mass.: Schenkman Publishing Co., distributed by General Learning Press, Morristown, N.J., 1972), p. 32.

the Cleveland schools suffered great public relations problems during the demonstrations. While former Cleveland Superintendent William Levinson denounced the press for its "lack of comprehension" and "shallow" stories, Ted Princiotto, Cleveland Plain Dealer city editor, blamed the administration for not supplying facts until the trouble erupted. A National Education Association investigation ruled that the public relations program needed to be restored.[12]

In addition to working through the media, one other aspect of school-community relations is community involvement in the education process in which school administrators meet with various citizen groups (parents, business leaders, civic organizations) to provide information and generate feedback.

However, in many school districts, particularly those which have cut back in personnel, it is impossible for school officials to meet with even a majority of the district's taxpayers. At best, schools can directly communicate with business and civic leaders, parents and school employees. But this is only a small percentage of the district's voting population and usually only that portion which has expressed an interest in education. To reach the total district population, including those who do not have children in school

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[12]"The Ghosts Walk," Public Relations Gold Mine Vol. 7 (Washington, D.C.: National School Public Relations Association, 1965), p. 17.

and have little, if any, involvement with the schools, educators must rely upon the local media and the distribution of pamphlets or newsletters to district residents.

Carolyn Mullins, a former newspaper reporter and editor and a school board member, writes:

> One of the most important obligations we assume as members of boards of education is that of keeping the community informed on what is going on in its educational world.
> In short, today's school board desperately needs an effective pipeline to the community. . . . How well that pipeline functions is, in large part, our responsibility.[13]

Yet, merely establishing a "pipeline" to the community will often not fulfill a district's community relations obligations. To win the support and confidence of the public, material distributed must be a complete and honest report of what the schools are doing. A newsletter or press release (if even used by the local media) which only serves to praise the school officials, without actually explaining what is being done, will not promote the understanding necessary to gain community support. This is illustrated in a case cited by two authorities in the field of educational public relations, James J. Jones and Irving W. Stout.

In "Super County" (as it is referred to in the case study), the board of education budgeted money for public relations which the superintendent used to publish a monthly newsletter distributed to all school employees and parents

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[13]Carolyn Mullins, "How to Get Along With Your Local Newspaper and How to Get Good Press, Too," The American School Board Journal 160 (October 1973): 32.

of school children within the district. The superintendent's name generally appeared several times on each page and lavish praise was often showered upon him in articles about accomplishments of the schools. There was very little information about instruction, curriculum and achievement by individuals other than the superintendent.

When a full-time public relations director was hired by the board of education and began to give credit to the board, Parent Teachers Association, faculties and community residents for school improvements, the superintendent asked that the public relations director have all articles pass through his office for editing before being released to the public. The "self-centered and insecure" superintendent became so hostile that the director resigned at the end of the year, making known his reasons for resignation in a letter to the board. The board requested that the superintendent resign, which he did.[14]

Arthur H. Rice, editorial advisor to Nation's Schools and professor emeritus of education at Indiana University at Bloomington, comments:

> If the superintendent and his co-workers think that the job of the PR man is to get favorable publicity for them and the way they operate the schools, they really don't need a public relations specialist--they need a propaganda agent.[15]

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[14]James J. Jones and Irving W. Stout, School Public Relations: Issues and Cases (New York: G.P. Putnam's Sons, 1960), p. 67.

[15]Arthur H. Rice, "Know How to Use Your Public Relations Specialist Effectively," Nation's Schools 89 (January 1972): 15.

Effective public relations involves much more than spewing out facts. If educators truly want their publics to understand what the schools are doing, they must be willing to do more than simply tell the school story. They must explain and interpret before they can expect to gain the confidence and support of the public.

James Caudhill, director of public relations for Benton Harbor (Michigan) Area Schools, maintains that if the public doesn't understand the problems confronting its schools, they cannot be expected to support the resolution of those problems.[16]

This study, therefore, will assess the attitudes of school administrators and public relations personnel as well as the quality and quantity of existing public relations programs in Michigan schools.

Specifically, the study proposes: (1) to survey the public relations programs in school districts in Michigan, (2) to assess the attitudes and philosophies of Michigan school districts toward public relations in education, (3) to determine the qualifications of those people directing public relations in the public schools, and (4) to delineate the public relations activities in which Michigan schools engage on a monthly basis.

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[16]James Caudhill, "Three Simple but Super Truths to Make Your Public Relations Better--and Easier," The American School Board Journal 164 (October 1977): 25-29.

CHAPTER II

A REVIEW OF THE LITERATURE

Although there have been few studies done on exist-
ing public relations programs in the schools, many educators
and practitioners have addressed the topic of educational
public relations in terms of implementation and administra-
tion. A review of the literature provides models against
which existing programs can be compared.

According to the Standards for Educational Public
Relations Programs adopted 23 March 1968 by the Executive
Committee of the National School Public Relations Associa-
tion (NSPRA):

> Recognition of public relations as a management function
> of primary importance shall be demonstrated through the
> existence of a public relations unit in the organization
> staffed by professional public relations personnel.[17]

The Standards further recommend that the number of full-time
professional public relations persons employed be determined
by size of student enrollment: one for up to 24,999 pupils;
two for 25,000 to 49,999 pupils; three for 50,000 to 99,999
pupils, and five for 100,000 or more pupils.[18]

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[17]National School Public Relations Association, Stan-
dards for Educational Public Relations Programs (Washington,
D.C.: National School Public Relations Association, 1968),
p. 4.

[18]Ibid., p. 5.

However, a sampling of 14,000 school administrators in fifty states by the editorial staff of Nation's Schools in 1969 showed that only 3 percent of the respondents employed full-time public relations persons and a majority said they were not satisfied with the public relations efforts in their schools. Most said they would like to hire full-time public relations persons but cited finances as the major reason why they had not.[19]

A 1965 survey of sixty-eight superintendents, school public relations people and media people throughout Texas by Robert P. Knight, a journalism teacher at Texas A & M University, concluded that members of the media, as well as superintendents, favor public information positions. Forty-nine percent of the superintendents questioned said they felt they needed help with the task of informing the public.[20]

Finances was cited by 84 percent of the respondents as one difficulty encountered in creating a public information position. Forty-five percent said finding qualified persons was a problem and less than one-third cited board or community resistance.

Knight suggests that if schools view the information specialist as a teacher with schools as his subject and the entire community as students, the per-pupil cost alone would

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[19]"Schoolmen Aren't Bragging About Their Public Relations Programs," Nation's Schools 85 (January 1970): 31.

[20]Robert P. Knight, "Needed: School Information Specialists," Texas Outlook 49 (July 1965): 16-17.

justify the salary. "It is up to the school district to decide the value of such an investment."[21]

Thomas F. Koerner, public relations director for Niles Township High Schools in Skokie, Illinois, states:

> Boards that pooh-pooh the idea of hiring a public relations specialist are bad news. Most likely they'll wind up as bad news in the local press as well as in the minds of their constituents.[22]

Knight recommends that a district assign the public relations duties to an administrator who has shown skill in dealing with various publics, a journalism teacher or publications advisor.[23]

However, Anne Chambers Lewis, editor of NSPRA's The Schools and the Press, contends that the superintendent should not be responsible for public relations, except in very small schools. "Each is a specialty, requiring certain background and experience, as well as interest, and each is a full-time job."[24]

The authors of a 1974 article in The American School Board Journal, C. Douglas Norman, director of the Upper Cumberland Reading Project in Baxter, Tennessee, and C. M. Achilles, associate professor for educational administration

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[21]Ibid., p. 17.

[22]Thomas F. Koerner, "Why Your Board Deserves a Full-Time Public Relations Man," The American School Board Journal 158 (September 1970): 36.

[23]Knight, "Needed," p. 17.

[24]Anne Chambers Lewis, The Schools and the Press (Washington, D.C.: National School Public Relations Association, 1965), p. 79.

and supervision at the University of Tennessee at Knoxville, point out that the public information officer needn't be a skilled writer or someone who is trained in public information, only someone who recognizes what is news.[25]

Another educator, Cecil E. Spearman, superintendent in Hinsdale, Illinois, in a 1966 article suggested that schools rely upon mothers or teachers for public relations.[26] Benjamin Fine and Vivienne Anderson, researchers in the field of school public relations, maintain that the educator is the best qualified for school public relations: "The essence of the educational story can be projected best by one who has personally experienced the problems of the classroom teacher and the school administrator."[27]

However, employing someone with no public relations or media experience does have disadvantages. Only someone who has worked within the media can fully understand how the media function and the kinds of news they want.

In a county school district in Ohio which was temporarily without a public relations director for budgetary reasons, the high school supervisor was delegated the

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[25]Douglas C. Norman and C. M. Achilles, "A Score and Two Ways to Attain Success with a Modest School Public Relations Program," The American School Board Journal 161 (June 1974): 39.

[26]Cecil E. Spearman, "Two Ways to Delegate Public Relations; Cultivating the Community Grapevine," School Management 10 (June 1966): 85-87.

[27]Benjamin Fine and Vivienne Anderson, The School Administrator and His Publications (New London, Conn.: Appleton-Century Croft Publications, 1957), p. 43.

responsibility of public relations for the five-district
system. His primary goal was to have teachers regularly
fill out printed news release forms which would be sent to
the local daily newspaper. However, he neglected to consult
the newspaper on its news policies. Had he done so, he
might have learned that the editors considered most press
releases to be free publicity and routinely discarded them.
They also gave education low priority in terms of news value.
Several months later the stacks of forms were still sitting
in school principals' offices.

The public relations director who was later rehired
had worked for the local newspaper and was familiar with the
editors' attitudes toward education. She concentrated on
other news vehicles, such as newsletters and pamphlets, and
provided the newspaper with copy-ready news stories which
the editors found acceptable.[28]

John Marston, author of The Nature of Public Rela-
tions, contends that part of the problem in education has
been the disposition to "intentionally disguise" school pub-
lic relations by frequently drawing the practitioners from
teacher or administrator ranks and possibly giving them a
part-time assignment.

"Educational public relations thus tends to suffer
from inbreeding and from talking to itself. . . . It
would benefit more by interchange with the outside

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[28]Personal experience of the author.

world."[29]

"Most school administrators and boards need the assistance of some specialist who is familiar with communication principles and has competence to utilize communication media," Gordon McCloskey, a researcher in educational public relations wrote in 1976.[30]

Daniel J. Scherer, a professional publicist in New York City, citing a 1966 poll of newspaper editors by a university professor, concluded that the primary reasons for newspapers not using material submitted from outside sources was limited local interest, no reader interest, poor writing, material obviously faked, inaccuracy in stories, or material stretched too thin.[31]

Koerner commented:

> Journalists usually turn out to be good public relations people. Highly prized is their almost innate ability to communicate simply and concisely, unencumbered by educational jargon.[32]

Charles C. Campbell, dean of administration at Northeast Missouri State University at Kirksville, stated:

> A large school that puts an inexperienced person in
> the role of telling its story shows ignorance of the

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[29]"Spotlight on the School P. R. Man," Public Relations Gold Mine Vol. 6 (Washington, D.C.: National School Public Relations Association, 1964), pp. 36-37.

