

AN ANALYSIS OF THE PUBLIC RELATIONS PROGRAMS
IN NINE SELECTED STATE-SUPPORTED FOUR-
YEAR COLLEGES OF OKLAHOMA

By

HERSCHEL RAY VANDERBURG

Bachelor of Arts
Southeastern State College
Durant, Oklahoma
1936

Master of Education
The University of Oklahoma
Norman, Oklahoma
1945

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
DOCTOR OF EDUCATION
May, 1959

NOV 18 1959

AN ANALYSIS OF THE PUBLIC RELATIONS PROGRAMS
IN NINE SELECTED STATE SUPPORTED FOUR-
YEAR COLLEGES OF OKLAHOMA

Thesis Approved:

Ceres Berrieman

Thesis Adviser

Leslie Knepp

N. H. Ringstrom

Clement E. T. Cook

H. Green

Ray H. Donnell

Robert MacVicar

Dean of the Graduate School

430860

ACKNOWLEDGMENTS

The writer wishes to extend heartfelt thanks to Dr. Agnes E. Berrigan, Professor of English, and advisor, for her untiring efforts and valuable assistance in the writing and compilation of this investigation, and for inspiration into a better understanding of the English language so necessary in the field of public relations.

Sincere appreciation is due Dr. Leslie R. Kreps, Assistant Professor of Speech, for excellent guidance in organization; Dr. N. H. Ringstrom, Professor of Business Administration, for valuable suggestions and criticisms; Dr. Helmer E. Sorenson, Vice Dean, College of Education, for his insistence upon clarity and directness; Clement E. Trout, Professor Emeritus of Technical Journalism, for aid and materials; and Dr. Loyd Douglas, Professor of English, for his penetrating critiques.

Acknowledgment is accorded members of the Oklahoma State University Library for helpfulness at all times.

A special note of thanks is due the state college presidents interviewed for this study. Their enthusiastic cooperation and generous aid was indeed gratifying. Thanks are also due the writer's friend, Dr. Bruce G. Carter, for valuable counsel in urging that the work be completed.

Finally, the writer acknowledges the assistance and encouragement of his wife, Roberta J. Vanderburg. This project is dedicated to the writer's son, Robert, and two daughters, Frances and Joy.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	2
Need of the Study	3
Limitations of the Study	4
Procedure	4
II. WHAT IS GOOD PUBLIC RELATIONS?	7
Part One--Institutional Awareness of Good Public Relations	7
What Can be Gained from Public Relations?	9
What Public Relations Is	10
Recognition of the Problem	10
Objectives	11
The Budget	13
Part Two--The Public Relations Program	15
Essentials in Planning the Program	18
Staff Members	20
Students	20
Trustees or Boards of Regents	20
Alumni	21
Parents	21
Local Citizens	21
The Divisions of the Program	21
The Publicity Program	23
Special Services	29
Fund-Raising	35
Alumni Services	39
The Publications Program	42
Classification of Publications	43
Dependence upon Publications	46
What Are the Functions of Publications?	47
Using the Promotional Publication	48
Types of Publications	50
Other Opportunities for Service through Publica- tions	63
Publications Summary	64
Part Three--The Director of Public Relations	65
A Worker with Newspaper Experience?	66
Good Command of English	67
A Worker in Higher Education	67
Other Qualifications	68
Chapter Summary	69

Chapter	Page
III. THE INSTITUTION . . . COLLEGE "K"	74
Institutional Awareness of Public Relations	74
Problems	75
Objectives	75
Budget	76
The Public Relations Program	76
Publicity	77
Special Services	80
Alumni Services	82
Fund-Raising	82
Publications	83
The Director of Public Relations	84
Strengths and Weaknesses	85
IV. THE INSTITUTION . . . COLLEGE "W"	91
Institutional Awareness of Public Relations	92
Objectives	93
Budget	93
Public Relations Program	93
Publicity	93
Special Services	95
Fund-Raising	97
Alumni Services	97
Publications	97
The Director of Public Relations	98
Experience and Education	99
Directing the Program	99
Research	99
Strengths and Weaknesses	100
V. THE INSTITUTION . . . COLLEGE "L"	105
Institutional Awareness of Public Relations	106
Problems	106
Objectives	107
Budget	107
The Public Relations Program	107
Publicity	107
Special Services	108
Alumni Services	109
Fund-Raising	109
Publications	109
The Public Relations Director	110
Strengths and Weaknesses	110
VI. THE INSTITUTION . . . COLLEGE "S"	113
Institutional Awareness of Public Relations	114
Objectives	116
Budget	116

Chapter	Page
The Public Relations Program	116
Publicity	117
Fund-Raising	119
Special Services	120
The Alumni	121
Publications	121
The Director of Public Relations	122
Strengths and Weaknesses	123
 VII. THE INSTITUTION . . . COLLEGE "C"	 126
Institutional Awareness of Public Relations	126
Philosophy	127
Objectives	128
The Public Relations Program	128
Publicity	128
Special Services	131
Fund-Raising	133
Alumni Relations	133
The Publications Program	134
The Director of Publications	136
Chairman of Public Relations Committee	137
Status of Director	138
Strengths and Weaknesses	138
 VIII. THE INSTITUTION . . . COLLEGE "E"	 143
Institutional Awareness of Public Relations	143
Problem	145
Objectives	147
Budget	147
The Public Relations Program	147
Publicity	148
Special Services	149
Fund-Raising	149
Alumni Services	149
Publications	150
The Director of Public Relations	150
Strengths and Weaknesses	151
 IX. THE INSTITUTION . . . COLLEGE "N"	 154
Institutional Awareness of Public Relations	155
Problems	155
Objectives	155
Budget	156
The Public Relations Program	156
Publicity	157
Special Services	160
Fund-Raising	161
Alumni Services	162
Publications	162

Chapter	Page
The Director of Public Relations	165
Strengths and Weaknesses	166
X. THE INSTITUTION . . . COLLEGE "A"	170
Institutional Awareness of Public Relations	170
Problems	171
Objectives	172
Budget	172
The Public Relations Program	173
Publicity	173
Special Services	174
Alumni Services	174
Fund-Raising	175
Publications	175
The Public Relations Director	175
Strengths and Weaknesses	176
XI. THE INSTITUTION . . . COLLEGE "O"	180
Institutional Awareness of Public Relations	180
Problems	181
Objectives	181
Budget	182
The Public Relations Program	182
Publicity	182
Special Services	184
Alumni Services	185
Fund-Raising	185
Publications	186
The Public Relations Director	186
Strengths and Weaknesses	187
XII. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	191
Summary	191
Strengths	193
Weaknesses	197
The Public Relations Director	200
Conclusions	201
Recommendations	205
BIBLIOGRAPHY	210

CHAPTER I

INTRODUCTION

Higher education in a complex American society requires an increasing flow of information from the colleges to their multiple supporting publics and from the publics back to the colleges. Programs and purposes must be interpreted more fully if adequate support is to be realized. Increase in population and the subsequent increase in high school graduates entering college are causing grave concern among educators. During the next decade the situation will become even more pronounced. Moreover, administrative leaders are finding it more difficult to communicate with their publics, which are undergoing constant social change.

To achieve desired relations between the colleges and the multiple publics, the colleges must utilize definite programs. During the past decade more than a half of the nation's nineteen hundred colleges and universities have established some type of public relations program.

Arthur L. Brandon of New York University said:

If the colleges are to have adequate buildings and equipment, and enough teachers and research specialists properly paid to fulfill the mission of education, as necessary, it must come through state appropriations, gifts and bequests, contracts and grants, fees and self-supporting profit units. The money will be available if the people know what the needs are, and why they exist, and if they have faith in the results. It is at this point that public relations has a definite role. It has an added responsibility in helping to develop on the campus itself those features that lead toward a better appreciation of the purposes of higher education.¹

¹Arthur L. Brandon, "What Are the Most Effective Methods of Informing the Public of the Mission and Meaning of Higher Education?" Current Issues

There has been some controversy during recent years concerning the status of public relations practices and what elements constitute acceptable programs. This study proposes to investigate the methods and the procedures that are recognized in public relations at nine of the public-supported institutions of higher learning in Oklahoma.

Statement of the Problem

What are the formal recognized public relations programs in nine state-supported four-year colleges in Oklahoma, and how do they compare with established norms in the field?

Purpose of the Study

The primary purpose of this study is to present a clear picture of how nine Oklahoma colleges are handling their public relations programs and to examine these programs to determine their relationship to those deemed acceptable by contemporary writers and practitioners of public relations.

These data should serve as a basis for further study directed toward establishing defensible programs of public relations in the institutions of higher learning, more especially in the small colleges.

Traditionally, public relations has been considered one of the responsibilities of the college president. With the increased size of the institutions, however, many presidents have delegated this responsibility to persons who have been called by various titles, but the president

in Higher Education (Washington, D. C.: Association for Higher Education, A Department of the National Education Association of the United States, 1955), p. 345.

has not been relieved of his primary responsibility. The writer of this study has called upon the presidents for information about their public relations programs.

In order to give a definitive answer to the major college problems affected by public relations programs or lack of them, the writer studied the following sub-problems:

1. The identifying of the problems now facing college administrators in Oklahoma that necessitate public relations programs.
2. The bringing into focus of the present activities designed as public relations programs.
3. The summarizing of the status of public relations programs which may serve as a basis for further studies in evaluation.

Need of the Study

Education, like other professions, seeks to find solutions to problems which arise. This study of public relations in Oklahoma colleges was chosen because: (1) There has been much interest in public relations expressed among the leaders at the various colleges selected for study, and (2) The duties of the college presidents and the faculties have expanded to such an extent that the place of public relations among these duties needs to be classified.

During recent years some confusion has arisen whether one course of action or another is more desirable in the college public relations program. There appears to be an emerging concept solidifying around some guiding principles in public relations for higher education. The writer hopes that this study will provide guidance in selecting practices for setting up sound public relations programs.

Limitations of the Study

This study is limited to Oklahoma and to those institutions of college grade having programs of teacher education, preprofessional training, and four-year programs leading to at least a bachelor's degree with the exception of the University of Oklahoma and Oklahoma State University. These are atypical for this study because of size.

This research is limited to a study of institutional programs in public relations. No attempts will be made to compare the findings of this research with those of other institutions in the state or with other specific programs in other states. No claim will be made for the universality of the study since the problem is limited in scope to Oklahoma. Nevertheless it is hoped that with the establishing of criteria for an acceptable program these criteria and the studies of the state college programs will contribute to the consensus of present administrators and persons interested in the welfare of higher education.

Oklahoma has nine institutions of higher learning of the class mentioned above. Six of them were established as teachers' colleges, two as land-grant institutions, and one as a college for women. Although all of them have at least one or more common purposes, some of them have special types of programs which have evolved since statehood. This study, therefore, within the limits stated above, will attempt to report the public relations programs that are recognized by the administrators in the respective colleges.

Procedure

In this study an effort was made to present a clear picture of the

public relations programs of each of a group of nine state-supported four-year institutions of higher learning and to compare them with established criteria.

Before the study could proceed, the writer had to select the colleges for study and to establish criteria for a defensible program of institutional public relations. These criteria were to serve as a guide for securing necessary information about the college public relations programs.

A search of literature in the Oklahoma State University library and in libraries in other states failed to disclose any comprehensive recent studies dealing with a complete public relations program for the small college. Some writers have made specific suggestions for certain phases of public relations for colleges and universities. Some institutions have made surveys in regard to certain limited practices, but it was necessary to make a synthesis of existing material on college public relations in order to establish a norm for a public relations program. The writer has reviewed the works on college and university public relations; these include books in the field, magazine articles on specific and general aspects of college public relations, and various manuals on public information. This information has served as a basis for Chapter II, entitled "What is Good Public Relations?" The public relations programs in the selected school in Oklahoma could then be compared with the criteria established in Chapter II.

For examining the public relations programs of the nine colleges the case study method was chosen because it appeared to be most useful for securing pertinent information about the public relations programs as they exist in the colleges of Oklahoma today. The case study is a valuable method of obtaining a comprehensive picture of the uniqueness and

individuality of an institution, its processes, and interrelationships among factors that condition these processes.²

The writer used a structured interview guide covering areas of public relations as established for programs in Chapter II. These areas were institutional awareness of public relations which consist of a recognition of the problems, the objectives, and the relationship of those problems and objectives to the budget; the public relations program which consists of public information, special services, alumni services, fund-raising, and publications; and the director, which consists of qualifications and interest in higher education.