[30]Gordon McCloskey, Education and Public Understanding, 2d ed. (New York: Harper & Row, Publishers, 1967), p. 295.

[31]Daniel J. Scherer, "How to Keep Your School District in the Public Eye," School Management 10 (September 1966): 122-25.

[32]Koerner, "Board Deserves," p. 36.

importance, power and meaning of the job. A small school
district that devotes no resources to public information
has severely misjudged its public's desire to know.[33]

Methods of Disseminating News

In establishing a public relations program, there
are basically three organizational structures. Which one a
district employs will most likely depend upon student enroll-
ment, staff and resources.

(1) The Centralized Plan is when all news goes
through the superintendent or public relations director. By
this method, one person is responsible for collecting news
from throughout the district and for disseminating news
through the most effective vehicle. By having one person as
liaison to the local media, there should be constant communi-
cation between the schools and the media and little chance of
important news not reaching the public. However, the central
office must constantly communicate with the individual school
personnel since many people develop attitudes and opinions
by contacts and experiences at the local level.[34]

(2) Under the Decentralized Plan, each school within
the district is responsible for its own public relations.
While this system does get the news directly from the indi-
vidual school to the media, it puts the majority of the
responsibility on the school principal who may not have the

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[33]Charles C. Campbell, "Public Relations for Public
Schools," School and Community 60 (October 1973): 17.

[34]Bortner, Public Relations, pp. 36-37.

necessary time or interest to devote to public relations.
In a district with several buildings, it would be difficult
for the media representatives to establish the close rela-
tionship that is possible with one public relations desig-
nee for the entire district. The decentralized plan also
precludes schools working together to convey the school
story to their public.[35]

(3) Making each person within the district respon-
sible for getting his own news to the local media would be
an Individualized Plan. Under this plan there is no delay
between the happening of news and the reporting. The local
media get news from all sources, not only that which one per-
son determines to be news. However, it can also mean that a
reporter might not get all the news within a school system
since some teachers may be reluctant to call the media. Or,
a reporter can be deluged with trivial news from all levels
to the point that he becomes wary of any call from the
schools. The greatest disadvantage to this system is that
news from the schools is haphazard; there is no uniformity
among schools and no coordination of communications, and the
local media have no one contact who can keep them informed
on all aspects of the schools.

Vehicles for Communications

The most important function of a public relations
program is to disseminate the news through the most

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[35]Ibid.

effective vehicle, whether it be press releases, longer in-depth or interpretative stories, pamphlets or brochures, formal press conferences or merely being available for media representatives to pursue their own story ideas.

The press release is the basic press relations tool and often the primary means of communications between the schools and their local media. In most cases, press releases merely "announce" what the schools are doing, with little, if an, analysis or interpretation.

The Nation's Schools poll found that 94 percent of the respondents said their schools had some kind of public rela-tions or press release program. Sixty-six percent said they send out between one and twenty-five press releases in a six-month period; 21 percent send out between twenty-six and fifty; 4 percent fifty-one to seventy-five; 4 percent seventy-six to one hundred, and 5 percent more than one hundred.[36]

Carolyn Mullins, former newspaper reporter and editor and a school board member, states:

> Prepared releases are fine for publicizing routine school news and for informing the community about new programs and policies, and (schools) should be producing a constant stream of them. Hard news about hot issues, however, is another matter.[37]

Since most newspapers and radio and television sta-tions do not have the staffs to gather all the school stories editors and educators would like, it is up to the schools to

[36]"Schoolmen Aren't Bragging," p. 31.

[37]Mullins, "Good Press," p. 33.

provide some of the copy in the form of written articles.

Knight's survey revealed that newsmen want schools to feel free to provide unsolicited information in the form of news tips which the reporters can develop into their own stories.[38]

One effective means of providing this information is through regularly scheduled news conferences, whether weekly, bi-weekly or monthly, which would take little time from the public relations director, or superintendent, but would insure consistent communications with the local media representatives. However, too often school administrators call press conferences only when they feel the need to "push" something or defend the schools.

Another effective means of communicating with the taxpayers of a school district is through brochures or pamphlets distributed on a district-wide basis. This provides a vehicle for conveying information which may not be of interest to the general audience of a newspaper or radio or television station but may be beneficial to those who support the schools.

Fine and Anderson say the community school publication is "a practical instrument through which laymen can get an authentic picture of the system's philosophy, activities, problems, growth and needs."[39]

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[38]Robert P. Knight, "How to Communicate Your School Story," Texas Outlook 49 (May 1965): 20-21.

[39]Fine and Anderson, Administrator and Publication, p. 39.

But perhaps the most important function of the public relations person is to be available to members of the media, to be a reliable contact in the schools, always willing to answer questions, provide information for stories, and help reporters to understand what education is all about. Nothing can be more damaging to a school district than to have a reporter unable to reach his source in the schools when he needs him.

Relationship with the Press

An essential aspect of educational public relations is the relationship the schools are able to build with the local media.

Anne Chambers Lewis writes:

> Community awareness of the school system's problems and achievements depends greatly on (the schools') press relations. If (they) make no effort to establish regular communications with the press outlets, assuming an attitude of "move the mountain to me," then (their) press relations will suffer.[40]

Schools need to utilize the media as a public relations outlet if they are to reach the majority of their district's residents. It is the press' responsibility to report the news, whether good or bad, and if the schools want to maintain "good" press coverage, they must reach out to the media to extend every effort to cooperate.

Lewis advises schools to make the full staff and facilities of the system available to the press with all

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[40]Lewis, Schools and Press, p. 14.

doors open to members of the media. Staff members should be given experience in working with the press and encouraged to help rather than hinder reporters.[41]

It is the schools' responsibility to work with journalists to help them understand and interpret educational programs and policies before they can expect newspeople to provide objective reports of school activities for their audiences.

Hope Justus, of Northwestern University School of Journalism, wrote:

> Those in policy-making positions must be willing to keep somewhat abreast of research in education and related fields, to inform and educate the press personnel on a variety of subjects, to educate themselves about how the press operates and why, to learn what kinds of questions members of the public want answered, and in what form the answers must be for public understanding.[42]

In Knight's survey, 52 percent of the newspaper respondents said they want more public information help from the schools; the response was somewhat higher for radio and television newspeople. Fewer than one-half of the radio and television respondents said they get effective assistance from the schools while one-third of the newspaper respondents said they were dissatisfied.[43]

School officials should be concerned with more than

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[41]Ibid., p. 13.

[42]Hope Justus, "Educators Must Lead in Public Information," The Journal of Educational Research 66 (April 1973): inside cover.

[43]Knight, "How to Communicate," pp. 20-21.

what news they make available to the media, maintains Charles
H. Harrison, a regular contributor of articles on educational
public relations to Nation's Schools. "They need to be just
as concerned about how the news gets to the media and the
rapport between news media representatives and responsible
school officials."[44]

Because the media have a significant role in the pub-
lic relations process, schools need to make the effort to
cultivate an effective working relationship with the press.

Del Harding, director of information for Jefferson
County Public Schools in Lakewood, Colorado, maintains: "Any
school administrator who refuses to use the media as a commu-
nications vehicle is asking for trouble. Trouble not only
from the media, but from his community."[45]

This study will examine exactly how school admin-
istrators utilize the media in their efforts to communicate
and gain the support of their publics.

[44]Charles H. Harrison, "Have Rapport, Not Formality
With Press Representatives," Nation's Schools 85 (May 1970):
38.

[45]Del Harding, "How to Capitalize on News Media,"
National Association of Secondary School Principals Bulletin
58 (January 1974): 43.

CHAPTER III

METHODOLOGY

A thorough literature search indicates that no comparable studies have been made concerning the public relations of public school districts. Most researchers have focused on what the schools can and should be doing in idealistic terms. However, few have collected data on what actually is being done. Those authors who prescribe public relations methods for schools appear to have disregarded the needs of individual districts in terms of enrollment size and available resources.

This study is intended to provide useful information about the specific attitudes and activities of existing public relations programs in Michigan schools and it provides a substantial basis for further consideration. Initially, hypotheses were established:

(1) Most schools in Michigan do not employ full-time public relations personnel.

(2) The backgrounds of those who are employed to direct public relations generally are limited to experience within the schools with little, if any, media experience.

(3) The public relations activities in most Michigan school districts involve the preparation and distribution of

routine press releases and making the public relations designee available to the media, with little time devoted to more involved activities such as lengthier in-depth or interpretative stories, press conferences, pamphlets or brochures or newsletters.

(4) The employment of full-time public relations personnel is restricted to the larger schools, thus limiting extensive public relations activities to those schools.

It was decided that a detailed questionnaire would be prepared and mailed to individual school districts in order to provide the desired data. The primary advantages to the mail survey are the time factor on the part of the interviewer and the convenience to the respondent who does not have time for personal interviews. It was also decided that the presence of an interviewer might preclude accurate responses.

In an effort to obtain accurate data, it was agreed that the names of the school districts responding to the questionnaire would not be used in the writing of the study.

Specifically, the survey was designed to answer the following questions:

(1) What educational and professional qualifications are held by those directing public relations in the public schools and how much time do they devote to public relations?

(2) By what methods do schools disseminate news and which vehicles are most often employed to communicate with the public?

(3) What are considered by the districts' adminis-
trators and public relations persons to be the primary ob-
jectives of educational public relations?

(4) On a monthly basis, specifically what do schools
accomplish in the way of public relations?

(5) What qualifications are considered to be most
desirable for a public relations director?

From a list of all public school districts in Michi-
gan compiled by the Michigan Department of Education for the
1976-77 school year, districts were ranked according to stu-
dent enrollment. Since school districts with enrollments
less than 10,000 do not usually have formal public relations
programs, it was decided to concentrate on those districts
with student enrollments in excess of 10,000. Also, because
the Detroit Public School System has at least seven times
the student enrollment of the next largest district in the
state, it was deleted from the list.

Questionnaires were mailed in April, 1977, to the
superintendents of the thirty-one school districts in Mich-
igan with enrollments between 10,000 and 41,000. Each
questionnaire was accompanied by a form letter which ex-
plained the purpose of the survey and that the study was
part of the investigator's work as a student at Michigan
State University (see Appendix). Also as an inducement for
those surveyed to reply, a self-addressed, stamped envelope
was enclosed.

When daily returns dwindled, a second questionnaire

was sent to those who had not responded, with a letter explaining that, with a total population of thirty-one, a one hundred percent response was essential.

Since one school district's enrollment had fallen below 10,000 since the start of the school year, the questionnaire from that district was discarded, bringing the final list of schools studied to thirty (see Appendix).

CHAPTER IV

FINDINGS OF THE SURVEY

Of the thirty Michigan public school districts surveyed, nine employ a public relations person on a full-time basis and two employ persons to do public relations on a part-time basis (see Table 1). Seventeen schools have someone who devotes at least 50 percent of his time to community relations.

Fewer than half of the twenty-four districts with student enrollments below 25,000 employ persons who do public relations at least 50 percent of the time (see Table 2). Of the six schools with enrollments over 25,000, five employ persons whose sole responsibility is public relations; the sixth district has someone who devotes 75 percent of his time to public relations.

There are six districts in which public relations is given less than 10 percent of one staff member's time, including four of the fourteen districts with 10,000 to 14,999 students, one of the seven districts with 15,000 to 19,999 students, and one of the three districts with 20,000 to 24,999 students.

Thus, thirteen of the thirty districts surveyed employ persons who devote less than half of their time

Table 1. District size, time and money devoted to public relations.

	Enrollment	% of time Spent on PR	% of budget Spent on PR
A	10,200	100[a]	.100
B	10,350	95	.500
C	10,470	7	.1-1
D	10,500	30	-
E	10,700	50	1.000
F	11,375	-	-
G	11,600	5	.002
H	11,600	10	5.000
I	11,841	100	.050
J	12,522	50	.200
K	13,000	40	-
L	13,408	20	.1-1
M	14,500	0	0
N	14,500	50-75	.930
O	15,349	50	.050
P	15,500	100[a]	-
Q	15,600	0	0
R	17,000	100	2.000
S	17,789	30	.250
T	18,500	100	.1-1
U	18,510	10-15	-
V	21,000	1	.050
W	21,021	100	1.000
X	23,000	10	.200
Y	27,700	100	.002
Z	31,500	100	.140
AA	32,000	100	.040
BB	32,000	75	.020
CC	38,000	100	.100
DD	41,000	100	.003

[a] Employed on a part-time basis.

Table 2. Time devoted to public relations according to size
          of school district.

Enrollment	Schools	100%	50-99%	30-49%	10-29%	0-9%
10,000 - 14.999 (A - N)	14	2[a]	4	2	2	4
15,000 - 19,999 (O - U)	7	3[a]	1	1	1	1
20,000 - 24,999 (V - X)	3	1	0	1	0	1
25,000 - 34,999 (Y - BB)	4	3	1	0	0	0
35,000 - 41,000 (CC - DD)	2	2	0	0	0	0
Totals	30	11	6	4	3	6

[a] Includes one person who is employed on a part-time basis.

to public relations.

In four districts, all with student enrollments below 15,000, the superintendents conduct public relations for the districts, with 10 percent being the greatest amount of time spent in that area.

Qualifications of Those Directing Public Relations

In the thirty Michigan school districts surveyed, those with educational backgrounds, that is, experience only within the school system, outnumber those with journalism backgrounds by a slight margin. Sixteen have strictly educational experience or training; thirteen have media or public relations experience or college degrees in journalism (see Table 3). The person in charge of public relations for District J has secretarial training.

All six districts with student enrollments above 25,000 employ persons with media experience while those with educational backgrounds are employed in the smaller schools (see Table 4). However, four of the seven districts with between 15,000 and 20,000 students employ persons with journalism backgrounds.

Categorized by time devoted to public relations, eight of the eleven persons whose sole responsibility is public relations have journalism backgrounds, as do four of the six who spend between 50 and 99 percent of their time on public relations (see Table 5).

An analysis of the responses to Question Thirteen

Table 3. Qualifications of those directing public relations in the schools.

	Educational Background	Professional Background	Classi-fication
A	EdS	Teacher; principal	Ed.
B	BA Journalism; MA Mass Communication	Newspaper reporter; editor	Jour.
C	EdD Curriculum Development	Teacher; personnel; superintendent	Ed.
D	EdS School Administration	Teacher; community school director	Ed.
E	EdD Curriculum	Teacher; school administrator	Ed.
F	EdD Administration	Teacher; superintendent	Ed.
G	PhD Educational Administration	Teacher; superintendent	Ed.
H	EdD Educational Administration	Teacher; principal; superintendent	Ed.
I	BS Journalism	Newspaper reporter; editor	Jour.
J	Secretarial School	Executive secretary	Secy.
K	MA Social Science; Journalism Minor	Teacher; newspaper, yearbook sponsor	Ed.
L	MS Business Education, Administration	Teacher; principal	Ed.
M	Secondary Curriculum Development	Teacher; principal	Ed.
N	EdS Curriculum, Community Relations	Newspaper reporter; editor; teacher	Jour.
O	BA Journalism; MA Administration	Newspaper reporter; editor	Jour.
P	Associate Degree Journalism	Radio; newspaper reporter	Jour.
Q	- - -	- - -	Ed.
R	MA Instructional Technology	- - -	Ed.
S	EdS Educational Administration	Teacher	Ed.
T	BA Radio-TV; Journalism Minor	Writer, program director, radio-TV	Jour.
U	MA School Administration	Advertising; public relations	Jour.
V	EdS Administration; EdD Curriculum	Teacher; editor of small newsletters	Ed.
W	MA School Administration	Teacher	Ed.
X	EdD Curriculum Development	Teacher; assistant principal	Ed.
Y	BA Journalism; MA Administration	Public relations; newspaper reporter	Jour.
Z	BA Journalism; MA English, Education	Newspaper reporter; teacher	Jour.
AA	BA Journalism Minor; PhD Education	College publications; teacher	Jour.
BB	BFA Journalism, Photography Minors	Advertising; public relations	Jour.
CC	Associate Degree Broadcasting	Radio; television; newspaper	Jour.
DD	BA Journalism; MS Radio-TV	Writer, producer, director, radio-TV	Jour.

Table 4.   Qualifications of those directing public
           relations in the schools according to
           size of district.

Enrollment	Jour.	Ed.	Secy.
10,000 - 14,999 (A - N)	3	10	1
15,000 - 19,999 (O - U)	4	3	0
20,000 - 24,999 (V - X)	0	3	0
25,000 - 34,999 (Y - BB)	4	0	0
35,000 - 41,000 (CC - DD)	2	0	0
Totals	13	16	1

Table 5.   Qualifications of those directing public
           relations in the schools according to
           percentage of time devoted to public re-
           lations.

Time Devoted to Public Relations	Jour.	Ed.	Secy.
100%	8	3	0
50 - 99%	4	1	1
30 - 49%	0	4	0
10 - 29%	1	2	0
0 - 9%	0	6	0
Totals	13	16	1

(see Table 6), which asked respondents to rank five qualifications according to acceptability, shows that both groups, those with educational backgrounds and those with journalism training, chose experience in public relations as the most desirable qualification, rating newspaper experience second (see Table 7). However, educational experience and a degree in education were ranked second almost as many times by those with educational backgrounds. A degree in education was listed most often as last choice by both groups.

Table 6. Qualifications for public relations directors, ranked by acceptability (Question Thirteen).

	Degree in Education	Degree in Journalism	Experience In Education	Experience In Newspaper	Experience in Public Relations		Degree in Education	Degree in Journalism	Experience In Education	Experience In Newspaper	Experience in Public Relations
A	5	4	3	2	1	P	5	3	4	2	1
B	5	3	4	2	1	Q	5	4	2	3	1
C	5	3	2	4	1	R	2	5	3	4	1
D	5	3	1	4	2	S	5	3	4	2	1
E	2	3	1	4	5	T	5	3	4	2	1
F	2	4	1	3	5	U	4	5	2	3	1
G	5	4	3	2	1	V	1	5	4	3	2
H	5	4	1	2	3	W	3	1	2	5	4
I	4	3	2	5	1	X	3	5	2	4	1
J	4	1	3	5	2	Y	5	3	4	1	2
K	3	1	2	4	5	Z	5	2	4	1	3
L	2	5	1	4	3	AA	5	4	3	2	1
M	5	3	4	2	1	BB	5	2	4	3	1
N	4	5	1	2	3	CC	4	2	3	1	5
O	5	4	3	2	1	DD	2	1	3	4	5

Table 7. Qualifications for public relations directors, ranked by acceptability, according to background classification (Question Thirteen).

Background	1st					2nd					3rd					4th					5th				
	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR
Journalism	0	1	1	3	8	1	3	2	6	1	0	5	4	2	2	4	2	6	1	0	8	2	0	1	2
Education	1	2	5	0	8	4	0	5	5	2	3	5	3	3	2	0	5	3	7	1	8	4	0	1	3
Secretarial	0	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0
Totals	1	4	6	3	16	5	3	7	11	4	3	10	8	5	4	5	7	9	8	1	16	6	0	3	5

Five of the six who ranked educational experience as the most acceptable qualification have strictly education experience; the sixth respondent has newspaper experience. The three who listed newspaper experience as most important all have newspaper experience, and two of the four who selected a degree in journalism as first do hold journalism degrees.

Categorized by size of district, the smaller schools (with between 10,000 and 15,000 students) were equally divided between educational and public relations experience as the most acceptable qualification while the majority of those from the largest schools (over 25,000 pupils) ranked newspaper experience first (see Table 8). The mid-sized schools favored public relations experience. The smaller schools rated newspaper experience fourth and all groups ranked a degree in education last.

Grouping the districts by the percentage of time the respondents devote to public relations reveals a similar pattern (see Table 9). Public relations experience was selected as most desirable, although those who spend between 10 and 50 percent of their time on public relations also rated educational experience first. A degree in education was rated least important but shared last place with a degree in journalism among those who devote between 10 and 15 percent of their time to public relations.

Public Relations Titles

Fifteen of the seventeen persons who devote at least

Table 8. Qualifications for public relations directors, ranked by acceptability, according to size of district (Question Thirteen).

Enrollment	1st					2nd					3rd					4th					5th				
	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR
10,000-14,999 (A-N)	0	2	6	0	6	3	0	3	6	2	1	6	3	1	3	3	4	2	5	0	7	2	0	2	3
15,000-19,999 (O-U)	0	0	0	0	7	1	0	2	4	0	0	3	2	2	0	1	2	3	1	0	5	2	0	0	0
20,000-24,999 (V-X)	1	1	0	0	1	0	0	2	0	1	2	0	0	1	0	0	0	1	1	1	0	2	0	1	0
25,000-34,999 (Y-BB)	0	0	0	2	2	0	2	0	1	1	0	1	1	1	1	0	1	3	0	0	4	0	0	0	0
35,000-41,000 (CC-DD)	0	1	0	1	0	1	1	0	0	0	0	0	2	0	0	1	0	0	1	0	0	0	0	0	2
Totals	1	4	6	3	16	5	3	7	11	4	3	10	8	5	4	5	7	9	8	1	16	6	0	3	5

Table 9. Qualifications for public relations directors, ranked by acceptability, according to percentage of time devoted to public relations (Question Thirteen).

Time Devoted To PR	1st					2nd					3rd					4th					5th				
	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR	Deg. Ed.	Deg. Jour.	Exp. Ed.	Exp. Newsp.	Exp. PR
100%	0	2	0	3	6	2	2	2	4	1	1	4	5	0	1	2	2	4	2	1	6	1	0	2	2
50 - 99%	0	1	2	0	3	1	1	0	3	1	0	2	2	1	1	2	1	2	1	0	3	1	0	1	1
30 - 49%	0	1	1	0	2	0	0	2	1	1	2	2	0	0	0	0	0	1	3	0	2	1	0	0	1
10 - 29%	0	0	2	0	1	1	0	1	1	0	0	0	0	1	2	1	1	0	1	0	1	2	0	0	0
0 - 9%	1	0	1	0	4	1	0	2	2	1	0	2	1	3	0	0	3	2	1	0	4	1	0	0	1
Totals	1	4	6	3	16	5	3	7	11	4	3	10	8	5	4	5	7	9	8	1	16	6	0	3	5

half of their time to school public relations carry titles
specifying their responsibilities (see Table 10). The other
two are called Assistant to the Superintendent (District E)
and Assistant in Personnel Services (District O). Both list
public relations as 50 percent of their job responsibilities.
In only one district (District K) is a person who devotes
less than half his time to public relations (40 percent)
given a job title with a public relations description,
Community Relations Assistant. That person lists journalism
teacher as his other major responsibility.