The interview procedure for this study consisted of face-to-face interviewing of the college presidents. The interviewing technique for three of the college presidents was modified by using the tape recorder. Each of these interviews filled about thirty minutes of tape.

After interviewing each president, the writer visited with the director of public relations in order to fill in certain details of the program and to save the president's time. Each college was given a letter of the alphabet for identification. A complete case study of the public relations activity was made on each of the nine colleges according to the plan stated above. The strengths and the weaknesses of the various programs were determined on the basis of the criteria reported in Chapter II.

A summary chapter presents a composite review of strengths and weaknesses and recommendations.

²Arvil Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York, 1953), pp. 188-189.

CHAPTER II

WHAT IS GOOD PUBLIC RELATIONS?

The purpose of this chapter is to present a definitive answer to the question, "What is good public relations?" The answer to this question lies in the development of three premises. The first is that there must be an awareness of public relations; second, a well-rounded public relations program designed for the institution; and third, a well-qualified director.

Part One--Institutional Awareness of Good Public Relations

Before any program of public relations can be undertaken for an institution, a kind of awareness of public relations must exist. This awareness might be the result of influences which have been brought to bear by censure. Another type of influence would be of a positive nature. In the long history of American colleges, however, perhaps censure has been more influential than praise. W. Emerson Reck, a director of public relations for three decades, says:

That our colleges and universities are suffering as a group and as individual institutions because of their own public relations weaknesses and those of the people associated with them is indicated by the common movie portrayals of college life and by the disparaging statements heard or read on frequent occasions.¹

An example of the kinds of statements that have been made by other critics is this one:

¹W. Emerson Reck, Public Relations, A Program for Colleges and Universities (New York, 1946), p. 2.

. . . almost all of the 200-odd business and professional leaders he had questioned consider U. S. higher education a waste of time.²

This statement was made by Allen B. Crow, President of Detroit's Economic Club. Another statement made by Clyde M. Hill of Yale University in 1928 is:

A state of almost universal criticism of the American college prevails at present . . . and the front rank of the critics consists largely of successful business men, men whom it is important for the colleges to convince of its value, but who are too frequently inadequately acquainted with the mechanisms, objectives and accomplishments of the college institution. They are firmly entrenched in the misconception that college life is characterized by a series of athletic and social programs which occupy the student's attention throughout his college career and to which a superficial study of highly impractical theory is, at best, incidental. It is little wonder that they would have these ideas since collegiate athletics and social activities are continually brought to their attention by the newspapers, while those of an intellectual and practical value are conspicuously absent, or relegated to a position of unimportance. . . .

The lack of confidence of these men has risen to such proportions that the college should no longer sit back and view it with indifference, especially when we consider that in an eastern city, the seat of a large university, not only they but professional men as well believe that the institution is an incubus upon municipal development, since it pays no taxes, takes up ground admirably suited for commercial purposes and appears to turn out individuals whom they consider spoiled by four years of "academic leisure." Not only has the public a right to information proving that the youth in the colleges are not wasting their time, but it is necessary for the salutary existence of the colleges themselves that it be furnished with such information.³

The above statements present a type of attitude that existed thirty years ago which influenced colleges and universities to become increasingly aware of their public relations. The colleges have accumulated problems which need solving; if they can be solved, the colleges can prosper while preserving and processing knowledge for American democracy. These problems relate to factors of public support, prestige, and finance. Thus awareness of public relations results from conditions that are often not salutary.

²Ibid.

³Time, February 26, 1945, p. 64.

There are many counterparts in more recent times to this feeling about the colleges.

Present-day awareness of public relations in colleges and universities, and in the commercial world, also results from a second kind of attitude. This attitude is a social phenomenon which has evolved since the turn of the century. It has evolved in the colleges simultaneously with industry. This is the awareness of responsibility to the public. It seemed inevitable in the light of our heritage that this awareness of the welfare of others should develop. Although this kind of awareness may bear some resemblance to the kind that resulted from censure, it is a different thing. With the advances in the sciences and humanities in education and in the understanding of the individual as well as of the masses, management in industry and leaders in education accepted positive responsibility.

What Can Be Gained from Public Relations?

Recognition of the challenge and responsibility for this accomplishment and the awareness that public relations is good business were the two compelling factors which established public relations in its rightful place as a fourth pillar of support in management alongside production, distribution, and finance.⁴

Glenn Griswold said that this recognition of the importance of public relations awareness principle is spreading rapidly among business men. Thus Griswold states that business has accepted a new concept of business responsibility. Likewise, education has to accept this responsibility more fully in order to maintain support and good will. In this awareness, the colleges and universities as a group and as individual institutions may expect to better their lot for themselves, their faculty and students, and the country as a whole.

⁴Glenn Griswold and Denny Griswold, Your Public Relations (New York, 1948), p. 11.

Awareness is more than a tool for meeting crises or serving as a "fumigating" process. It is more effective and more economical to be aware of good public relations and to prevent crises in public attitudes that affect institutions than to try to cure them after they have developed. Thus the public relations programs of the institution should be preventive and positive.

What Public Relations Is

What is good public relations? What can be done when a problem is recognized? What are the principles of public relations which have been followed by successful practitioners? Reck said:

It should be evident by this time that the public relations of any institution can be defined as the sum total of all the impressions made by an institution itself and the various persons connected with it. The appearance, the action, the speech and the writings of every person associated with a college contribute toward the general impression of the institution, and any adverse opinion created, whether it be by the president, a student, or the switchboard operator, may have far reaching effects.⁵

Thus it seems clear from the above definition that every institution has public relations whether it has a public relations department or not.

Reck further states:

It need be no secret that the objective of all public relations effort is improved understanding, increased appreciation, and the enlargement of that circle of friends who will speak and act for the institution.⁶

Recognition of the Problem

Stewart Harral said, "First, there must be an earnest desire on the part of the administration and staff to improve public relations."⁷ Since

⁵Reck, Public Relations, p. 8.

⁶Ibid., p. 9.

⁷Stewart Harral, Public Relations for Higher Education (Norman, 1942), p. 266.

awareness is felt by the administration as discussed in this section, the next step is to identify specific problems that should command the attention of the president, other executives in the institution, and finally the faculty and the students. "The first step in setting up the program," according to Harlow and Black, "is to define the public relations problem of the institution which the program is to serve."⁸ It is necessary, therefore, and purposeful to identify the problems in order to justify a program of action in which important principles will be utilized. The problem may relate to either (1) internal problems, which involve students and faculty, or (2) external problems, which involve projecting the important work of the institution as carried on by the faculty to the many publics away from the campus. In either case a program of action is imperative. Griswold states that there are four basic steps involved in any public relations plan:

The first is the employment of scientific study to discover what are the public relations problems and what are their proportions. The second is the adoption of sincere policies of management on which a sound program can be based. The third is the drafting of a detailed program and the execution of it in a way best calculated to earn public approval and support. The fourth step, which meets with more management and resistance and timidity than any of the others, is telling the public relations story in frank and convincing terms to all interested publics.⁹

Thus Griswold summarizes modern concepts for attacking and effectively coping with public relations problems.

Objectives

Just as in planning any course of action, objectives should be estab-

⁸Rex F. Harlow and Marvin M. Black, Practical Public Relations (New York, 1947), p. 337.

⁹Griswold and Griswold, p. 12.

lished. These objectives may be long term or short term. Since public relations is not considered any particular course for immediate action, much care must be taken in fashioning a program to meet the needs of the institution. Considerable time and a number of conferences and planning sessions should be used. A program is usually made and the needs of the institution are scaled in the light of objectives, and past and future accomplishments. The objectives will be formulated after a complete analysis of the problem.¹⁰

The public relations objectives for Iowa State College were as follows:

1. To win public support.
2. To recruit superior students.
3. To improve services and personnel.
4. To build prestige for the college and its faculty.
5. To win recognition for the superior quality of the product of the college (the alumni).
6. To enhance the prestige of and develop appreciation for the profession of teaching and education in general.
7. To gain respect and appreciation from other collegiate institutions.¹¹

Fine surveyed some two hundred and seventy-five colleges and found that presidents and publicity directors are agreed on essential objectives.

Fine said:

The most important publicity objective, chosen by administrators and publicity directors in all types of colleges was "to build good will for the institution." Although its monetary value cannot be measured, good will is important and can prove a decisive influence in business and industry. That it also applies to the educational field has been proved

¹⁰Harral, p. 23.

¹¹Benjamin Fine, Educational Publicity (New York), p. 16.

repeatedly; communities where schools have lost good will and respect suffer immensely.¹²

Finally, Reck emphasizes that the major objective of every planned public relations program is "to convert the institution's many publics into agents who will speak and act for the institution."¹³

The Budget

Good public relations require money. The administrator in every institution must express his awareness of public relations through making adequate budgetary provisions. A well conceived, adequate plan of action for improving public relations requires that careful attention be given the budget. Also since the public relations of any college or university are inextricably tied up with policy, the president will have to look favorably upon an adequate budget.

The matter of setting up the budget becomes the job of the director when his program has been accepted and agreed upon by all concerned, including the president. Reck stated, "In about six per cent of the institutions touched by the author's survey, no separate publicity or public relations budgets were made, the money for these functions being taken from the general administrative budgets."¹⁴ In the other institutions the president and the director set the budget only after they had thorough conference and gained mutual understanding of the year's objectives.

In the well-run organization or institution the public relations budget will be considered as including the support of the director and his staff.

¹²Ibid.

¹³Reck, Public Relations, p. 19.

¹⁴Ibid., p. 35.

The budget is a definite factor in revealing the public relations awareness of the institution. Griswold said:

Perhaps the best measure of management's attitude [awareness] towards public relations is the salaries it pays to those in charge of the activity.¹⁵

Actually there are as many ways of budgeting public relations as there are types of programs. Because of overlapping in the administrative divisions in any institution there are numerous ways of budgeting. Even in business and industry, though they may have an advertising and public relations department, they can seldom state an exact figure for public relations. A director of public relations and advertising for Phillips Petroleum Corporation said in this regard:

The Advertising and Public Relations Department is operated on a budget which is set up each year. Estimates are made of the various expenditures which will be required for the Department during the year. These include salaries, rentals, publications, advertising expenses, operating supplies, traveling expenses, etc. I can not give the amount of money allocated to the Department, . . .¹⁶

Public relations costs are often disguised. Griswold states that in many industries the accounting for public relations is listed as "industrial relations."¹⁷ Nor are public relations expenses always listed as such in colleges. Salaries for directors of public relations are not always listed as public relations in college administration. Budgeting is separated under various heads. Thus, although budgeting does give the measure of public relations awareness attached to public relations for an institution, it is not always easy to determine the specific amounts budgeted as public relations. The college budget is separated for two reasons. First, the

¹⁵Griswold and Griswold, p. 13.

¹⁶Mr. K. W. Rugh in letter to the writer, (July 22, 1958), p. 2.

¹⁷Griswold and Griswold, p. 95.

work of public relations is not recognized in all institutions as a part of administration. Second, it seems judicious to parcel out several small amounts in separate budgets rather than in one large, all-inclusive budget for public relations. This method of measuring awareness, therefore, is not always reliable.

Part Two--The Public Relations Program

Sound public relations at any institution will depend upon the awareness of the institution for public service, an understanding of basic principles of public relations, and ultimately upon a comprehensive program, worked out by a trained director and the administration. In the previous section institutional awareness of public relations was discussed. Stewart Harral, for many years a worker in public relations in higher education, said: "Build around symbols understood by the masses . . . [when building a program]."¹⁸ Reck said:

One of the most important phases of the work, then [before building the program] is that of determining the reactions of various publics to what an institution is, says and does. Only by acquiring this information can an institution hope to correct needless irritants and develop good will.

More specifically, the public relations program is both corrective and interpretative--and corrective work should come first insofar as possible.¹⁹

Harral further states that the characteristics of a program are that they be (1) desirable, (2) attainable, (3) definite, (4) understandable, and (5) continuous. Thus it is important that certain principles be understood by all concerned, along with the essentials of planning the details of the

¹⁸Harral, p. 25.

¹⁹Reck, Public Relations, p. 6.

program. The basic principles, Reck said, are:²⁰

1. "Good publicity will not make up for poor public relations."

Reck states that a number of institutions believe they can appropriate large sums for intensive publicity campaigns in order to divert attention from weaknesses which had caused misunderstanding and criticism and solve their ills. But no matter what a college or university says, the public will form judgments of it based on the things it does or the things it fails to do.

2. "Good publicity--that is, wide publicity--may in reality lead to poor public relations." One midwestern college announced that girls at Hallesly will not need chemise dresses this fall. An occasional story of this type probably does an institution no harm, but too many will boomerang. The question might be asked, "Is there no worth-while news coming out of this college?" This information could be included in an information leaflet sent to prospective girl students.

3. "Public relations begins at home." Every institution would do well to give attention to "ripples of discontent and irritation" radiating from the campus.

4. "The Golden Rule is the way to all public relations success." Attacks on other institutions are not desirable for good public relations. Some important persons, including some of the college's strongest potential supporters, could be alienated.

5. "Public relations is a way of life for an institution--not the job for a single individual." If a symbol of friendliness has been projected by the publicity office in some publication or sign and a visitor comes to the campus to discover this to be hardly true, the institution

²⁰Ibid., pp. 11-15.

may be wrongly labeled.

6. "Public relations involves the ability to take criticism, admit faults and rectify shortcomings." An institution should be disposed to rectify situations in which it has been wrong.

7. "If a college or university is to enjoy good public relations, what it does must be in line with what it says." Reck states that "many institutions break down because they fail to measure up to the bright pictures painted by publicity issued."

8. "Public relations activities are most effective when they demonstrate that the institution is keenly aware of its social and moral responsibilities." An institution may turn a negative condition into a positive one by accepting responsibility when others are jeopardized. A college may cut off its gas or lights when there is a power breakdown in order to be helpful to the public. There are many occasions which may arise when an institution can gain much by its acts of responsibility.

9. "Public relations, like morals, is compounded of many little things." Certain practices of economy when noticed by visitors to the campus can be good public relations. Berea College had a worker in the kitchen peeling potatoes so thin that it was noticed by a visitor. The result was a fine gift to the institution.

10. Public relations is first and foremost a matter of policy." Public relations, therefore, has to do with "creating, shaping and implementing policies which will be reflected in the friendship and support of all people whose opinions or reactions in any way affect an institution."²¹

²¹Reck, Public Relations, p. 15.

Essentials in Planning the Program

Prior to setting up major divisions of the public relations program, the administration "should next determine the various publics with which the institution should maintain contacts planned to give service and promote complete understanding and warm friendship, if not actually active in its behalf."²² The list of publics have grown so large that it is difficult to plan a program which would systematically make contact with all the publics. Actually everyone with which the institution comes in contact is a public, but special effort may be directed at members of the following groups:

1. Prospective students
2. Parents
3. Students
4. Staff members, including administrators, teachers, office employees, and maintenance employees
5. Alumni
6. Honorary alumni
7. Trustees
8. Board of regents
9. Sister colleges
10. Accrediting agencies
11. Educational associations
12. Learned societies
13. Secondary schools
14. Employers of college graduates
15. Professional men and women

²²Ibid., p. 38.

16. Business and agriculture
17. Industry
18. Labor
19. Ministers and churches
20. Donors
21. Prospective donors and friends
22. Clubs and societies interested in cultural aims
23. Newspaper and magazine editors
24. Radio officials
25. Motion picture officials
26. Campus visitors
27. Telephone callers
28. Government--local, state, and national
29. Armed forces and returned veterans
30. Other nations

This list can be modified when the surrounding area of a college is studied. But in any case the publics should be recognized and become a part of the essential planning in setting up the program. This list is found in Reck's Public Relations Program for Colleges and Universities, pp. 38-39.

"Detailed planning is basic for success in public relations--and the job is never done," Reck said.²³ After consideration and study of the various publics the next step is to group the publics in such a way that divisions of labor in the public relations program can be set up for accomplishing the objectives previously agreed upon so as to utilize good principles of public relations. Reck further said:

²³Ibid., p. 54.

To be successful, the public relations program must be comprehensive with every contact so handled that the basic purposes of the program will be projected.

Careful, definite planning of the public relations program on both a short and a long term basis is needed to give the director and his co-workers a guide in their day-to-day duties.²⁴

Reck has pointed out, and explained by way of illustration, six major groups through which the objectives of public relations can be reached. They are staff members, students, alumni, trustees or boards of regents, parents, and local citizens.²⁵

Staff members. The college public relations department is concerned with the staff members' good work on the job, in laboratory and classroom; honesty and fairness in attitudes; familiarity with college history; traditions; customs; personal interest in alumni and students; open houses for parents and students; courtesy to visitors; participation in community life; leadership in professional organizations; books, articles, addresses; letters of greeting, commendation, congratulations, appreciation, and condolence to former students.

Students. The public relations department is concerned with the students' familiarity with the history, traditions, ideals of the college; personal neatness; respect for property and rights of others; courtesy to visitors; talks at public meetings; cooperation in community activities, benefits, projects; entertainment for parents and alumni; Christmas caroling; publications and special events for prospective students; music and dramatics programs; and guide service.

Trustees or Boards of Regents. The public relations program will be

²⁴Ibid.

²⁵Ibid., p. 63.

concerned with dinners for trustees or boards of regents, luncheons to introduce the president to the community, prospective donors and others; bulletins and letters for prospective students; special projects for college students; letters of appreciation, congratulation to staff members, donors.

Alumni. The public relations program will be concerned with personal contact with alumni; personal contact with prospective students and donors; introduction of the college president to the community; dinners for donors and prospective donors and others; placement and rehabilitation work; sponsorship of choir, dramatics groups, and art displays.

Parents. The public relations program will be concerned with nomination of replacements for graduating sons or daughters, parents' association with projects of the college, "Parents Day," and similar activities.

Local citizens. The public relations program will be concerned with sponsorship of college emphasis week, or back-to-college week; cooperation in sponsorship of concerts, conferences, etc.; employment of students and alumni; and cooperation in fund-raising ventures.

The Divisions of the Program

Now that the institution is fully aware that something needs to be done about its public relations, that the administration understands some of the principles of good public relations, and that considerable attention has been given to the essentials of planning the program, it is time to name the separate functions. These functions will become full-fledged segments of the public relations program, each a program in itself with staff members set up to manage it. Reck and others agree that a good program of public relations for the college or university should have

the following divisions:²⁶

Publicity--public information services

Special services

Alumni

Fund-Raising

Publications

This study will explore these five divisions as the main components of an ideal public relations program. For the small college Reck would combine publications or special services with publicity, which is not at all an illogical plan.²⁷ But if the growing institutions of today exercise their best practices and principles of public relations, all of the above five divisions will be supported by the administration.

A recent writer has suggested that the man responsible for the public relations and development program should have at least the following:²⁸

Public relations (including information services)

Industrial liaison office

Placement office

Student recruitment (but not admissions)

Alumni office (or direct liaison with it)

Fund-raising office.

The director or a member of his staff would serve in at least an advisory capacity on the following college committees:

Honorary degrees

Public affairs and observances

²⁶Ibid., p. 51.

²⁷Ibid., p. 50.

²⁸H. Russell Bintzer, "A New Look at the College Development--Public Relations Program," Pride, November, 1957, p. 8.

Scholarships

Campus design

Publications.

This writer does not list special services, which are basic to the complete program. Placement is listed under special services by Reck.

The Publicity Program

Publicity is a major tool of public relations.²⁹ The meaning of publicity has become rather common knowledge. Publicity is the telling aspects of the public relations program. Griswold said, "Publicity is perhaps the most versatile tool of public relations."³⁰ This tool takes several physical forms, in newspapers, magazines, advertisements, radio and television, news reel, direct mail, the platform, displays and exhibits, pictures, and field work for student recruitment.³¹ Other types of programs designed for publicity purposes are those used in radio especially. They are newscasts, spot shows, series, round table discussions, addresses, drama, man-on-the-street, music, and sports.³² It is necessary that the director survey all the possibilities of publicity for the institution and then do that which is indigenous "to your institution."³³

Publicity may be divided conveniently into internal and external functions. The internal publicity includes the college bulletins for faculty, catalogues, annual reports, alumni publications, the college newspaper,

²⁹Reck, Public Relations, p. 2.

³⁰Griswold and Griswold, p. 347.

³¹W. Emerson Reck, College Publicity Manual (New York, 1947), pp. 77-147.

³²Ibid., p. 113.

³³Ibid.

and house organs. Teachers' organizations, for example, are on the lookout for various internal avenues.³⁴ The external publicity has to do with all publications that are designed to inform, to interpret, to promote, and to record events and happenings of an institution through the present-day mass media of communication. The mass media will reach most of the publics away from the campus.

The difference between public relations and publicity. Public relations has been defined in a previous section as consisting of "the sum total of all the impressions made by an institution itself and the various persons connected with it." Reck said also, "Publicity is anything that serves to gain public attention for an individual or an institution."³⁵

The one criterion for the publicity of any college or university, other than publicity resulting from the force of circumstances, should be "Will it advance the public relations of the institution?"³⁶

Unless the publicity director, who is a part of the over-all team of public relations of the institution, understands the real aims and purposes of publicity, he will not be an efficient member of the team. He will need to understand the concept that, although he is interested in truth, he will not create sensations in order to get his college into print. Examples of the injudicious writings of neophytes in college publicity are legion.

In summary, public relations seeks to determine the policies and provide the activities which will make constructive publicity possible, while publicity endeavors to give the college's publics the information necessary to maintain opinion which is intelligent, informed and favorable.³⁷

³⁴Fine, p. 471.

³⁵Reck, Public Relations, p. 7.

³⁶Reck, College Publicity Manual, p. 2.

³⁷Ibid., p. 3.

Publicity through news releases. Perhaps the most important use of the news release today is the role it plays in connection with the county, district, and state newspapers. On whatever level, the newspaper is an important outlet for the news release. The outlets for the news release are 2,200 daily newspapers, 9,600 weeklies, 1,900 industrial journals, 250 agricultural magazines, and 700 magazines. This does not include the use of publicity releases geared for the nation's radio and television stations.

Releases to newspapers can take the form of human interest items, that is, short stories or illustrations about children, students or animals; the feature, which is an article of considerable length designed to instruct, inform, or guide the readers in particular areas of interest; and the straight news story. The latter is the main function of the news release and is a continuous publicity force for an institution.

News releases are classified as (1) general, (2) departmental, and (3) hometown. The general release will tell the story of general progress of the college or university, such as construction of new plant facilities, additions and promotions of faculty members, and curriculum changes. The departmental story will project advances which are peculiar to certain departments. The hometown story is primarily a story written to inform the hometown people that one of its sons or daughters has made a good mark at the college or university.

The distribution of copy is dependent upon geographic position, mail schedules out of town, and special services provided in the area for delivery. These conditions will have to be studied by the director to insure that releases are timely and that they reach destinations for all media at the same time.

The news release is usually sent first-class to insure proper delivery

and handling at the destination. The clip sheet, which is utilized by larger institutions, may be sent second-class; thus some savings in the mass mailing may be made.

Other methods used to get news of the college to its destination are telegraph, telephone, messenger service, and personal delivery. Reck states that it is good for the publicity department's relations to occasionally deliver in person the news release to a medium. Although the news release is an all-purpose mountain-mover in the publicity program for any institution, there are other avenues for achieving the prestige that publicity is designed to accomplish. The other avenues for achieving prestige for an institution through publicity will be discussed under the section on publications, one of the five divisions of the public relations program of a college or university.

The use of other mass media in the publicity program. The newspaper, the world's oldest news-disseminating enterprise, continues to distribute more news and carry more advertising than all the other mass media. A report from one of the state's oil companies listed its apportionment for advertising with the mass media as follows:

Distribution of advertising expenditures: among the wide range of media we use are approximately as follows: newspapers, 36 per cent of budget; television, 30 per cent; radio, 12 per cent; billboards, 7 per cent; farm papers, 7 per cent; and others, 8 per cent.³⁸

Although this company refuses to reveal their advertising budget, their sponsorship of a number of television programs is evidence enough that their advertising budget is sizeable.