The sixteen titles held range from the simple de-
scriptions, such as Public Relations Consultant, Director
of Public Relations, Information Officer and Communications
Specialist, to long and bureaucratic titles: Administra-
tive Assistant for School-Community Relations, and Director
of Public Information and Communications.

No two are identical, although some are similar:
Coordinator of Public Information and Public Information
Coordinator. There are four directors, three coordinators,
three administrative assistants, two consultants, two spe-
cialists, one assistant and one officer. Five of the six-
teen titles include school-community relations, three each
public relations, public information and communications, and
one information services. One title includes both public
information and communications (District DD).

Money Budgeted for Public Relations

Of the thirty districts surveyed, twenty-one spend

Table 10.   Titles of those directing public relations in the schools.

	Title	% Time Spent On PR
A	Public Relations Consultant	100[a]
B	Director of Public Relations	95
C	Superintendent	7
D	Administrative Assistant to the Superintendent	30
E	Assistant to the Superintendent	50
F	Superintendent	-
G	Superintendent	5
H	Superintendent	10
I	Coordinator of Public Information	100
J	Communications Specialist	50
K	Community Relations Assistant	40
L	Director, Personnel and Administrative Services	20
M	Director of Personnel	0
N	Administrative Assistant, Community Relations	50-75
O	Assistant in Personnel Services	50
P	Communications Consultant	100[a]
Q	Assistant Superintendent	0
R	Information Officer	100
S	Administrative Assistant	30
T	Director, School-Community Relations	100
U	Assistant Superintendent, Administrative Services	10-15
V	Assistant Director of Elementary Instruction	1
W	Public Information Coordinator	100
X	Deputy Superintendent for Instruction	10
Y	Administrative Asst., School-Community Relations	100
Z	Director, Information Services	100
AA	Community Relations Specialist	100
BB	Administrative Assistant for Public Relations	75
CC	Communications and Publications Coordinator	100
DD	Director, Public Information and Communications	100

[a] Employed on a part-time basis.

less than one percent of their total budgets on public re-
lations (see Table 1). One district spends as much as 5
percent of its budget and two designate no funding for public
relations. Five respondents left the question blank, which
might indicate that those districts fund public relations
under a more general listing, such as administrative services,
and were unable to determine exactly how much money is spent
on public relations. It is apparent that they did not mean
that their districts spend nothing on public relations since
one district does employ a full-time public relations direc-
tor (District P).

All of the four districts which do budget at least
one percent of their total expenditures for public relations
have student enrollments below 25,000 and two employ full-
time public relations directors (see Tables 11 and 12).
District H, which spends the most, 5 percent of its total
budget, has fewer than 15,000 pupils and employs someone
who devotes less than 30 percent of his time to public re-
lations.

The largest district surveyed, which does employ a
full-time public relations director, allocates only .003 per-
cent of its budget for public relations. One other district
with a student enrollment over 25,000 and a full-time public
relations person spends .002 percent of its budget for public
relations, the same amount listed by one district with fewer
than 15,000 students and an employee who devotes less than
10 percent of his time to public relations.

Table 11. Percentage of budget devoted to public relations according to size of school district (Question Eleven).

Enrollment	1% or more	.1-.9%	.01-.09%	0-.009%	0
10,000-14,999 (A-N)	2	6	1	1	1
15,000-19,999 (O-U)	1	2	1	0	1
20,000-24,999 (V-X)	1	1	1	0	0
25,000-34,999 (Y-BB)	0	1	2	1	0
35,000-41,000 (CC-DD)	0	1	0	1	0
Totals	4	11	5	3	2

Table 12. Percentage of budget devoted to public relations according to percentage of time spent on public relations (Question Eleven).

Time Spent On PR	1% or more	.1-.9%	.01-.09%	0-.009%	0
100%	2	4	2	2	0
50 - 99%	1	3	2	0	0
30 - 49%	0	2	0	0	0
10 - 29%	1	1	0	0	0
0 - 9%	0	1	1	1	2
Totals	4	11	5	3	2

The two districts which allocate no money for public relations both have student enrollments below 20,000 and employ persons who spend less than 10 percent of their time on public relations.

Organizational Plans for Public Relations

In Question One of the survey, twelve of the thirty schools surveyed said their public relations programs follow the centralized plan in which all school news goes through one person (see Table 13). There were eleven respondents using the individualized plan, in which each staff person is responsible for releasing his own news, and the remaining seven employ the decentralized plan, in which the principal of each building handles the news from his school.

Four respondents said their districts actually follow a combination of the three systems. Because no one person or even one person per building directs public relations for these schools, they have been interpreted to be the equivalent of the individualized plan.

The majority of the fourteen schools with enrollments between 10,000 and 15,000 employ the individualized plan; five follow the centralized plan and two use the decentralized system (see Table 14). Four of the seven schools with 15,000 to 19,999 pupils list the decentralized plan while two use the individualized plan. The three districts with 20,000 to 24,999 students each employ a different system. The only group in which the majority follows the decentralized plan is the districts with enrollments between 25,000

Table 13. Organizational plans for public relations programs employed in the schools (Question One).

	All News to PR Person	Each School Own News	Individuals Own News	Combination Of Three
A		x		
B				x
C			x	
D	x			
E				x
F			x	
G		x		
H			x	
I	x			
J	x			
K	x			
L	x			
M			x	
N				x
O	x			
P			x	
Q			x	
R	x			
S		x		
T	x			
U	x			
V		x		
W	x			
X			x	
Y		x		
Z		x		
AA				x
BB		x		
CC	x			
DD	x			
Totals	12	7	7	4

Table 14. Organizational plans for public rela-
tions programs employed in schools,
according to size of district (Ques-
tion One).

Enrollment	All News to PR Person	Each School Own News	Individuals Own News
10,000 - 14,999 (A - N)	5	2	7
15,000 - 19,999 (O - U)	4	1	2
20,000 - 24,999 (V - X)	1	1	1
25,000 - 34,999 (Y - BB)	0	3	1
35,000 - 41,000 (CC - DD)	2	0	0
Totals	12	7	11

and 35,000, with three employing that system and one using the individualized plan.

Thus, the schools with fewer than 25,000 students are evenly divided between the centralized and individualized plans while the schools with enrollments over 25,000 favor the decentralized system.

The majority, six, of the eleven districts which do employ persons whose sole responsibilities are public relations follows the centralized plan with three districts using the decentralized system (see Table 15). Two districts with full-time public relations directors have opted for the individualized plan. Also, half of the six districts whose public relations personnel devote between 50 and 99 percent of their time to that job employ the individualized plan. Two of the other districts in that category use the centralized plan and the last district follows decentralization.

Four of the districts whose employees spend between 10 and 50 percent of their time with public relations utilize the centralized plan while the majority of those who spend less than 10 percent of their time with public relations uses the individualized system.

The individualized plan is employed by the district which devotes the greatest percentage of its budget to public relations as well as the two districts which spend nothing (see Table 16). Two other districts which spend at least one percent of their budgets on public relations use

Table 15. Organizational plans for public rela-
tions programs employed in schools,
according to percent of time devoted
to public relations (Question One).

Time Devoted To PR	All News to PR Person	Each School Own News	Individuals Own News
100%	6	3	2
50 - 99%	2	1	3
30 - 49%	2	1	1
10 - 29%	2	0	1
0 - 9%	0	2	4
Totals	12	7	11

Table 16. Organizational plans for public relations programs employed in schools, according to percentage of budget devoted to public relations (Question One).

Budget Devoted To PR	All News to PR Person	Each School Own News	Individuals Own News
1 % or more	2	0	2
.1 - .9%	4	3	4
.01 - .09%	2	2	1
0 - .009%	1	2	0
0	0	0	2
Totals	9	7	9

the centralized plan while the last district in that cate-
gory uses the individualized plan.

None of the three districts with expenditures less
than .01 percent employ the individualized plan and those
eleven schools spending between .1 percent and one percent
are almost evenly divided among the three systems.

Involvement in Public Relations Activities

In Question Two, the respondents were asked to
select from a list of five public relations activities the
two in which they were most involved. Of the thirty dis-
tricts surveyed, sixteen listed being available to the media
as one of the two primary activities, followed by press re-
leases, named by thirteen, and pamphlets and brochures,
listed by eleven (see Table 17). No district named press
conferences and two respondents said their schools were not
involved in any of the areas (Districts M and Q).

The smaller schools, with enrollments between 10,000
and 25,000, were evenly divided among press releases, pam-
phlets and brochures, and being available to the media while
availability to the media was the clear choice by respon-
dents from schools with more than 25,000 students (see
Table 18).

Looking at the data according to the percentage of
time the respondents devote to public relations produces
different results. Of those respondents whose sole respon-
sibility is public relations, producing in-depth and inter-
pretative stories was listed as often as press releases and

Table 17. Public relations activities in which the schools are involved (Question Two).

	Press Releases	News Stories	Pamphlets/Brochures	Press Conferences	Available to Media	Other
A		x	x			
B			x			x
C						
D	x	x				
E	x				x	
F	x				x	
G					x	
H	x				x	
I		x	x			
J	x		x			
K	x		x			
L			x		x	
M						x
N			x		x	
O			x		x	
P						x
Q						x
R	x	x				
S	x				x	
T	x		x			
U	x				x	
V			x		x	
W	x					
X			x		x	
Y					x	x
Z					x	
AA	x					
BB	x				x	
CC					x	
DD		x			x	
Totals	13	5	11	0	16	5

Table 18. Public relations activities in which the
          schools are involved, according to size of
          district (Question Two).

Enrollment	Press Releases	News Stories	Pamphlets/Brochures	Press Conferences	Available to Media	Other
10,000 - 14,999 (A - N)	6	3	7	0	6	2
15,000 - 19,999 (O - U)	4	1	2	0	3	2
20,000 - 24,999 (V - X)	1	0	2	0	2	0
25,000 - 34,999 (Y - BB)	2	0	0	0	3	1
35,000 - 41,000 (CC - DD)	0	1	0	0	2	0
Totals	13	5	11	0	16	5

availability to the media (see Table 19). However, in-depth stories was not selected once by those who devote between 50 and 100 percent of their time to public relations and only once by those working between 20 and 50 percent of the time in public relations. Those respondents who spend less than 10 percent of their time on public relations listed availability to the media as one of the two activities in which they are most involved.

Table 19. Public relations activities in which the schools are involved, according to percentage of time devoted to public relations (Question Two).