Television and radio offer an excellent opportunity for the alert director. Only the most recent literature in the field of public relations

³⁸Rugh, p. 2.

could show the impact of these media as well as the above statement by the company director. Radio and television combined use 42 per cent of the company's advertising budget, as compared with newspapers, which use only 36 per cent. College publicity will perhaps make use of radio and television in that proportion also. The details for use of radio and television for programming of the college's many activities offer opportunities for supplementing the news release and the bal-ops (pictures) sent to television stations.

One of the programs in radio now used by the State College of Washington is called by Allen Miller, director of information services, "package programs." This college has a transcription service now in its eighth year and is planning to launch a kinescope recording service to extend the package program plan to cover both radio and television.³⁹ Miller said:

During the last regular school year, 348 program units per week were distributed to 57 stations in 39 cities. During the course of the year nearly 17,000 program units were broadcast occupying free time which would have cost a commercial sponsor more than \$150,000 for the time alone.⁴⁰

The writer further said that the cost for his program was between \$8,000 and \$10,000.

The University of Texas is currently sending out more than seventy tapes a day to radio stations in Texas. There may be other transcription services both older and larger. These programs will be those indigenous to the institution.

"Big" publicity and the direct approach. Problems in ways and means to achieve best results from publicity for the colleges and universities today involve three things: (1) big publicity (a veritable coup), (2)

³⁹Allen Miller, "Package Programs," Pride, January, 1958, pp. 15-17.

⁴⁰Ibid.

continuous mass publicity, (small publicity), and (3) direct approach. Only recently have directors of public relations given these problems careful consideration. Big publicity involves national publicity, either planned or accidental. A college football team may win the national championship. A college professor could win several hundred thousand dollars on a television quiz show. The result is national publicity. Does this pay, one way or another? Continuous mass publicity is keeping to the routine day after day in the usual way, serving the media with small and sometimes not so small stories. Direct approach is the use of the letter, or personalized leaflet, sent to a prospective student. If the college is interested in student reaction and prospective student reactions, St. John's College has an answer. Most publicists today have agreed that continuous small stories about an institution are better than an occasional big story. The best example in our present day of the "big" story not being as important actually as direct mail publicity was the story of Charles Van Doren, an alumnus of St. John's College, Maryland, who repeatedly mentioned this college on the NBC television program "Twenty-One." St. John's received two applications from prospective students and a hundred inquiries about the college as a result of this publicity. A direct mail letter to 350 high school principals brought replies from 98. Alan Marshal, assistant to the president, said about the Charles Van Doren phenomenon as related to their publicity:

Publicity of this kind [national publicity in Time, Life, and television], however, is not effective, over the years without the direct approach to students, teachers, guidance counsellors, prospective donors and other friends of the institution. Similarly, the direct approach is less effective without the background of general publicity.

However, for St. John's as for colleges and universities which may be less advantageously situated with respect to national publicity, the direct approach is the indispensable element in cultivating the

institution's clientele.⁴¹

Such phenomena in public relations should prove to those doing the publicity job that continuous publicity to publics served by the institution is the better form of public relations.

The well-rounded program, therefore, will from the beginning have the supervision of a qualified public relations man. The program will have four or five divisions to carry on the important functions of projecting the college and maintaining its prestige and offering services to the people. Publicity is an important division. This well-balanced program will be budgeted in appropriate but ample manner. The director will continually study the media and the audiences or publics served by them. The needs of the program must be communicated to the administrator. The program will have administration sanction at all times.

David D. Henry, president of the University of Illinois said:

Public relations in the broad sense only begin with the organization and dissemination of information about the institutional program. The determining factor in public appraisal is the adequacy of the program itself. No institutional program will be as effective as it can be unless it is built upon a continuing concern with how best to adapt the program to the needs and aspirations of the society of which it is a part.

To summarize, one of the most important unsolved problems in the relation of higher education to its public is the lack of machinery to give the American people a comprehensive, objective multiple-dimensional view of their colleges and universities and to do so repeatedly and continuously.⁴²

Special Services

The second division of the public relations program is special services. These services may be divided into on-campus and off-campus

⁴¹Alan Marshal, "Scatter Gun or Pin Point," Pride, May, 1957, p. 19.

⁴²David D. Henry, "Higher Education and the Public," Pride, February, 1957, p. 22.

activities. Special services are usually those activities which are designed for serving special groups or publics. This function is not necessarily publicity but a kind of predisposition to serve and also the executing of ways to serve. Reck states:

It is a mark of good planning . . . to build a program that will reach every public in some manner, and the program should also use every medium which can be employed with dignity. At the same time it must not be forgotten that the completed program should have balance--balance between activities and aims, balance among departments, balance on emphases, balance from the standpoint of expenditure.⁴³

The special services division, therefore, will conduct every manner of service within the college's objectives. These services are not actual classroom instruction on the campus. Some of the services, however, may relate very closely to instruction. Extension courses are a kind of special service, considered so under present concepts of the division.

What are the areas of specific activity that are special services? Reck lists the following:

- Educational movies
- Speakers (speakers' bureaus)
- Musicians
- Discussion leaders
- Readers and plays
- Special events
- Conferences
- Forums
- Polls
- Projects
- Radio recordings (transcriptions)

⁴³Reck, Public Relations, p. 65.

Guide service

Placement.

Kinescopes might be added to this list. This is a recording for television. One state college in Washington plans to launch a kinescope recording service.⁴⁴ Television news film can also be added to the list. Davidson College, Davidson, North Carolina, has a program in which it prepares news film for ten stations in the southeastern United States.⁴⁵ First action of this kind, covering a special event by television news film, was recounted in Pride by the associate director of Alumni and Public Relations at Davidson College. This special event was the resignation of their president, Dr. John R. Cunningham. The action began early the morning of February 19, 1957. Since the president had announced his intentions to the director a few days ahead of his resignation, the experiment to film the event and send it to television stations began immediately. When the film had been taken (most of it inside because of rain), ten prints were ordered on five-minute reels. These were edited to 3:05 minutes. All possible news media had been recipients of the story. These included in addition to television, radio script, and news releases that were sent to most of the state dailies, Associated Press and United Press, and the New York Times' education editor. This was called in by the director. The Times took one hundred and fifty words. The director calculated that over television this special event reached an audience of 750,000 persons, perhaps over a million, since five stations used it twice. The cost of this enterprise was some two hundred dollars. The director said that costwise it was about fifty viewers a penny. The writer concluded:

⁴⁴Miller, p. 15.

⁴⁵James W. Jackson, Jr., "TV News Film Coverage," Pride, May, 1957, p. 22.

The future appears limitless. Campus footage scripted for a news announcement, campus features such as fraternity week, scholarship competition, the opening of school, and comments on the national education picture can be filmed easily and with relatively little expense. Within the bounds of funds and time, we plan to make extensive use of television news in the future.

Since our alumni and public relations operation is combined, we hope to reap double benefits by compiling periodic newsreels and showing campus news to alumni gatherings. For the bigger bureaus with more men, money, and material, television should be a real challenge.⁴⁶

Other special events can include presidential inaugurations, honor assemblies for students and faculty, and visits of unusual personages to the campus. A special event in any case should be a big event that would warrant coverage by the special services division.

Educational movies. Movies of all kinds, documentaries, slides and filmstrips provide a service to outlying community schools as well as local community organizations. Movies can be kept for rental, whereas others can be ordered for various groups. The college might prepare a brochure and send to surrounding high schools. This brochure would have titles of movies, whether silent or sound, or black and white, or colored; length of run, synopsis of contents, and suggested uses. Films should be available for curricular or instructional use and entertainment. Most colleges have film libraries. This service is one of the most important of special services. Usually there is a director, who is either in charge of audio-visual activities or in charge of extension.

In-service training and workshops. For a period these instructional services to teachers had been called in-service training; now the program is usually called a workshop. Workshops are held in a multitude of subject matter fields. Among these are reading, language arts, photo-journalism,

⁴⁶Ibid., p. 23.

secondary education, the gifted child, guidance, music, administration, aviation, public relations, community relations, mathematics, and business. These are all excellent media for winning the good will of principals and superintendents in the secondary schools.⁴⁷ Workshops usually run for one or two weeks and offer college credit. Conferences may be for one or two days.

Speaker's service. One of the most widespread special services in colleges today is the speaker's bureau. This is perhaps the most natural adjunct of the public relations program. Every college professor is a potential speaker especially in his field of teaching. Many of them are public speakers for special occasions in the community. Closely allied to the speaker's bureau is the services through music and drama. Many syllabi of the special services division contain professional service titles and popular titles for speeches. In the same syllabi may be listed the entertainment bureau's offerings. These offerings will be entertaining speeches, drama and reading presentations, and music. The latter may consist of vocal ensembles, glee clubs, band numbers, and solos, both instrumental and vocal. Many times the colleges go on tours to neighboring high schools each spring.

Athletic services. There is hardly a college anywhere which does not offer athletic services. These services may be of various kinds. Athletic tournaments are conducted for district high schools in their championship eliminations contests. There may be other invitational tournaments for the high schools in which many schools participate and in which many pupils and their parents are involved. If well run, these activities can create much good will for an institution.

⁴⁷Reck, Public Relations, p. 102.

The athletic department of the college may hold clinics for secondary coaches in many sports, including football, baseball, tennis, and track. Often the coaches conduct field meets in other communities or at other sister institutions as a service.⁴⁸ These are but a few of the many services offered by athletic departments of the colleges and universities. They are good avenues of good will.

Placement service. Another of the essential services of the special services division is placement. Some colleges place considerable emphasis on this work. The teacher training institutions invite superintendents to the campus during the spring season to interview potential teachers. The superintendents appreciate this service, and they often call upon the college director to assist in finding and placing teachers. Often there is provision made by the placement service for follow-up work. The placement services keep records of the various positions that its former graduates hold and have held. The placement services inquire about the teachers they have placed. The placement services can create much good will in a wide area.

In the larger institutions some of the schools or departments have their own placement services. Placement is sometimes a part of the alumni service organization on the campus. The placement work is conducted by various officials of the college. Some are operated by the assistant to the president, some by the registrar, and others by an extension division director. Few colleges have placement directly under the public relations director.

Defiance College was one of the first institutions to establish a Placement Bureau and the work of this division has gone far to enhance

⁴⁸Ibid., p. 106.

the college's public relations not only with students, but also with alumni, the community, business and industry. Defiance also has a follow-up system through which it recommends graduates for appointment to better positions as rapidly as they gain experience and additional academic training.⁴⁹

Fund-Raising

Although most of America's colleges and universities trace their beginnings to the benefactions of individuals and gifts which are now sought by almost every institution of higher learning, including the state-supported universities, the history of higher education and of individual colleges is cluttered with amazing stories of poor relations with donors and prospective donors.⁵⁰

Although Mr. Reck recounts numerous true stories of many of our present-day institutions of higher learning and how they were the recipients of fabulous sums for buildings and memorials, the large donor system has about faded away. This does not mean that there are not yet quite substantial amounts occasionally granted to a university, but it does mean that fund raising methods and amounts have changed; America's colleges and universities have changed and have been classified in several ways: private, public, land-grant, and municipal. They are also classified as women's colleges, two-year colleges, state colleges, and church-related colleges. A few studies have been made which report variations in methods of fund raising.

Development. Many of the present programs in higher education are designed to receive bequests from individuals; others are designed to get financial support from alumni through small gifts. This latter method is very popular today. There has been a passing off of the large donors, but a rise in small gifts. Directors of development programs today are

⁴⁹Ibid., p. 76.

⁵⁰Ibid., p. 114.

sure that there is a way to get money. H. Russell Bintzer, Vice-President of Carnegie Institute of Technology, said, "We are faced with two basic questions:

1. Do people have money to give?
2. If they do, will they believe in our colleges enough to give some of their money to them?"

If we can answer these two questions affirmatively, we have no problem at all; we are assured of funds. But, since we don't have the cash in hand, it would appear that we do have a problem. Only, it isn't a financial problem--it's really a public relations and selling job that must be done.⁵¹

Thus, public relations is the answer to this age-old problem of raising funds, for whatever purpose. The story of fund-raising is one of organized campaigns for specific purposes. Practitioners in public relations, more specifically fund-raising, have formulas for achieving short-term goals in fund-raising, especially for churches and non-profit organizations. Even the colleges and universities, especially the church-related colleges and universities, have for several years called upon fund-raisers to enlarge the necessary campus facilities. Development has been defined by Bintzer:

I believe a development program is one that is (a) constantly concerned with the organized, long-range interpretation and communication of all that is good about the college so that the greatest numbers of its natural constituencies will be moved to place the interests of the college among their foremost concerns; and (b) constantly alert to all the forces that conceivably could affect the operation of the college in one way or another.⁵²

Thus development is defined as specializing in gaining the confidence and interest of those few who can assist in the welfare of the institution in a financial way. The fund-raising program will, therefore, be

⁵¹Bintzer, p. 8.

⁵²Ibid.

involved in (a) fund campaigns and (b) long range plans for financial aid. The former may involve the college and the community in a new building program such as a non-tax supported auxiliary, e.g., student union building or a chapel. Funds for stadiums and dormitories may come within this category. Programs in the long-range and continuous plans include bequests, scholarships, and endowments.

Bequests. This aspect of fund-raising has been defined as follows:

A bequest program is a long range planning to accomplish at a future time what is, in effect, an immediate need. Just as individuals try to insure the future of their families through estate planning, etc., so do educational institutions have a form of insurance through bequest programs.⁵³

Rutgers' bequest set-up consists of:

1. A small advisory committee of individuals from financial counselling professions.
2. A series of pamphlets entitled "Ideas on Thoughtful Philanthropy," each of which will contain one theme and which will be equally applicable for use by financial counsellors, corporate executives, or private individuals.
3. A file folder to retain the bequest information publications.⁵⁴

This simple procedure stands available to make arrangements with individuals or corporations when the slow work of the low-pressure selling job has been finally effective. It is not always difficult to know when a bequest program is succeeding. Thus the bequest principle is one which works toward funds being given by persons who provide for it in wills.

In summary, the fund raising program will be accomplished through:

1. Gifts and bequests
2. Alumni fund base of support
3. General public as a source of benefactions.

⁵³Arthur C. Frantzreb, "Bequests Campaign," Pride, February, 1957, p. 12.

⁵⁴Ibid.

Hawthorne has said that there has been a change of emphasis on raising funds for endowment.

Administrators and specialists in college financing agree that it is becoming increasingly difficult to secure large donations for endowments. . . . A more favorable approach lies in the area of annual gifts and grants from established philanthropic foundations and business corporations and in developing a broad base of support by individuals in the middle and lower-income brackets. Such an approach, however, will require more effective methods of appeal, more business-like organization, and more cooperative efforts on the part of the colleges and universities than has been used in the past.⁵⁵

In the past non-alumni gifts have been of utmost importance. A casual inspection of the Harvard financial reports make it quite clear that these bequests and gifts have been of major importance. A single illustration is the magnitude of gifts made by Edward S. Harkness, Yale '97, whose "total benefactions to Harvard ultimately amounted to about twenty million."⁵⁶ Hawthorne concluded from his studies in regard to fund raising for American colleges:

The cost of fund-raising must always be commensurate with the results desired. This principle is one most likely to be slighted in financing college programs of fund-raising. College people are particularly sensitive to the opinions of faculty, students, and friends that "promotional" costs are wasteful. . . . The resolution of this conflict of cost-versus-results must be astutely worked out for each local situation. Strict financial accountability must be established.⁵⁷

The best opportunities for college fund-raising today are in the local communities where the colleges are located. While the "corporate approach" is popular, the competition is keen among the colleges and universities. The corporations say they are not charitable organizations, although they may be able to continue to give to the colleges. Vice-President J. H.

⁵⁵Edward L. Hawthorne, Fund Raising for the Small College, New York, 1950, p. 51, as quoted in Financing Higher Education, Vol. V, Higher Education for American Democracy (The President's Commission, 1948), p. 48.

⁵⁶Reck, Public Relations, p. 15.

⁵⁷Hawthorne, p. 201.

Pipkin of Texaco asserts, ". . . no business corporation can regard itself as a charitable institution."⁵⁸ Business philanthropy is at best a by-product. Corporations will also give when they can see they are getting something. There are today, however, literally hundreds of national corporate aids to help educational programs. The fund-raising officers will have to keep their eyes on them and try to meet the competition. Fund-raising officers may get one of the best "texts" on corporate foundation by writing to the National Industrial Conference Board, 460 Park Avenue, New York, New York, and request "Studies in Business Policy No. 73, Company-Sponsored Foundations."⁵⁹ The most important step of the "hard sell" is the doorsteps that the dollars are on; this is the local community. A number of colleges are experiencing success in their local communities.

Alumni Services

One of the most promising, all-round forces of the present day for the ongoing of higher education is the cultivation and enlistment of alumni in the programs of the nation's colleges and universities. The alumni are members of the college family, and if they are kept informed of the progress of their alma mater, its needs, and its plans, they will be of inestimable value as supporters. The reputation and prestige of any institution is rightly tied in with its alumni. Present plans for expansion of the colleges, including financial reserve, can be somewhat dependent upon good alumni relations. Christopher E. Persons of Stanford University said in his inspirational little book, Public Relations for Colleges

⁵⁸Donald V. Stophlet, "Updating the Corporate Approach," Pride, March, 1958, p. 12.

⁵⁹Ibid., p. 14.

and Universities, about twelve years ago:

There is one type of educational institution that always can get, and does receive, financial support with its ensuing values. . . . It is the institution bearing the magic imprint of prestige. By prestige is meant public recognition of a worthy undertaking especially well done. It is not a matter of size, or of wealth. . . . It cannot be ballyhooed or press-agented into existence, nor can it be long maintained where the conditions of it are not met. From true prestige all scholastic blessings flow.⁶⁰

The alumni, perhaps more than any other group, excepting the faculty and its administration, can maintain the prestige of the institution.

Informing the alumni. Most colleges and universities make attempts, some much more than others, to inform the alumni through various media. Among these are the newsletter, the alumni magazine, and letters from the president. These are the most effective. A number of colleges send the college newspapers to members of the association.

Standard procedure in a good program of informing alumni is the use of the newsletter, the magazine, and letters from the college president. Each one has an important function. The newsletter brings continuous news of the college and also reports items about alumni. The magazine explores the large news about the college. In it are major features of college progress. Illustrious alumni will be fully treated in each issue. Details of campaigns and needs of the college can be presented in an impressive manner. The president should preferably write as many personal letters as possible. Some presidents write congratulatory letters to many of their alumni. The president finds it important to know the whereabouts of the former students of the college. Reck said:

The alumni form the most important off-campus public of most colleges and universities, and there is no limit to the good they can do for their institutions provided (1) the experiences of their undergraduate years can be recalled with appreciation and pleasure; (2) they are kept fully informed regarding the objectives, policies, progress and problems of their alma maters, (3) they are given an opportunity to perform

⁶⁰George A. Pettitt, "The Evaluation of Public Relations Programs," Pride II, March, 1958, p. 10.

challenging tasks for their institutions.⁶¹

Reck's suggestions embody the sound possibilities of a working, efficient alumni program.

Special events for alumni. A well-planned program would provide for several special events for alumni when they would be invited to return to the campus. One of the more popular is the traditional homecoming. This event consists of a measure of entertainment, parades, an alumni banquet, and possibly an athletic event. This program can start on Friday evening with an outstanding performance in the amphitheater or auditorium. On the next morning will usually be the parade, in which students on the campus have prepared floats to exhibit for alumni and townspeople on the downtown streets. Informal luncheons can be held Saturday at noon. The afternoon can be climaxed with a football game. A dinner banquet can be held at an appropriate center. Afterwards a dance may be held for those desiring this kind of activity.

Another kind of event now becoming popular is the recognitions award assembly. Outstanding alumni from over the nation will be cited in a special assembly at the college.

Some schools have an alumni college in which the college furnishes lectures in special fields for those interested.

Requisites for good alumni relations. Two requisites for good alumni relations are presidential support and a strong alumni organization. Actually, a strong organization can indirectly be the work of the president. As the college's chief administrator, he will first of all need to be aware of the possibilities for alumni support. The program will depend upon his implementation for media to be used to inform alumni,

⁶¹Reck, Public Relations, p. 182.

and he will need to assign a worker, perhaps a field representative, to set up meetings and alumni programs over the area and region served by the college.⁶²

The Publications Program

The publications program at the college should be given the same attention by the director as the other divisions. In a previous section of this study, it was suggested that in some organizations the program is definitely within the division of publicity. Although this is not an illogical plan, the publications program of the colleges and universities will continue to merit special attention.

What are the functions of publications in the total program of public relations in higher education? How are the publications integrated with or geared to the objectives of the public relations program? Furthermore, what are the publications, what are their contents, and what audiences are they destined to reach? The answers to these questions are of primary importance to the public relations officer or director of publications in the college or university of today.

In the first place, publications have come to be recognized as having special audiences to reach. Since in recent years the audiences have multiplied, as more people attend college, the publication has taken on duties proportionately. It can hardly be left to the haphazard treatment usually given this important work when the director is more concerned with publicity or perhaps the field work of another area of the public relations program. Therefore, one of the purposes of this portion of the study will be to bring the facts from the field of practice into focus, to show that

⁶²Reck, College Publicity Manual, p. 23.

publications demand special attention of a person who understands writing, layout, typography, pictures and illustrations, and some of the principles of art.

Another purpose of this section will be to set forth (1) classifications of college and university publications, (2) information relative to the effectiveness of certain practices related to integration of publications in the public relations program, and (3) the kinds of publications and their specific uses.

Publications are the publishings which emanate from the publications office of the college or other decentralized areas of the university and which are of a format that is recognizable as having a purpose in addition to being "news." The status of most of the college publications will be delineated in this section.

Another basic assumption is that there is a continual and continuous need for exercising good public relations in all areas of the college or university. Recency and frequency of literature attest to this direction, this trend--to interpret, to explain, and to project properly the over-all college or university image.

Classification of Publications

Prevailing literature indicates that publications that integrate with the total program of public relations in higher education can be categorized safely into three general areas. Specific areas which should be considered by the publications director are (1) legal documents and official chronicles, such as the catalogue, (2) general information bulletins projecting the over-all college, and (3) small promotional publications such as viewbooks, brochures, informational leaflets, and miscellaneous

varieties. The yearbook and the alumni publications are internal publications which are difficult to classify. These two activities and resultant products are singled out because of the traditional weight of the two in the history of the colleges. Educational Research Service suggests what is almost a truism at the moment relative to the value of the alumni publication:

. . . writers in recent issues of . . . magazines are becoming more concerned with broader problems of higher education than with the histories and special projects of individual institutions. Outstanding achievements and unique activities of . . . colleges are reported. . . .⁶³

This small reference to what magazines are doing attests to the upward surge of content interest of publications written for a more deliberate audience.

Of the two important enterprises in publishing, that of the alumni publication and the yearbook, the latter is still bounded in by and is a product of tradition. Both publications were natural evolvments in the colleges; the yearbook originated as a result of sentiment of senior class members in bygone days,⁶⁴ and the alumni publication arose because of a felt need to retain and continually revive the interest of the product (the alumnus) in the ongoing of the institution.

Facts, surveys, experience, and observation provide continual evaluation of functions and techniques of publications. Holmes, in his discussion of the use of publications in public relations programs, has pointed up the gravity of budgeting and defensibility of publishing certain publications by certain criteria. He makes this statement in regard to

⁶³"Higher Education," Educational Research Service, American Association of School Administrators and Research Division of the National Education Association, Circular No. 4, April, 1956, p. 56.

⁶⁴Calvin J. Medlin, School Yearbook Editing and Management (Manhattan: Kansas State College Press, 1949), p. 1.

finance:

In the small or medium and large colleges alike one can find instances where official publications are mailed by a half dozen different offices, including the registrar, the deans, the president's office, extension service, and various heads of instructional departments.