Time Devoted To PR	Press Releases	News Stories	Pamphlets/Brochures	Press Conferences	Available to Media	Other
100%	4	4	3	0	4	2
50 - 99%	3	0	4	0	4	1
30 - 49%	3	1	2	0	2	0
10 - 29%	2	0	1	0	3	0
0 - 9%	1	0	1	0	3	2
Totals	13	5	11	0	16	5

The majority, four, of the seven districts spending at least one percent of their budgets on public relations said preparing press releases was one of the two activities in which they were involved (see Table 20). None from that category listed pamphlets and brochures which was selected by seven of the eleven districts which spend between .1 and one percent. Six of those eleven listed being available to the media.

Table 20. Public relations activities in which the schools are involved, according to percentage of budget devoted to public relations (Question Two).

Budget Devoted To PR	Press Releases	News Stories	Pamphlets/Brochures	Press Conferences	Available to Media	Other
1% or more	4	1	0	0	2	0
.1 - .9%	3	1	7	0	6	1
.01 - .09%	2	1	3	0	3	0
0 - .009%	0	1	0	0	3	1
0	0	0	0	0	0	2
Totals	9	4	10	0	14	4

The five schools in the .01 to .09 percent group marked all activities except the press conference while all three districts with expenditures below .01 percent listed being available to the media. The two districts which spend nothing on public relations said they were involved in none of the activities.

The combination of activities most often cited was press releases and availability to the media, by six respondents. Five listed pamphlets or brochures and availability.

Public Relations Priorities

In Question Three, the respondents were asked to rank six public relations functions according to the policy set by their present boards of education. The responses indicate that boards give the newsletter top priority with sixteen of the thirty districts ranking it first or second (see Table 21). Being available to the media was listed by thirteen districts as first or second, followed by preparing in-depth news stories and pamphlets or brochures. Holding press conferences was not chosen once as the top priority and was ranked last by almost one-half of the respondents. Only one district rated it as high as third.

Categorizing districts by enrollment size shows little variation among groups. However, the only districts which listed issuing press releases as the lowest priority were those with enrollments below 20,000 (see Table 22).

The three districts which ranked press releases first all employ persons whose sole responsibility is

Table 21. Public relations functions ranked according to the policy set by the boards of education (Question Three).

	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
A	6	2	4	3	1	5
B	6	4	5	3	2	1
C						
D	5	2	6	4	1	3
E	6	5	4	3	2	1
F	4	3	6	2	5	1
G	6	1	5	3	2	4
H	3	4	6	5	2	1
I	3	4	6	2	1	5
J	2	3	5	4	1	6
K	3	5	6	2	1	4
L	5	4	6	2	3	1
M	2	1	6	5	4	3
N	3	4	6	1	2	5
O	3	5	6	4	1	2
P					1	
Q						1
R	2	5	6	3	1	4
S	6	4	5	3	1	2
T	3	1	5	2	6	4
U	5	2	3	4	6	1
V	3	5	6	2	1	4
W	1	5	4	3	2	6
X						
Y	5	3	6	2	1	4
Z	1	4	5	6	3	2
AA	1	2	6	5	3	4
BB	5	4	6	3	1	2
CC	3	6	4	5	2	1
DD	4	1	5	3	6	2

Table 22. Public relations functions ranked according to the policy set by the boards of education, by size of district (Question Three).

Enrollment	1st Press Releases	1st News Stories	1st Press Conferences	1st Pamphlets/Brochures	1st Newsletters	1st Available to Media	2nd Press Releases	2nd News Stories	2nd Press Conferences	2nd Pamphlets/Brochures	2nd Newsletters	2nd Available to Media	5th Press Releases	5th News Stories	5th Press Conferences	5th Pamphlets/Brochures	5th Newsletters	5th Available to Media	6th Press Releases	6th News Stories	6th Press Conferences	6th Pamphlets/Brochures	6th Newsletters	6th Available to Media
10,000-14,999 (A-N)	0	2	0	1	5	5	2	3	0	4	5	0	2	2	2	2	1	3	4	0	8	0	0	1
15,000-19,99 (O-U)	0	1	0	0	4	2	1	0	0	1	0	2	1	2	3	0	0	0	1	0	2	0	2	0
20,000-24,999 (V-X)	1	0	0	0	1	0	0	0	0	1	1	0	0	2	0	0	0	0	0	0	1	0	0	1
25,000-34,999 (Y-BB)	2	0	0	0	2	0	0	1	0	1	0	2	2	0	1	1	1	0	0	0	3	1	0	0
35,000-41,000 (CC-DD)	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0
Totals	3	4	0	1	12	8	3	4	0	7	7	5	5	6	7	4	1	3	5	1	14	1	3	2

public relations, although five of that group selected pre-
paring a newsletter as first (see Table 23). The same group
represented two of the three districts which rated the news-
letter last.

While two of the four districts spending at least
one percent of their budgets on public relations gave being
available to the media top priority, all four in that group
rated the newsletter as first or second (see Table 24). The
newsletter was also listed first by four of the five dis-
tricts spending between .01 and .1 percent.

Comparing the public relations activities which the
respondents said their boards of education deem most impor-
tant (Question Three) with the activities in which they are
most involved (Question Two) reveals some inconsistencies.

Of six districts which listed press releases as
one of the two primary activities their public relations
programs involved, two said their board policies place press
releases last, three ranked them fifth and one gave it
fourth priority. Four of the six districts have fewer than
20,000 students and four employ persons who devote less than
50 percent of their time to public relations.

In four districts whose boards place being available
to the media fourth or fifth, that activity was listed as
one of the two primary activities in which they are involved.
One respondent listed availability as his board's top prior-
ity item but did not include it as one of the two functions
of his program.

Table 23. Public relations functions ranked according to the policy set by the boards of education, by percentage of time devoted to public relations (Question Three).

Time Devoted To PR	1st						2nd						5th						6th					
	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
100%	3	2	0	0	5	1	1	2	0	3	2	2	1	2	3	2	0	2	1	1	4	1	2	1
50 - 99%	0	0	0	1	3	2	1	0	0	0	3	2	1	2	2	0	0	1	2	0	3	0	0	1
30 - 49%	0	0	0	0	3	0	0	1	0	1	0	1	1	1	1	0	0	0	1	0	2	0	0	0
10 - 29%	0	0	0	0	0	3	0	1	0	1	1	0	2	0	0	1	0	0	0	0	2	0	1	0
0 - 9%	0	2	0	0	1	2	1	0	0	2	1	0	0	1	1	1	1	0	1	0	3	0	0	0
Totals	3	4	0	1	12	8	3	4	0	7	7	5	5	6	7	4	1	3	5	1	14	1	3	2

Table 24. Public relations functions ranked according to the policy set by the boards of education, by percentage of budget devoted to public relations (Question Three).

Budget Devoted To PR	1st						2nd						5th						6th					
	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
1% or more	1	0	0	0	1	2	1	0	0	0	3	0	0	3	0	1	0	0	1	0	2	0	0	1
.1 - .9%	1	1	0	1	3	3	1	1	0	2	3	2	1	0	5	1	0	2	3	1	2	1	0	1
.01 - .09%	1	0	0	0	4	0	0	1	0	2	0	2	1	2	0	1	0	1	0	0	5	0	1	0
0 - .009%	0	2	0	0	1	0	0	0	0	1	1	1	1	0	2	0	0	0	1	0	1	0	0	0
0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0
Totals	3	4	0	1	9	6	3	2	0	5	7	5	3	5	7	4	0	3	5	1	11	1	2	2

In Question Twelve, the respondents were given the same list of priorities and asked to rank them according to their own personal preferences. The newsletter remained the first choice and, while being available to the media was the second most frequent response for first or second, the respondents rated pamphlets or brochures higher when asked for their preferences (see Table 25). Again, holding press conferences was ranked last by more than half of those surveyed.

Preparing in-depth news stories was the most frequent response by those employed by districts with fewer than 15,000 students while only two of the nine districts with enrollments over 20,000 considered them a top priority (see Table 26). The newsletter was the overwhelming first choice by those districts with less than 20,000 students but not rated first by either of the two largest districts. And, while twelve of the eighteen districts with enrollments below 20,000 placed press conferences last, only two of the six largest districts did so.

Among the eleven districts which employ full-time public relations directors, the newsletter was ranked first by six. However, one respondent in that group ranked the newsletter last (see Table 27).

Two of the four respondents whose districts spend at least one percent of their budgets on public relations favored the newsletter and at least one respondent from the schools which budget between .1 and one percent rated each of the responses first (see Table 28). Pamphlets were ranked last

Table 25. Public relations functions
ranked according to personal
preference (Question Twelve).

	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
A	6	3	5	2	1	4
B	6	3	5	2	1	4
C	3	5	6	1	2	4
D	5	1	6	4	2	3
E	4	1	6	3	5	2
F	5	3	6	2	4	1
G	6	1	5	3	2	4
H	5	2	3	6	4	1
I	6	1	5	3	2	4
J	2	1	6	4	3	5
K	2	5	6	3	1	4
L	4	6	5	2	3	1
M	5	4	6	2	1	3
N	3	2	6	1	5	4
O	6	2	5	4	1	3
P					1	
Q	3	4	6	1	2	5
R	4	2	6	5	1	3
S	6	2	1	5	4	3
T	5	2	6	4	1	3
U	3	5	6	2	1	4
V	2	5	6	3	1	4
W	4	3	5	2	1	6
X	4	5	6	3	2	1
Y	5	4	6	2	1	3
Z	1	4	5	6	3	2
AA	3	1	5	2	4	6
BB	5	4	6	2	1	3
CC	3	6	4	5	2	1
DD	4	1	5	3	6	2

Table 26. Public relations functions ranked according to personal preference, by size of district (Question Twelve).

Enrollment	1st						2nd						5th						6th					
	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
10,000-14,999 (A-N)	0	5	0	2	4	3	2	2	0	5	4	1	4	2	5	0	2	1	4	1	8	1	0	0
15,000-19,999 (O-U)	0	0	1	1	5	0	0	4	0	1	1	0	1	1	1	2	0	1	2	0	4	0	0	0
20,000-24,999 (V-X)	0	0	0	0	2	1	1	0	0	1	1	0	0	2	1	0	0	0	0	0	2	0	0	1
25,000-34,999 (Y-BB)	1	1	0	0	2	0	0	0	0	3	0	1	2	0	2	0	0	0	0	0	2	1	0	1
35,000-41,000 (CC-DD)	0	1	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	0	1	0	0	1	0
Totals	1	7	1	3	13	5	3	6	0	10	7	3	7	5	10	3	2	2	6	2	16	2	1	2

Table 27. Public relations functions ranked according to personal preference, by percentage of time devoted to public relations (Question Twelve).