In such a setup the chances for duplication of mailings, misdirection of publications and headaches with local post offices are amazing to behold. What's more, the opportunity for futilely "scattering the fire" of the promotional program is something horrid to imagine. The lack of carefully thought out and carefully followed programs for production and distribution of college publications will almost of a certainty result in a phenomenal waste of time, money and talent on the part of those who prepare the printed pieces. In time of paper scarcity and other printing difficulties such would seem to amount to moral if not criminal negligence.⁶⁵

Summarily, he has pointed up finance and budgeting, beginning well ahead of deadlines in dealing with the administration on the one hand and the print shop on the other. Colleges fortunate enough to have excellent printing departments and personnel to man them have a potential "gold mine" if integration, harmony, and rapport can be established.

Consider documentation. Why is there a new strategy? Brandon states relative to publications:

Specific publics must be reached through direct communications. Bulletins, brochures, exhibits must be made available. Every well-staffed public relations or information department includes artists and writers skilled in these fields. But the printed word or picture will not be enough. We must revert to original means of communication--the spoken word--and this will be accomplished through conferences and institutes, small and large. The loyalty and enthusiasm of graduates for their alma mater, the desire of people of good will to aid in worthwhile causes or to be a part of going concerns should be drawn upon and utilized for interpretive purposes.⁶⁶

The writer pinpoints the need to tap the special audiences and suggests a

⁶⁵George H. Holmes, "Use of College Publications in Public Relations Programs," Teachers College Journal, XIX, October, 1947, p. 12.

⁶⁶Arthur L. Brandon, "What Are the Most Effective Methods of Informing the Public of the Mission and Meaning of Higher Education?" Current Issues in Higher Education, Association for Higher Education, Washington, D. C., 1955, p. 232.

personalized approach in addition to the scattered mass media approaches now in common use. The colleges are awakening to this need. Economically, strategically, and correctly this is the new strategy. It is not so new that those who use it will be the first. But those who do not will be the last. Thus much attention is focused upon the office, the worker, the catalysts, the integrating of publications in the college.

Brandon has articulated well the need and importance of the alumni foundations which, of course, have a sounding board--the alumni bulletins or magazine. He said:

A recent unit added to many colleges and universities which makes use of cooperative planning is known as the development council or alumni foundation; or, in a more limited field, the alumni fund. These creations have been valuable indeed as they have drawn on the resources of alumni and friends. Alumni enlisted for service in the fields of their competence gladly give of their time and talent, and often persuade non-alumni to join them. They become informed interpreters of the institutions in their own communities, at alumni gatherings, and among business and professional associates. Thus the constituency is expanded, and additional thousands ultimately will have a further appreciation for higher education as well as for their own college. Administrators who request professional aid of this kind are constantly surprised at the willingness of their graduates to be of service.⁶⁷

Dependence upon Publications

Because of the scarcity of good education editors on our newspapers and because of the efforts of the public relations staff to reach special publics, a new appraisal has been made of the efficacy of the present day mass media. In effect, in recent years the "scatter load" has been replaced with the "rifle shot." The target, it bears reiterating for emphasis, is the special public.

This "special" public may be, for example, members of the medical profession; however, the alumni of the institutions are ever receiving

⁶⁷Ibid., p. 233.

more and better accounts of the plans, developments, and trends in higher education. Thus many special publics are informed that they too will understand and appreciate more fully our American faith in and noble experiment with universal education. Schoenfield further states:

Indicative . . . of this growing emphasis on the perspective of the public was . . . sentiment by the Association of Governing Boards of State Universities and Allied Institutions when it voted "as favoring increased emphasis on public relations and public information programs for higher education to the end that the public may be fully and properly informed on the objectives, programs, and accomplishments of higher educational institutions."⁶⁸

Schoenfield suggests that the Association might have added:

. . . to the end that institutions of higher education can be fully and properly informed on the needs and aspirations of the public. For public relations broadly conceived is a two-way street.⁶⁹

What Are the Functions of Publications?

What are the functions of publications in the public relations program? Surprisingly little literature today explores the direct relation and appropriate function of publications in the total program of public relations in higher education. George H. Holmes has reported four important steps prior to setting up a publication program in any institution.⁷⁰ First, the institution must define objectives. These will be the concern of the president, the director of public relations, and a committee composed of all members of the administrative staff whose work may have important public relations consequences. Other aspects that are to be defined, according to Holmes, are the audiences, to which these

⁶⁸Clarence A. Schoenfield, The University and Its Publics (New York, 1954), p. 170. His citation was from News Letter, American College Public Relations Association, December 5, 1949, p. 2.

⁶⁹Ibid.

⁷⁰Holmes, p. 12.

objectives shall be addressed, the general media through which these audiences will be reached, and the methods of using the media. He states:

The publications then should be geared to the objectives of the over-all public relations program. In planning the various printed pieces, the director should consider the activities for an entire year. In this way the publications can be closely integrated so that one publication can help promote the objectives of another. As example, a college engaged in a program to promote recruitment of students to train for elementary teaching might have a publications program which included printing of a leaflet and a bulletin board poster on elementary teaching work. In planning for the year's program, the schedule of advertisements in state teachers' magazines might include two pieces on this same subject. The alumni magazine and the student newspaper might carry feature articles on the need for elementary teachers. Again, this program might be supported in the college catalogue and in the summer bulletin. Thus no one piece would carry all the load, but all would be doing their bit for one particular objective.⁷¹

Holmes has stressed that the work of the institutions should be coordinated along the lines of cooperation not only with the printshops or committees set up for advising publication, but also with members of the faculty--and all the publications of the college. He indicates further that there should be a publications schedule for the year which includes the date for beginning each production, the deadline for copy and pictures, the name of the publications, and the delivery date. The schedule insures, he says, getting things started earlier, to get out specifications for bids well in advance; thus money is saved and each deadline is met.

He also points out that the chief use of the general publications is to back up personal contacts.

Using the Promotional Publication

Holmes states that it is important to determine in advance just what each printed piece must do. He suggests that the following questions should be answered by the director of publications:

⁷¹Ibid.

1. Why is the publication being produced? Make a detailed list of reasons.
2. Who will read the message? What are the audiences to whom you will speak?
3. What specifically is the message to be presented?
4. How will the message be presented? That is, what type of publication?
5. When should it be received by the reader? Timing is important.
6. Where is it to be distributed? Through the mails? On the campus? By field men?

Other matters of design, layout, specifications, typography, paper stock, and ink can be decided. One requirement of a good publication program is that any promotional publication which is designed to enlist good will and understanding for institutional public relations must be a facilitator of action, according to Holmes. He says:

It should be a hard and fast rule (almost) never to send out a mailing piece without providing for some sort of reply and more or less positive action on the part of the reader.⁷²

Another requirement of the publications program is a serviceable mailing list. This mailing list should include:

1. High school seniors
2. Superintendents and principals
3. Alumni of the college teaching in the public schools
4. Non-teaching alumni
5. Boys' and girls' advisers in high school
6. Town libraries
7. Elementary principals
8. Local businessmen

⁷²Ibid., p. 14.

9. Prominent public officials.⁷³

If publications serve their purpose as intended, experience proves that extreme care should be taken to see that they get into the hands of the people for whom they were designed; otherwise the whole business falls down.

Types of Publications

The general information bulletin. A survey by Washington University, St. Louis, Missouri, has proved valuable to workers in publications in higher education. This survey was made of the secondary schools to appraise guidance materials. The questionnaire was sent to one hundred and ten high schools in Missouri, Illinois, Tennessee, and Arkansas, with heaviest concentration in Missouri and Illinois.⁷⁴ There were seventy-seven respondents. The small bulletin of information received the highest rating.

The purpose of the bulletin was to inform and to explain to prospective students, their parents, and those engaged in pre-college counseling. Sixty answered that the information bulletin was better than the college catalogue to introduce the college. This bulletin has the essential features of the viewbook.⁷⁵ The 1954 issue had fifty-six pages and was produced at a cost of seventeen cents each. The criteria for the average bulletin of general information were as follows:

1. A bulletin of general information should explain and inform; it should not glorify or extol.

⁷³Ibid., p. 15.

⁷⁴William Glasgow Bowling, "An Appraisal of College and University Publications for Promotional Purposes," College and University, XXIX (October, 1953), 69-85.

⁷⁵The viewbook is a pictorial booklet published to attract picture-conscious prospective students. Reck, Public Relations, pp. 271-272.

2. It should tell the essential story of its school interestingly, unimpassionedly, and succinctly.
3. It should present its material in the order of greatest interest to its large audience.
4. Since the bulletin may, in many instances, be the student's first introduction to the school concerned, it should be written and printed so as to make a good first impression.
5. It should, in size or proportion, be easy to carry and convenient to file or to place between conventional book-ends; in other words, it should not be elongated in girth and stunted in height, for printing abnormalities are annoying to normal readers.
6. It should be attractively illustrated; for as Alice asks: "What is the use of a book without pictures?"
7. It should contain a postage-paid post card on which the interested reader may readily request additional publications.
8. Above all else, the bulletin of general information should reflect the dignity of the institution it describes.⁷⁶

The informative leaflet. Bowling in his survey noted that the informative leaflet was accorded thirty-six votes as excellent, thirty as good, twelve as fair, and one as poor by the high school counselor. By the word "leaflet," or "folder," is meant a single sheet of small pages which are folded but not stapled or stitched. "Incidentally, the general information bulletin rated twenty, forty-seven, and twelve by high school officials engaged in the work of pre-college counseling and seventeen, forty-three, twenty by students as guidance relative to further education." The leaflet was rated thirty-two, thirty-five, eleven, and one by the students as an aid to the student in quest of information relative to his college plans.⁷⁷

The leaflet, according to Bowling, is especially good for explaining

⁷⁶Reck, Public Relations, p. 75.

⁷⁷Bowling, "An Appraisal of College and University Publications for Promotional Purposes," p. 77.

a particular career or profession. It is the ideal publication for bulk distribution. This publication is used to project special work of departments. It should be dateless, should fit into standard Number 10 envelopes, and should have unity of effect. He said, "The experienced rifleman is anxious to group his shots; he knows there is something wrong when they scatter too widely." The publications director is aware of the danger that too many separate pieces may spread too thinly the essential and coherent message of the institution concerned.

Scholarship posters had the lowest unit cost, one and one-half cents a poster. The survey revealed that such posters were placed on the local bulletin boards for a short time only. Most schools favored the posters.

Scholarship brochures were listed by the majority of the respondents as desirable. The brochure at Washington University gave detailed information relative to financing of a college education, such as expenses of all sorts, opportunities for part-time employment, availability of loan funds, and specific facts relative to the entire scholarship program.

Although the purpose of the survey at Washington University is singularly revealing to those engaged in college publications work, the results were projected in such a way as to reveal opinions of a limited audience, viz., the prospective student and officials of the secondary schools engaged in pre-college counseling.

The college catalogue. Michael Radock, of the Educational Relations Department, Ford Motor Company, Dearborn, Michigan, has very succinctly noted progress made in the catalogue and has suggested improvements.⁷⁸ Surveys of four different groups in education report trends in improving the college catalogue. He states the "need for more specialized publica-

⁷⁸Michael Radock, "Recent Trends in College Catalogs," College Public Relations Quarterly, VI (July, 1955) 12-18.

tions designed for a particular job and audience." He said that more colleges are recognizing their shortcomings and are doing something about them.⁷⁹

Some of the problems center around the question as to whom and for whom the publication is presented. Should it be directed to the prospective student or to the high school counselor? Should it combine features which appeal to prospective students and the counselors, and at the same time satisfy the college faculty, the dean, or the admissions officer? Some of the problems pertain to changing certain sections of the catalogue, such as faculty lists, and long descriptions of courses whether taught or not, and rules and regulations prepared by academic deans.

It is agreed that the catalogue--whatever its primary function--is the most important single bond of communication between our institutions, its students, both present and future, and, through them, parents and the public at large.

Another survey has been made to appraise the relative effectiveness of the catalogue. Bowling has answers from seventy-seven respondents on the subject.⁸⁰ He had requested that respondents rate the catalogues from the point of view of helpfulness to the counselor and from the point of view of helpfulness to the student. His data showed that the catalogue was more helpful to the counselor than to the prospective student. He thought that the separate catalogue or announcement that colleges issue for each degree-conferring division would be of considerably more assistance.

Conclusions from his survey revealed that catalogues are or should be

⁷⁹Ibid., p. 12.

⁸⁰Bowling, "An Appraisal of College and University Publications for Promotional Purposes," p. 72.

symbols of dignity of the institutions, that many are drearily and poorly printed, and that the style of writing should be improved as well as the format in general. He said that the catalogue is not primarily a promotional publication and that it should not be directed toward a particular segment of its varied audience. The catalogue is, among other things, an announcement or a record and is also the chronicle and legal document of the institution concerned.⁸¹

Some suggestions from a survey asking counselors what features they recommended are:

1. More complete information on financial costs.
2. More specific information about scholarships, self-help opportunities, and student aid.
3. A more realistic approach to what students have to accomplish to stay in college. College life is "glamourized" too frequently, it was pointed out.
4. A survey page at the beginning of the publication to be used by high school seniors in considering schools for their specific needs. This should include location, entrance requirements, costs, special courses, where to apply, size of school.
5. More guidance material and career information.⁸²

The survey quoted a high school official as follows:

We are often told of the scholarships which are not used but no college catalog with which I am familiar goes into great detail concerning this highly-important information. Brief descriptions are given concerning a few scholarships. Application procedures are sketchy and indefinite. Little is mentioned concerning part-time work opportunities and how they may be obtained. The lack of knowledge on the part of students, together with their usually unsophisticated manner, makes job-getting difficult.

I want to underscore the need for more detailed information concerning college costs--tuition, books, supplies, board and room, clothing expense, incidental expenses, etc. Prices are generally quoted concerning books, tuition, board and room. However, more details could be furnished, such as whether tuition costs must be paid in one lump sum, or extended over

⁸¹Ibid., p. 73.

⁸²Radock, p. 14.

a period of several weeks or months. Also, what exactly do room and board costs cover? I believe you should consider the use of charts graphs, pictographs, or similar forms--to quickly convey information on costs.⁸³

A summary of trends noted in recent years reveals

1. Better writing and more simplified and logical organization of content.
2. A move to eliminate all material that isn't absolutely necessary.
3. Publication every two years instead of annually.
4. More attention to improvement of appearance with an increase in the use of color, illustrations, photographs, and more effective use of white space.
5. Sections on regulations reduced in length and relegated to student handbooks.
6. Explanation of college costs hopefully simplified.⁸⁴

Some of the colleges have improved weak sections of their catalogues, such as the Iowa Teachers College catalogue, which has included a glossary of College Terminology, giving meanings of such terms as "curriculum," "grade-point," "credit hour," "pre-requisite," etc. Some have added indexes. Others have reduced course descriptions. The University of Michigan inserts an eight-page section, printed on different color of paper, entitled "Information for Freshmen." Kansas State College has a "Student Catalog." The writing and design are handled by a professor of journalism, responsible to the chairman of the Council of Public Relations, of which the registrar is a member.

Bowling suggests that creative talent should be used in the production of the college catalogue, for very often technical knowledge is no assurance that material will be well presented. "Your catalog is a very important instrument of public relations, regardless of whether it is

⁸³Ibid.

⁸⁴Ibid., p. 18.

accepted as such or not."⁸⁵ His conclusions may well be the echo of all makers of good college catalogues today.

There is no single answer to the catalog problem. Education certainly should cultivate and increase our appreciation for good taste, effective expression, and beauty.

The public sees the catalog as standing for "The College," and an attractive, well-written, well-planned and designed catalog means to the reader that the college is just as well-organized and sound in its principles and teaching standards. An awakening is taking place, here and there. It has been long overdue.⁸⁶

Although the catalogue must retain a high dignity and character representing the institution, it also must meet the changing conditions and be as attractive as possible. It should be the object of more study and careful planning in order to accomplish what the best informed minds in higher education believe it should accomplish. The writing should neither be downgraded nor be too difficult or buried in unattractive type or printing.

The Massachusetts Institute of Technology has completely revised the format in its general catalogue. Attention to what a catalogue should contain received much attention from the publications director and a college faculty committee. The result is a model catalogue. John I. Mattill relates:

We believe that a college's publications can reveal more of its character than any other single communication activity. This is because only publications reach their audiences without the interpretation of a middle man; a publication is truly what its sponsor makes it, and its standards are truly his.

But few catalogues live up to their colleges' standards. The catalogue is probably the most difficult, most talked about, least done-about of college publications.⁸⁷

⁸⁵William Glasgow Bowling, "Cantaloupes and College Catalogues and Minimum Essentials," College and University, Vol. 31, No. 2, 1956, 197-206.

⁸⁶Ibid.

⁸⁷John I. Mattill, "Something Should Be Done About It," Pride, May, 1958, p. 13.

The college newspaper. College newspapers serve several purposes for the institution. The newspaper serves as an informing medium for students and faculty, a laboratory for journalism classes, and a publicity medium.

The newspaper has long been recognized as an informing medium for students and faculty, since it provides the record of past and forthcoming events. Some colleges and universities have daily newspapers. In these institutions the newspaper has more value as an informing medium. Others that have weeklies or bi-weeklies must be satisfied with less timeliness, but there is still value insofar as many future events can be emphasized.

Journalism departments use the college newspaper to train students in the rudiments of gathering and writing news, features, and editorials. This training process also involves editing, the choosing of pictures, writing headlines, and laying out the complete newspaper. Thus instruction is combined with institutional service.

The newspaper serves the publicity office by providing additional news which may be used to send out to the mass media. Also the newspaper may be mailed to alumni members as a publicity medium.

The college publications program will make definite use of the college newspaper as an important part of operations.

Alumni publications. Most of the literature today favors the alumni foundations and their sounding board, the magazine or regularly published bulletins. Schoenfield has said:

. . . a key measure of the campus is still the number of alumni who wind up performing deeds of public service, and is not a string of newspaper clippings, an assortment of "good will" teas, or a gravy bowl excursion. ⁸⁸

Literature is not abundant in this field of publications. The reason is this: the alumni office, the secretary, and the editor of the

⁸⁸Schoenfield, P. 177.

magazine are separate from the rest of the college publications in administration and control. The alumni, the graduates, are more tied in with this publication, although it is, in many instances, subsidized by the institution. Therefore, this function is more directly under the president of the college or university. This means that public relations directors are not usually a part of the organization responsible, usually, for the publication.

Warren Shull, editor of one of the better alumni magazines in the country, revealed some interesting viewpoints in an interview with the writer. A number of colleges are considering either enlarging their alumni contacts through publications, through active foundation work, or through both. To begin an alumni publication entails several objectives and purposes clearly envisioned. The first consideration is cost and budgeting. Then, based upon the importance placed upon the publication, periodicity should be decided. He said, for example, that a sixteen page publication would be wise at first. (Shull is editor of the Oklahoma State University Magazine.)

The yearbook. Yearbooks have been considered by most colleges and universities as having some public relations value. Bowling's survey, however, left very much to be desired as to the value of the book for such a purpose.⁸⁹ Of the seventy-seven respondents in Bowling's survey, fifty voted "of no influence" as to promotional value. A typical comment about The Hatchet, the Washington University publication, was made by a student: More money is wasted here than colleges can afford. Students select schools on the basis of reputation, the choice of older friends, and the advice or prejudice of family and some selected teachers.

⁸⁹Bowling, "An Appraisal of College and University Publications for Promotional Purposes," p. 75.

At the outset of this paper some mention was made of the origin of the yearbook. Mel Scarlett, in his master's thesis on the production of yearbooks, asks this question:

Calvin Medlin says that a yearbook should record complete history of one year of school life and serve as a memory book. What function does your yearbook try to perform?⁹⁰

This question is not always answered by publications advisers, many of whom are teachers of English. The procedure for producing the yearbook often reduces itself to the age-old method of gathering all the pictures possible, pasting them on a dummy provided by the publishing company, and sending it to the company for editing. In this extreme, of course, there is little integration with the over-all purposes of the college; and it might as well have been done as in the beginning of yearbooks when members of the senior class collected pictures for their personal albums.⁹¹

Medlin has pointed out also that yearbooks have become a thirty-five million dollar a year industry. There are some thirty-two thousand high schools and seventeen hundred colleges in the country, and Medlin states that at least fifteen hundred colleges and twelve thousand high schools produce annuals.

Thus the idea has become a tradition for a number of reasons in addition to sentimental ones. The chief reason for justifying its existence, according to Medlin, is that it is public relations.

There is difference of opinion as to the degree, if any, that the publication exercises as public relations. Scarlett says:

It has been said that a college will have public relations whether it wants to or not. The wise thing, then, for a college to do is to

⁹⁰Melvin G. Scarlett, The Production of Yearbooks in Small Colleges and High Schools (A master's thesis), University of Florida, 1951, p. 12.

⁹¹Calvin J. Medlin, School Yearbook Editing and Management (Manhattan, Kansas: Kansas State College Press, 1949), p. 1.

recognize the fact and try to stimulate and maintain the best possible relations with the public. The yearbook, also, will have public relations functions, regardless of the intent of the planners of the book. The yearbook will contact relatives, loved ones, friends, and acquaintances of persons directly connected with the school, and all will judge the school, in some measure, by the impressions they receive from the book.⁹²

Medlin lists the seven functions of the yearbook as follows:

1. Providing a complete pictorial history of one year of school life.
2. Providing a memory book
3. Serving a public relations function
4. Providing help in getting new students
5. Giving recognition where deserved
6. Training of students in publishing and business methods
7. Stimulating alumni interest in the school.⁹³

The yearbook, of course, will continue to be a picture book for those in college and those leaving the college.

Faculty Publications. The late Carl Becker, a distinguished historian and a great defender of academic freedom, was fond of saying, "A professor is a man who thinks otherwise." It is an assumption that the faculty are often burdened with superhuman tasks. They must adjust to the college community and to the local community, fit into the culture to some extent while helping to shape it, and always deal with the diffusion of knowledge and "new" knowledge.⁹⁴ The faculty has the unique role of all those engaging in the ongoing of our culture. Faculty members must have an outlet

⁹²Scarlett, p. 15.

⁹³Ibid., p. 13.

⁹⁴Dean Schiller Scroggs, in his lecture in the section on "Aspects of Current Educational Policy and Practice," spoke of this "new" knowledge as one of the values in the extension of knowledge. This value has more implications today than ever.

for their thinking.

This outlet may take different forms in publications. But opinion shows that the faculties of higher education are those persons whose thinking should, of all persons, be preserved in some systematic, formal manner. Their lectures are forgotten, and far too few professors have an outlet for printing their findings, much less their theories which are important. A notable faculty publication which perhaps serves a special purpose is the Michigan Alumnus, The Quarterly Review, a journal of university perspectives. A university staff member said:

The college faculty needs a sounding board, an organ for expression, for recording their views, and for contributing their creative effort to the total picture in higher education. A number of colleges and universities have such a sounding board available to the faculty. [He referred to the University of Michigan publication.] The articles do not follow a rigid pattern either of objective, statistical cultism, nor on the other hand do they contain just the whim or excrescences of the dissatisfied. Some of the best articles I have read are in this special faculty publication. It is a type which permits an exercise of the interest of faculty in their profession. In addition it serves as a means of communication between faculty members among the schools and departments of the college. A strong faculty needs such a publication to stimulate this highly desirable attitude of personal and professional growth.⁹⁵

The faculty publications are numerous, but there are few well-coordinated programs in higher education. Many of them have grown up just like Topsy without a concept of the real need. There is some question as to whether or not technical journal publishings are of public relations value. Seldom are they written for the purpose of improving public relations. This activity, a professor said, usually serves the contributor and a very specialized audience that may have limited use as a medium for enlisting support or understanding of the college and higher education.

⁹⁵John Hamilton, Director of Publishing and Printing, Oklahoma State University, has been an advocate of such a medium for the faculty to assist in morale and esprit de corps. This was contained in a letter to the writer.

The News Bureau of Oklahoma State University does assist where possible in the sending out of professional articles by faculty members. If they are printed, the bureau orders several thousand copies and mails them to libraries in the United States. It, therefore, appears that some public relations value can be realized from such publications emanating from the campus.