Time Devoted To PR	1st						2nd						5th						6th					
	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
100%	1	3	0	0	6	1	0	2	0	4	2	2	2	0	6	2	0	0	2	1	3	1	1	2
50 - 99%	0	2	0	1	3	0	1	2	0	2	0	1	1	0	2	0	2	1	2	0	4	0	0	0
30 - 49%	0	1	1	0	1	1	1	1	0	0	2	0	1	2	0	1	0	0	1	0	3	0	0	0
10 - 29%	0	0	0	0	1	2	0	1	0	2	0	0	1	1	1	0	0	0	0	1	1	1	0	0
0 - 9%	0	1	0	2	2	1	1	0	0	2	3	0	2	2	1	0	0	1	1	0	5	0	0	0
Totals	1	7	1	3	13	5	3	6	0	10	7	3	7	5	10	3	2	2	6	2	16	2	1	2

Table 28. Public relations functions ranked according to personal preference, by percentage of budget devoted to public relations (Question Twelve).

Budget Devoted To PR	1st						2nd						5th						6th					
	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media	Press Releases	News Stories	Press Conferences	Pamphlets/Brochures	Newsletters	Available to Media
1% or more	0	1	0	0	2	1	0	2	0	1	0	1	1	0	1	1	1	0	0	0	2	1	0	1
.1 - .9%	1	1	1	2	3	3	1	3	0	3	3	1	1	2	4	2	1	1	3	2	5	1	0	0
.01 - .09%	0	2	0	0	3	0	1	1	0	2	1	0	1	1	3	0	0	0	2	0	2	0	0	1
0 - .009%	0	2	0	0	1	0	0	0	0	1	1	1	1	0	2	0	0	0	1	0	1	0	1	0
0	0	0	0	1	1	0	0	0	0	1	1	0	1	0	0	0	0	1	0	0	2	0	0	0
Totals	1	6	1	3	10	4	2	6	0	8	6	3	5	3	10	3	2	2	6	2	12	2	1	2

only by districts spending less than one percent.

Comparing the ranking of the six priorities as set
by the boards' policies (Question Three) to those listed by
personal preference (Question Twelve) reveals some variation.

Twelve respondents indicated that they would like
to devote more time to preparing in-depth or interpretative
stories since they ranked that item first by personal pref-
erence while their boards' policies rate them as low as
fifth. Six respondents said they would give news stories
lower priority, including one, whose board ranked them
first, who placed them fourth.

Nine respondents said they would spend less time
preparing press releases while five said they would give
them more priority. Eight consider newsletters less impor-
tant than their boards while six see them as more worthy
of their time. The other three activities were equally
listed for increasing and decreasing importance. However,
one respondent (District S) which has fewer than 20,000
students and devotes less than 50 percent of the time to
public relations would choose to raise press conferences
from fifth place to first.

Objectives of Conducting Public Relations

Eight objectives of schools engaging in public rela-
tions were listed in Question Fourteen for respondents to
select the three they found to be most important.

All but two of the respondents marked fostering con-
fidence in and appreciation of the schools as one of their

choices (see Table 29). About half of the respondents also
selected winning financial support and discharging the re-
sponsibility of the board of education to keep the people
informed. None felt that fostering a favorable attitude
toward teachers was a primary objective and four districts,
all with fewer than 20,000 students, listed dealing with
rumor and propaganda.

There was little difference among districts when
grouped by size except that four of the six districts with
enrollments over 25,000 indicated that to create an atmos-
phere conducive to change and progress was one of their
objectives (see Table 30).

That objective was listed primarily by those respon-
dents whose sole responsibility is public relations (see
Table 31). The only other group which selected that response
more than once was those who spend less than 10 percent of
their time on public relations. Discharging the responsi-
bility of the board to keep the people informed was given a
low rating by those who do only public relations, with only
three of the eleven listing it as an objective, and given
more importance as time spent on public relations decreased.

The only respondents who did not list fostering con-
fidence in and appreciation of the schools were one district
which spends at least one percent of its budget on public
relations and one district spending between .1 and one per-
cent (see Table 32). Winning adequate financial support was
selected by eight of the eleven schools spending between .1

Table 29. Objectives of schools engaging in public relations deemed most important (Question Fourteen).

	Create Atmosphere Conducive to Change/Progress	Foster Confidence in, Appreciation of the Schools	Develop Awareness of Importance of Education	Deal with Rumor, Propaganda	Foster Favorable Attitudes Toward Teachers	Win Adequate Financial Support	Generate Responsibility to Participate in Policy-Making	Discharge Responsibility of Board; Keep People Informed
A		x		x		x		
B						x	x	x
C		x				x		x
D		x	x	x				
E		x	x			x		
F	x	x					x	
G	x	x						x
H	x	x						x
I	x	x	x					
J		x				x		x
K		x		x		x		
L		x						x
M		x				x		x
N		x	x			x		
O	x	x					x	
P		x	x					x
Q		x				x		x
R						x	x	x
S		x				x		x
T		x				x		x
U		x		x				x
V	x	x	x					
W	x	x					x	
X	x	x						x
Y	x	x				x		
Z		x	x			x		
AA	x	x				x		
BB		x					x	x
CC	x	x					x	
DD	x	x				x		
Totals	12	28	7	4	0	16	7	15

Table 30. Objectives of schools engaging in public
relations deemed most important, according
to size of district (Question Fourteen).

Enrollment	Create Atmosphere Conducive to Change and Progress	Foster Confidence in, Appreciation of Schools	Develop Awareness of Importance of Education	Deal with Rumor, Propaganda	Foster Favorable Attitudes Toward Teachers	Win Adequate Financial Support	Generate Responsibility to Participate in Policy-Making	Discharge Responsibility of Board; Keep People Informed
10,000 - 14,999 (A - N)	4	13	4	3	0	8	2	7
15,000 - 19,999 (O - U)	1	6	1	1	0	4	2	6
20,000 - 24,999 (V - X)	3	3	1	0	0	0	1	1
25,000 - 34,999 (Y - BB)	2	4	1	0	0	3	1	1
35,000 - 41,000 (CC - DD)	2	2	0	0	0	1	1	0
Totals	12	28	7	4	0	16	7	15

Table 31. Objectives of schools engaging in public relations deemed most important, according to percentage of time devoted to public relations (Question Fourteen).

Time Devoted To PR	Create Atmosphere Conducive to Change and Progress	Foster Confidence in, Appreciation of Schools	Develop Awareness of Importance of Education	Deal with Rumor, Propaganda	Foster Favorable Attitudes Toward Teachers	Win Adequate Financial Support	Generate Responsibility to Participate in Policy-Making	Discharge Responsibility of Board; Keep People Informed
100%	6	10	3	1	0	7	3	3
50 - 99%	1	5	2	0	0	4	3	3
30 - 49%	1	4	1	2	0	2	0	2
10 - 29%	1	3	0	1	0	0	0	3
0 - 9%	3	6	1	0	0	3	1	4
Totals	12	28	7	4	0	16	7	15

Table 32. Objectives of schools engaging in public relations deemed most important, according to percentage of budget devoted to public relations (Question Fourteen).

Budget Devoted To PR	Create Atmosphere Conducive to Change and Progress	Foster Confidence in, Appreciation of Schools	Develop Awareness of Importance of Education	Deal with Rumor, Propaganda	Foster Favorable Attitudes Toward Teachers	Win Adequate Financial Support	Generate Responsibility to Participate in Policy-Making	Discharge Responsibility of Board; Keep People Informed
1% or more	2	3	1	0	0	2	2	2
.1 - .9%	2	10	2	1	0	8	2	7
.01 - .09%	4	5	2	0	0	1	2	1
0 - .009%	3	3	0	0	0	2	0	1
0	0	2	0	0	0	2	0	2
Totals	11	23	5	1	0	15	6	13

and one percent and by both schools which spend nothing on public relations.

Public Relations Initiatives

The responses to Questions Four through Ten illustrate what the surveyed districts are doing in terms of media public relations on a monthly basis. The most frequent responses were to sending out one to five press releases, one to three in-depth or interpretative stories, no press conferences per month and more than twenty stories about the schools published in the local newspapers (see Tables 33 and 34).

Twenty-five of the thirty districts do not participate in a local television or radio program on a regular basis; twenty-four do prepare pamphlets or brochures, and twenty-two prepare newsletters for district residents on a regular basis (see Table 35).

Four of the six districts which sent out more than fifteen press releases during March, 1977, have student enrollments between 20,000 and 35,000 (see Table 36). But the smaller districts, those with between 10,000 and 20,000 students, sent the next largest amount, eleven to fifteen. The two largest districts sent out fewer releases. There were four districts, all with between 10,000 and 15,000 pupils, which prepared no releases for the local media.

Four of the six schools which prepared more than fifteen press releases employ persons whose sole responsibility is public relations while three of the four districts which

Table 33. The number of press releases and in-depth or interpretative stories prepared by the school districts during one month (Questions Four and Five).

	Press Releases					News Stories				
	0	1 - 5	6 - 10	11 - 15	more than 15	0	1 - 3	4 - 6	7 - 9	more than 9
A		x						x		
B			x				x			
C	x					x				
D					x			x		
E			x				x			
F	x					x				
G		x					x			
H		x				x				
I		x				x				
J				x			x			
K	x					x				
L		x				x				
M	x					x				
N				x			x			
O				x				x		
P		x					x			
Q		x					x			
R					x		x			
S			x				x			
T				x			x			
U		x				x				
V			x				x			
W					x			x		
X					x		x			
Y					x				x	
Z				x				x		
AA					x			x		
BB			x				x			
CC		x				x				
DD				x				x		
Totals	4	9	5	6	6	9	13	7	1	0

Table 34. The number of press conferences held by the districts and articles published about the schools in the local newspapers during one month (Questions Seven and Six).

	Press Conferences					Articles Published				
	0	1	2	3	more than 3	1 - 5	6 - 10	11 - 15	16 - 20	more than 20
A		x							x	
B	x									x
C	x								x	
D	x								x	
E				x					x	
F	x									x
G	x					x				
H	x						x			
I	x							x		
J		x								x
K	x							x		
L	x					x				
M	x					x				
N		x								x
O	x									x
P	x						x			
Q	x								x	
R	x								x	
S	x								x	
T					x					x
U		x							x	
V		x				x				
W			x							x
X			x							x
Y	x									x
Z	x									x
AA	x							x		
BB		x								x
CC		x						x		
DD	x									x
Totals	19	7	2	1	1	4	2	5	7	12

Table 35. Participation in a local radio or television program and preparation of pamphlets or brochures or news-letters by the school districts (Questions Eight, Nine and Ten).

	Radio-TV Program		Pamphlets/ Brochures		Newsletter	
	Yes	No	Yes	No	Yes	No
A		x	x		x	
B	x		x		x	
C		x	x			x
D	x		x		x	
E		x	x		x	
F		x		x		x
G		x	x			x
H		x		x	x	
I		x	x		x	
J		x	x		x	
K		x	x		x	
L		x	x		x	
M		x		x		x
N	x		x		x	
O		x		x	x	
P		x	x		x	
Q		x		x		x
R		x	x		x	
S		x	x		x	
T	x		x			x
U	x		x			x
V		x	x		x	
W		x	x		x	
X		x	x		x	
Y		x	x		x	
Z		x	x		x	
AA		x		x	x	
BB		x	x		x	
CC		x	x		x	
DD		x	x			x
Totals	5	25	24	6	22	8

Table 36. The number of press releases pre-
pared by the school districts
during one month, according to
size of district (Question Four).

Enrollment	0	1 - 5	6 - 10	11 - 15	more than 15
10,000 - 14,999 (A - N)	4	5	2	2	1
15,000 - 19,999 (O - U)	0	3	1	2	1
20,000 - 24,999 (V - X)	0	0	1	0	2
25,000 - 34,999 (Y - BB)	0	0	1	1	2
35,000 - 41,000 (CC - DD)	0	1	0	1	0
Totals	4	9	5	6	6

sent out no releases devote less than 10 percent of their time to public relations (see Table 37). Four of the eleven schools which have full-time public relations directors sent out only one to five releases during the month.

Table 37. The number of press releases pre-
pared by the school districts
during one month, according to
percentage of time devoted to pub-
lic relations (Question Four).

Time Devoted To PR	0	1 - 5	6 - 10	11 - 15	more than 15
100%	0	4	0	3	4
50 - 99%	0	0	3	3	0
30 - 49%	1	0	1	0	2
10 - 29%	0	3	0	0	0
0 - 9%	3	2	1	0	0
Totals	4	9	5	6	6

Two of the four districts which spend at least one percent of their budgets for public relations sent out more than fifteen press releases (see Table 38). The responses among other groups were varied except for the two schools which spend nothing on public relations; one sent out one

to five press releases and the other sent out none.

Table 38. The number of press releases prepared by the school districts during one month, according to percentage of budget devoted to public relations (Question Four).

Budget Devoted To PR	0	1 - 5	6 - 10	11 - 15	more than 15
1% or more	0	1	1	0	2
.1 - .9%	1	3	2	4	1
.01 - .09%	0	1	2	1	1
0 - .009%	0	1	0	1	1
0	1	1	0	0	0
Totals	2	7	5	6	5

No in-depth or interpretative stories were sent out by half of the districts with the lowest enrollments and the only district to send out more than seven was the sixth largest district (see Table 39). More than half of the districts with full-time public relations directors prepared at least four news stories while the six districts which employ persons who devote less than 10 percent of their time to public relations were divided between no stories and one to three

Table 39. The number of in-depth or inter-
pretative stories prepared by the
school districts during one month,
according to size of district
(Question Five).

Enrollment	0	1 - 3	4 - 6	7 - 9	more than 9
10,000 - 14,999 (A - N)	7	5	2	0	0
15,000 - 19,999 (O - U)	1	5	1	0	0
20,000 - 24,999 (V - X)	0	2	1	0	0
25,000 - 34,999 (Y - BB)	0	1	2	1	0
35,000 - 41,000 (CC - DD)	1	0	1	0	0
Totals	9	13	7	1	0

stories during the month (see Table 40). More than four stories were produced only by schools which employ persons who spend at least 30 percent of their time on public relations.

Table 40. The number of in-depth or inter-
pretative stories prepared by the
school districts during one month,
according to percentage of time
devoted to public relations (Ques-
tion Five).

Time Devoted To PR	0	1 - 3	4 - 6	7 - 9	more than 9
100%	2	3	5	1	0
50 - 99%	0	5	1	0	0
30 - 49%	1	2	1	0	0
10 - 29%	3	0	0	0	0
0 - 9%	3	3	0	0	0
Totals	9	13	7	1	0

One of the four districts which spend at least one percent of their budgets on public relations sent out no stories, as did three of the eleven which spend between .1 and one percent. The only district to prepare more than

seven stories spends between .01 and .1 percent on public relations (see Table 41).

Table 41. The number on in-depth or interpretative stories prepared by the school districts during one month, according to percentage of budget devoted to public relations (Question Five).

Budget Devoted To PR	0	1 - 3	4 - 6	7 - 9	more than 9
1% or more	1	2	1	0	0
.1 - .9%	3	6	2	0	0
.01 - .09%	1	2	2	0	0
0 - .009%	0	1	1	1	0
0	1	1	0	0	0
Totals	6	12	6	1	0

Nineteen of the districts surveyed do not conduct press conferences on a regular basis (see Table 34). Only one district, District T, with an enrollment between 15,000 and 20,000, holds more than three press conferences a month and the only district which holds three per month, District E, is in the smallest enrollment group. Both districts have

employees who devote more than half of their time to public relations. One district, District V, which does average one press conference per month spends less than 10 percent of the time on public relations.

District E spends at least one percent of its budget on public relations, District T between .1 and one percent, and District V between .01 and .1 percent.

There are four districts, all with enrollments below 15,000, which produce no press releases, no in-depth or interpretative stories and conduct no press conferences (see Tables 33 and 34). One of these districts, District M, spends nothing on public relations. Those districts which prepared more than four news stories during the month also sent out at least eleven press releases. The second largest district surveyed sent out less than five press releases and no in-depth stories while the fourth smallest district prepared more than fifteen press releases and between four and six news stories during the month.

The greatest amount of press coverage, the largest number of stories published by the local newspapers during the month, was given to a majority of those schools with at least 20,000 students with at least half of each enrollment size group having at least 20 articles published about the schools (see Table 42). There were at least eleven stories published about the majority of schools in each group. The greatest number of stories published was also about those schools which employ a full-time public relations

Table 42. The number of articles published
about the schools in the local news-
papers during one month, according
to district size (Question Six).

Enrollment	1 - 5	6 - 10	11 - 15	16 - 20	more than 20
10,000 - 14,999 (A - N)	3	1	3	3	4
15,000 - 19,999 (O - U)	0	1	0	4	2
20,000 - 24,999 (V - X)	1	0	0	0	2
25,000 - 34,999 (Y - BB)	0	0	1	0	3
35,000 - 41,000 (CC - DD)	0	0	1	0	1
Totals	4	2	5	7	12

director (see Table 43). The only schools about which fewer than five stories were written devote less than 30 percent of their time to public relations.

Table 43. The number of articles published about the schools in the local newspapers during one month, according to percentage of time devoted to public relations (Question Six).

Time Devoted To PR	1 - 5	6 - 10	11 - 15	16 - 20	more than 20
100%	0	1	4	1	5
50 - 99%	0	0	0	1	5
30 - 49%	0	0	1	2	1
10 - 29%	1	1	0	1	0
0 - 9%	3	0	0	2	1
Totals	4	2	5	7	12

All schools which prepared between eleven and fifteen press releases had more than twenty stories published about them and one district which produced no press releases and no news stories also had more than twenty articles published about them (see Table 44).

Table 44. The number of in-depth or interpretative stories prepared and press conferences held by the school districts and articles published in the local newspapers about the schools during one month in relation to the number of press releases the schools prepared (Questions Five, Seven, Six and Four).

Press Releases	News Stories					Press Conferences					Articles Published				
	0	1 - 3	4 - 6	7 - 9	more than 9	0	1	2	3	more than 3	1 - 5	6 - 10	11 - 15	16 - 20	more than 20
0	4	0	0	0	0	4	0	0	0	0	1	0	1	1	1
1 - 5	5	3	1	0	0	6	3	0	0	0	2	2	3	2	0
6 - 10	0	5	0	0	0	2	2	0	1	0	1	0	0	2	2
11 - 15	0	3	3	0	0	3	2	0	0	1	0	0	0	0	6
More than 15	0	2	3	1	0	4	0	2	0	0	0	0	1	2	3
Totals	9	13	7	1	0	19	7	2	1	1	4	2	5	7	12

The only school districts which do participate in a local television or radio program on a regular basis are those with enrollments below 20,000 (see Table 45). These schools all spend between .1 and one percent of their budgets on public relations (see Table 46). Other than no participation in a broadcast program by schools which devote less than 10 percent of their time to public relations, there was no differentiation by time spend on public relations between

Table 45. Participation in a local
television or radio pro-
gram according to district
size (Question Eight).

Enrollment	yes	no
10,000 - 14,999 (A - N)	3	11
15,000 - 19,999 (O - U)	2	5
20,000 - 24,999 (V - X)	0	3
25,000 - 34,999 (Y - BB)	0	4
35,000 - 41,000	0	2
Totals	5	25

Table 46. Participation in a local
television or radio program
according to percentage of
budget devoted to public re-
lations (Question Eight).

Budget Devoted To PR	yes	no
1% or more	0	4
.1 - .9%	3	8
.01 - .09%	0	5
0 - .009%	0	3
0	0	2
Totals	3	22

those involved in a local television or radio program (see Table 47).

Table 47. Participation in a local television or radio program according to percentage of time devoted to public relations (Question Eight).

Time Devoted To PR	yes	no
100%	1	10
50 - 99%	2	4
30 - 49%	1	3
10 - 29%	1	2
0 - 9%	0	6
Totals	5	25

Pamphlets and newsletters are produced by the majority of districts in each enrollment group size with eleven of the fourteen smallest districts preparing pamphlets and ten of the same group sending out newsletters (see Table 48). The smallest district surveyed prepares both pamphlets and newsletters while the largest district prepares only pamphlets.

And the more time a district devotes to public relations, the more likely it is that pamphlets and newsletters are prepared (see Table 49). All but one of those districts

Table 48. Preparation of pamphlets or newsletters by the school districts according to district size (Questions Nine and Ten).

Enrollment	Pamphlets		Newsletters	
	yes	no	yes	no
10,000 - 14,999 (A - N)	11	3	10	4
15,000 - 19,999 (O - U)	5	2	4	3
20,000 - 24,999 (V - X)	3	0	3	0
25,000 - 34,999 (Y - BB)	3	1	4	0
35,000 - 41,000 (CC - DD)	2	0	1	1
Totals	24	6	22	8

Table 49. Preparation of pamphlets or newsletters by the school districts according to percentage of time devoted to public relations (Questions Nine and Ten).

Time Devoted To PR	Pamphlets		Newsletters	
	yes	no	yes	no
100%	10	1	9	2
50 - 99%	5	1	6	0
30 - 49%	4	0	4	0
10 - 29%	2	1	2	1
0 - 9%	3	3	1	5
Totals	24	6	22	8

with full-time public relations directors prepare pamphlets
and only two do not send out newsletters. Those who devote
less than 10 percent of their time to public relations are
evenly divided on the question of pamphlets and one only
produces a newsletter.

The majority of the three groups which spend more
than .01 percent of their budgets on public relations pre-
pares both pamphlets and newsletters (see Table 50). All
of those with expenditures below .01 percent produce pam-
phlets while only one of the three sends out newsletters.
The two districts which spend nothing on public relations
prepare neither pamphlets nor newsletters.

Table 50. Preparation of pamphlets or newsletters
by the school districts according to
percentage of budget devoted to public
relations (Questions Nine and Ten).

Budget Devoted To PR	Pamphlets		Newsletters	
	yes	no	yes	no
1% or more	3	1	4	0
.1 - .9%	11	0	9	2
.01 - .09%	3	2	5	0
0 - .009%	3	0	1	2
0	0	2	0	2
Totals	20	5	19	6

Nineteen of the thirty districts prepare both pam-
phlets and newsletters on a regular basis while only three
do neither.

CHAPTER V

SUMMARY AND CONCLUSIONS

The final phase of this study will be to review the hypotheses on which the study was founded to determine their validity in relation to the findings of the questionnaire.

(1) Most schools in Michigan do not employ full-time public relations personnel.

Only nine of the thirty districts surveyed do employ full-time public relations directors. Two districts do employ persons who do public relations on a part-time basis. However, those who are responsible for public relations at thirteen of the schools devote less than 50 percent of their time to that function. Three of these districts listed no time spent on public relations while three other respondents listed less than 10 percent of their time devoted to public relations.

Thus, the findings of the study appear to support this hypothesis.

(2) The backgrounds of those who are employed to direct public relations generally are limited to experience within the schools with little, if any, media experience.

A slight majority of those surveyed, sixteen of the thirty, do have strictly educational experience. However,

thirteen respondents have had some training in the media, either educationally or professionally.

Those with only educational experience are, for the most part, employed in the smaller schools surveyed while the public relations persons in the largest schools (those with student enrollments above 25,000) list some media experience. And, those with no media experience generally devote less than 50 percent of their time to public relations while those whose sole responsibilities are public relations have had journalistic training.

The findings of the survey do not support this hypothesis. However, this statement is generally valid among the smaller schools which, when considered on a statewide basis, do greatly outnumber the larger schools.

(3) The public relations activities in most Michigan school districts involve the preparation and distribution of routine press releases and making the public relations designee available to the media, with little time devoted to more involved activities such as lengthier in-depth or interpretative stories, press conferences, pamphlets or brochures or newsletters.

When asked in which activities they are most involved, the majority of the thirty respondents listed being available to the media, with press releases and pamphlets and brochures named by more than one-third. News stories were listed only by five respondents and none said they are involved in press conferences.

Examining what the respondents say their schools prepare during one month, all but four districts provide the local media with press releases. Almost as many districts prepare pamphlets and brochures (twenty-four) and newsletters (twenty-two). Twenty-one of the districts do produce at least one in-depth or interpretative news story a month, although only eight produce more than three per month. Press conferences are held on a regular basis by only four districts.

Thus, in-depth or interpretative stories, pamphlets and newsletters are part of the public relations activities of most of the schools while the scheduling of press conferences is infrequent.

The hypothesis, then, has not been substantiated. While press releases and availability to the media do appear to be the primary activities in which the schools are involved, and more schools utilize press releases than any other communications vehicle, the majority of the schools surveyed are also preparing in-depth or interpretative news stories, pamphlets or brochures and newsletters.

(4) The employment of full-time public relations personnel is restricted to the larger schools, thus limiting extensive public relations activities to those schools.

Six of the nine full-time public relations directors are employed in districts with student enrollments greater than 20,000. Only one of the schools with an enrollment below 15,000 employs a full-time public relations person

and one other district in this category has someone who does solely public relations on a part-time basis. The majority of the fourteen districts in this enrollment group have personnel who devote less than 50 percent of their time to public relations.

While the schools which produce the greatest number of press releases and in-depth or interpretative news stories do, for the most part, employ full-time public relations people, some of the smaller schools which devote less than 50 percent of one person's time to public relations do prepare press releases, news stories, pamphlets and newsletters.

Thus, the wording of the hypothesis, particularly limiting, may have been too strong. It is true that the majority of full-time public relations directors are employed in the larger schools and they are more productive in their public relations activities. However, some of the smaller schools do employ full-time public relations persons and are quite active in public relations.

One other major concern of this study was the attitudes of those directing public relations in the schools, or what they feel is the purpose of educational public relations.

Fostering confidence in and appreciation of the schools was listed by all but two respondents as a primary objective of public relations by the schools. Also named by at least half of the respondents were winning adequate financial support and discharging the responsibility of the board of education to keep the people informed.

Those surveyed seemed realistic in their responses
rather than idealistic. Traditionally public relations
practitioners are reluctant to admit that winning financial
support is one of the more important functions they serve.
Also shown was a strong feeling of responsibility to their
employers, the boards of education, by the great number
which listed that discharging the responsibility of the
board was important.

Four of the thirty districts even admitted that one
of their primary objectives is dealing with rumor and propa-
ganda, which is certainly part of the public relations func-
tion, but is rarely deemed more important than gaining
public confidence or financial support.

APPENDIX

MICHIGAN SCHOOL DISTRICTS SURVEYED

Ann Arbor Public Schools
Bay City Public Schools
Benton Harbor Area Schools
Birmingham Public Schools
Dearborn Public Schools
East Detroit Schools
Farmington Public Schools
Flint Community Schools
Grand Rapids Public Schools
Grosse Pointe Public Schools
Jackson Public Schools
Kalamazoo Public Schools
Lansing Public Schools
Livonia Public Schools
Midland Public Schools
Plymouth-Canton Community Schools
Pontiac Public Schools
Port Huron Area Schools
Portage Public Schools
Rochester Community Schools
Roseville Community Schools
Royal Oak Public Schools
Saginaw Public Schools
Southfield Public Schools
Taylor Public Schools
Utica Community Schools
Walled Lake Consolidated Schools
Warren Consolidated Schools
Waterford Public Schools
Wayne-Westland Community Schools

2756 E. Grand River, D-14
East Lansing, Michigan 48823
April 13, 1977

At the present time I am a graduate student at Michigan State University and am attempting to fulfill my requirements for a masters degree in journalism with a minor in educational public relations. I am currently doing research on a thesis proposal which will attempt to view the existence and importance of the public relations programs in selected Michigan public school districts with student enrollments between 10,000 and 45,000.

Having worked as public relations coordinator for the Erie County Public School System in Sandusky, Ohio, I am both interested in and curious about public relations concepts in other school districts.

I would greatly appreciate your forwarding the enclosed questionnaire to the person responsible for public relations in your school district. The questionnaire will hopefully provide the data to determine to what extent the school districts to be studied utilize the concept of public relations.

Specifically, I need your help in determining:

--Who is responsible for public relations in the schools.
--What kinds of systems schools employ to disseminate information to the public.
--Which priorities are considered most important by school public relations personnel.
--What qualifications are possessed by present public relations personnel and which qualifications are regarded as most important.

The attached questionnaire which should take up only

a small amount of time will enable me to adequately gather all of the information I need. Should your public relations director desire to comment on any of the questions, he or she should feel free to do so. Also, if your schools have prepared any pamphlets, brochures or newsletters during the past year, I would appreciate very much if copies could be sent to me.

It is my hope that this study will serve as a source of information to professional educators who desire to implement or improve school public relations programs.

It is important that responses to this questionnaire reflect as accurately as possible the public relations programs currently employed in your schools, whether they exist on a fully staffed and professional level or a part-time marginal level. I am asking that the name of your public relations person be included on the questionnaire only for the purpose of possible follow-up interviews. In the thesis, I will not identify personnel or school districts by name.

I would be grateful if you would have the question-naire completed and sent, with any additional materials, to me by May 2. If for any reason you should wish to contact me, my phone number is (517) 332-0302.

Yours sincerely,

(Mrs.) Elissa L. George

QUESTIONNAIRE

Name and title _____

_____

School district _____

Total school district student enrollment _____

Are you a full-time (40 hours a week) employee of the school system?

_____yes   _____no

Is school public relations your sole responsibility?

_____yes   _____no

If the above answer is no, what percentage of your time is devoted to school district public relations?_____

Assigned responsibilities other than public relations _____

_____

_____

_____

Educational background (include majors) _____

_____

_____

_____

Professional background _____

_____

_____

_____

Length of time in present position _____

1. Which of the following most accurately describes the public relations system employed in your district?

    a) All news is channeled to you and is released by you.
    b) Each school within the district releases its own news through the building principal.
    c) Individuals are responsible for releasing their own news.
    d) Other _____

2. Which of the following does the <u>majority</u> of your public relations work involve? (circle no more than two)

    a) Press releases.
    b) In-depth news and interpretative stories.
    c) Pamphlets and brochures.
    d) Regularly scheduled press conferences with the media.
    e) Being available to media representatives.
    f) Other _____

3. According to policy set by your present board of education, please rank the following priorities, with 1 being most important and 6 least important.

    ___ Keeping the school district in the spotlight by issuing as many press releases as possible throughout the year.
    ___ Preparing in-depth news and interpretative news stories to ensure public awareness of educational programs, policies and methods.
    ___ Holding press conferences on a regular basis to enable media representatives to pursue their own ideas for stories.
    ___ Preparing pamphlets and brochures for district resi-dents to ensure public awareness of educational pro-grams, policies and methods.
    ___ Publishing a newsletter for district residents on a regular basis to ensure public awareness of educational programs, policies and methods.
    ___ Being available to the media.

4. During the month of March, how many press releases (one-to two-page stories) were written and sent to the media by your school district?

    a) 0
    b) 1-5
    c) 6-10
    d) 11-15
    e) more than 15

5. During the month of March, how many in-depth news or interpretative stories were written and sent to the media by your school district?

   a) 0
   b) 1-3
   c) 4-6
   d) 7-9
   e) more than 9

6. During the month of March, approximately how many stories about your school district were published in local newspapers (excluding stories run in more than one paper and sports stories)?

   a) 1-5
   b) 6-10
   c) 11-15
   d) 16-20
   e) more than 20

7. On the average, how many press conferences do you (or some other administrative representative of your schools) hold with the media each month?

   a) 0
   b) 1
   c) 2
   d) 3
   e) more than 3

   (If someone other than you holds press conferences, please specify title _____)

8. Do you or some other administrative representative of your schools participate in a local television or radio program on a regular basis?

   a) yes
   b) no

9. During the past year, has your office prepared pamphlets or brochures on educational programs in your district for public distribution?

   a) yes
   b) no

10. Does your office prepare a newsletter for district residents on a regular basis?

    a) yes
    b) no

11. What percentage of your school district's total annual budget is earmarked for public relations? _____

12. Assuming that you were delegated to establish an effective public relations program in a school district similar to yours with no restrictions (i.e., no time, money or policy constraints), how would you rank the following priorities, with 1 being most important and 6 least important?

    ___ Preparing in-depth news and interpretative stories to ensure public awareness of educational programs, policies and methods.
    ___ Being available to the media.
    ___ Preparing pamphlets and brochures for district residents to ensure public awareness of educational programs, policies and methods.
    ___ Keeping the school district in the spotlight by issuing as many press releases as possible throughout the year.
    ___ Publishing a newsletter for district residents on a regular basis to ensure public awareness of educational programs, policies and methods.
    ___ Holding press conferences on a regular basis to enable media representatives to pursue their own ideas for stories.

13. From the following list of qualifications, please rank in the order in which you find them most acceptable for a school public relations director, with 1 most acceptable and 5 least acceptable.

    ___ Degree in education.
    ___ Degree in journalism.
    ___ Experience in education.
    ___ Experience in newspaper reporting.
    ___ Experience in public relations.

14. From the following list of public relations objectives, please check the three (3) which you believe to be most important.

    ___ To create an atmosphere conducive to change and progress.
    ___ To foster confidence in and appreciation of the schools.
    ___ To develop awareness of the importance of education in a democracy.
    ___ To deal with rumor and propaganda.
    ___ To foster favorable attitudes toward teachers.
    ___ To win adequate financial support.
    ___ To generate a sense of responsibility to participate in the making of educational policy.
    ___ To discharge the responsibility of the board of education to keep the people informed.

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