Several types of scholarly publications of graduate faculties are generally called "university studies." They are concerned with dissemination of research findings. This major function of faculty publications is the product of certain academic departments, professional schools, and associations.⁹⁶ Types of publications as listed by Byrne are:

I. Administrative---

1. Designed to give information.
2. Catalogues, bulletins, and announcements.

II. Scholarly---

1. Designed to report scholarly study and research.
2. These are sponsored either by the graduate school or by academic departments.
 - a. Publications sponsored by the graduate school are known by various titles: university studies, research studies, university records, research news, quarterlies, and monographs.
 - b. Those sponsored by the academic departments or the professional schools are called research bulletins; university contributions; monographs, annual, survey papers; studies in science, technology, humanities, and the like; and journals such as the Journal of Geology, Astrophysical Journal, and so forth.

⁹⁶J. Horton Byrne, "Faculty Publications," Journal of Higher Education, XVII (June, 1946) 319.

III. Service--

1. Designed to fill general or professional needs.
2. These include circulars, news letters, library notes, alumni magazines, and so on.

It seems that there is little uniformity concerning the sponsorship or editing of administrative publications.⁹⁷ The above outline gives some indication of the over-all picture of the publications offices of the general colleges. The status of faculty publications is discussed by Byrne under "Scholarly Publication." He concludes:

A scholarly publication . . . gives the faculty members an added incentive to scholarly productivity. The graduate school has the grave responsibility of being guardian and champion of truth. Clear thinking and accurate expression are of paramount importance in these turbulent days when the world is anxiously waiting to hear from those men of keen vision who had dedicated themselves to the promotion of the general welfare.⁹⁸

That faculty members have a need of expression in a publication emanating on the campus and encouragement to do more creative writing agrees with interviews and findings in publications on higher education.

Other Opportunities for Service through Publications

Reck has pointed out that catalogues, picture bulletins, departmental brochures, and special information folders and booklets make up the bulk of printed publicity issued by colleges and universities. There are other special ways to make use of the publication. In these special publications, care should be exercised to insure purpose. Reck says:

To be worth the time, effort and money involved, every publication should have some genuine purpose which should be kept definitely in mind as the layout is made and the copy prepared. Other college publications

⁹⁷Ibid., p. 320.

⁹⁸Ibid.

of similar purpose should be studied, their good points noted, their faults avoided. If there is any question whether the content--text or pictures--will appeal to the public for which it is meant, a few prospective readers should be asked to give their reactions, suggestions and criticisms. Such pretesting may mean the difference between success and failure with a piece costing thousands of dollars.

Too many colleges and universities have missed opportunities for improving public relations through printing by confining their publishing effort to the traditional or "must" publications like the catalogue, picture bulletin and brochures. Opportunities for increased service to or contacts with publics other than those which would be interested in the catalogue or picture bulletin are open to almost any alert institution. William Jewell College, for instance, published a wartime booklet whose content was compiled entirely from the letters of alumni chaplains in service. Mailed to ministers over a wide area, this booklet created a great deal of comment, inspired a United Press feature story and articles in several denominational papers. In addition, it furnished material for hometown stories on each of the chaplains whose letters were printed.⁹⁹

Publications Summary

Reliable authorities in the field of public relations and college and university publications have indicated that there is still much difference of opinion as to the functions of publications in the total program of public relations.

That public relations is receiving attention of administrators in higher education is attested to by the multitudinous publishings of public relations directors, deans and vice-presidents, chancellors, and assistants to presidents, along with registrars and many other professionals in the fields of education, higher education, and administration.

Authorities in the publishing field in higher education report a notable trend toward achieving communication with their publics not only through the continued use of present-day mass media but also through specialized publications addressed to special audiences. These publications take the form of information leaflets designed for segments of the

⁹⁹Reck, Public Relations, p. 261.

public, alumni publications, and general information bulletins to pre-college counselors and prospective students.

Each school, college, or university must work out its own public relations problems. It appears that the survey technique has been useful in appraising the effectiveness of publications and noting trends in methods of influencing people for support of higher education. At the same time, it is being recognized that the public relations street is a two-way thoroughfare. Thus the need is to achieve rapport and exchange of views in the vast interrelationships very necessary in societal interaction.

It seems that communications methods are being refined to the extent that publications can appreciably accomplish results desired in the total program of public relations in higher education.

Part Three--The Director of Public Relations

What are the qualifications of a man or woman who would enter the public relations field? What manner of men and women engage in public relations work? The answer to this question has been attempted by a number of writers in both college and university public relations and commercial public relations. For the college and university this man or woman may possess ideals not common to the worker in commercial public relations. But other basic qualifications can be essentially similar. For practically everything a public relations man or woman does is not a reflection of his own thinking but rather an expression of what is or should be the thinking of others: the president of the institution, the administration, the board of regents, or others in the college family. Almost everything the public relations man does is in the name of others.

He, therefore, can never be sensitive about getting credit for everything he produces. This of course has its advantages: if someone else takes the credit for the good promotions, it follows that he must also shoulder the blame when something goes sour.

A Worker with Newspaper Experience?

A number of writers in the field believe that some experience in newspaper work is very helpful to a public relations director. Harlow and Black, in their book Practical Public Relations, say:

A list of . . . essentials is given by Batchelor [counselor in public relations]. The public relations worker can be more effective if he has had newspaper training.¹⁰⁰

Griswold and Griswold, in their book Your Public Relations, say:

While some of the best men in the business never see inside a newspaper office, it is still true that no single professional experience gives sound preparation as rapidly as editorial work on a newspaper or a business publication.

This is not because newspapers teach reporters public relations practice. It is because no reporter can long succeed without learning how to get along with people, how to inspire confidence, and how to interpret miscellaneous information. The reporter from his first day in the newsroom has had drilled into him the importance of finding out what, how, when and why. Unconsciously the reporter is trained in the business of appealing to and convincing thousands or perhaps millions of people with every line he writes. The business paper editor has the added advantage of learning how to discover and interpret truth in the light of economic as well as social considerations. This is valuable training to bring to a career of public relations.¹⁰¹

Reck says about the newspaper experience for the director:

Many public relations directors . . . are convinced that the publicist should possess news sense in an even greater degree than the newspaperman.¹⁰²

¹⁰⁰Harlow and Black, p. 364.

¹⁰¹Griswold and Griswold, p. 56.

¹⁰²Reck, Public Relations, p. 26.

Good Command of English

Reck has also suggested a varied background for the public relations man. Among other things he states that the public relations director should have had "a good background in English, history, science, sociology, economics and psychology."¹⁰³ The director must be a good writer: he must have a good command of the language. He must be able to express in words the activities, policies, and goals of his institution so that the reader or listener will not only understand but be disposed to favor the views presented. The president of an organization can be a success without knowing his syntax or grammar, but if he does not know them, he had better have at his right hand a public relations man who does, for words are the tools of communication. The better the tools used, the better the communications. Anyone with reportorial experience will probably have an advantage in public relations work, for he will be able to write and speak in terms that journalists and radio and TV men will understand.

Other attributes that are helpful in public relations work are affability, good appearance, and the ability to remember names.

A Worker in Higher Education

A public relations worker in higher education must understand the meaning and mission of higher education, the foundations in all their component parts. Reck says:

Along with his general cultural background, the director should have some understanding of the philosophy of education and a complete understanding

¹⁰³Reck, Public Relations, p. 24.

of the history, ideals, aims and objectives of his own institution.¹⁰⁴

He will need the perspective of education from the lower grades through college and the graduate school. He must be dedicated to higher education. He must be an avid worker for education and have the ability to work harmoniously among persons of the college family and the community of which he is a part. He must know and continually study the goals of higher education, that he may be able to interpret them to the necessary publics that stand to support and understand the institution.

Other Qualifications

He is a person who must have managerial ability, and he must be a worker in the background. Some of the best public relations workers are those who perhaps never make the newspapers or media they use in their public relations work. They are constantly working for a cause, a person or an institution, never for themselves alone. They must always shun publicity for themselves.

Reck stresses certain outstanding qualities, the first of which is integrity. Harral states that he must be a good purveyor of news and that he must be fair, constructive, tolerant, patient, truthful, and open and that he must know the goals of higher education.¹⁰⁵ Harlow and Black state:

Dudley [public relations counselor] thinks that the directing head of any public relations effort must first have management ability--the capacity to teach and lead. He must be a natural student, for the ablest practitioner must learn as he goes. Perhaps his most important requirements are the gift of human sympathy and understanding, a mixture of integrity and courage, and a warm and genial personality that invites

¹⁰⁴Ibid.

¹⁰⁵Harral, p. 249.

confidence while expressing conviction. The public relations worker must combine qualities found in the successful publicist, the lawyer, the economist, and the politician. He should be analytical, fair in his editorial and other judgments, and honest and courageous [according to Batchelor, public relations counselor]. But above and beyond all these special qualifications, he must also possess the capacity to win and hold confidence. He should have no arbitrary, preconceived viewpoints; nor can he hide his own views behind the opinions of others. He should avoid antagonisms when possible, but not at the sacrifice of basic convictions. What he says should be cogently and forcefully expressed, and be grounded solidly on common sense.¹⁰⁶

Thus the public relations man has a unique role in performing his necessary functions at the policy-making and management level, as an interpreter, as an adviser, and as a persuader for "the professional winning of friends and influencing of people---not for oneself, but for one's clients, and not by glad handing or overtly campaigning for their favor, but for creating 'situations of reality' in which their acquiescence and approbation are spontaneously aroused. The public relations man is the stage manager of real life dramas which contain not a hidden moral, but a hidden commercial."¹⁰⁷

Chapter Summary

In summary then, a good public relations program (according to authorities in the field) will include a strong public relations awareness, an organized program of activities and practices suitable to the particular institution, and a qualified director of public relations. Among these writers and practitioners whose works have been used to document this study are Rex F. Harlow, Stewart Harral, W. Emerson Reck, Glenn and Denny Griswold, and Benjamin Fine. In addition, certain recent

¹⁰⁶Harlow and Black, p. 223.

¹⁰⁷Robert Heilbroner, "Public Relations---The Invisible Sell," Harper's, Vol. 214, June, 1957, p. 24.

reports found in Pride magazine, a monthly publication of the American College Public Relations Association, have given evidence of what constitutes good public relations in the present day college or university.

Public relations awareness is an outgrowth of conditions which exist in an institution, conditions which need specialized attention. Awareness furthermore seems to have been the result of influences which have been brought to bear by censure of higher education.¹⁰⁸ Just as in all endeavors such as business and education in which the vast majority of the public is taken into account, there is the necessity of mutual understanding in order to achieve desired goals. Thus public relations awareness is evident in plans of administrators who covet the goodwill of the public. Awareness takes several necessary forms. Before any program of public relations can be undertaken for an institution, there must be an awareness of what can be gained by the program. Also the administration should be aware of and be able to define the problems of the institution which the program is to serve.¹⁰⁹ It will be necessary, once the problems are identified, to set up objectives for a course of action.¹¹⁰ Without clear objectives, planned in detail, the college's public relations awareness would be vague and not yet fully developed. Another form of public relations awareness which is vitally necessary is the emphasis given to the budget for accepted activities necessary for a program.¹¹¹ It has been pointed out that this important form of public relations awareness is vital to the program. A detailed departmental budget must be worked

¹⁰⁸Reck, Public Relations, p. 2.

¹⁰⁹Harlow and Black, p. 337.

¹¹⁰Harral, p. 23.

¹¹¹Reck, Public Relations, p. 23.

out, segregating sums for various divisions of the public relations program or specific purposes. In this way the administration will place a stamp of legitimacy on the program and emphasize the importance of a many-sided public relations program.

The effectiveness of the public relations program will depend upon a well-rounded program that has five carefully planned divisions. These divisions are publicity, special services, alumni services, fund raising and publications.¹¹² Two of the areas of the program, alumni services and fund raising, it should be said, can be distinct from the public relations department. The separation of the alumni office is for local reasons. In some institutions the president desires to have fund raising as an adjunct of his office.¹¹³ But regardless of the relationship here referred to, these divisions of the program seem necessary in the light of the evidence found for this study. These divisions perform necessary functions for the public relations program. Publicity is considered the major tool of public relations. Griswold calls it "the most versatile tool of public relations."¹¹⁴ Special services include the speakers' bureau, guide and information service, placement, and film service.¹¹⁵ Reck also lists all special events such as conferences, forums, and dramatic productions. The third division of the public relations program is fund raising. This division includes fund raising campaigns both on a short-term and long-term basis. Programs of bequests, endowments, and scholarships are also included in a well-organized

¹¹²Ibid., p. 50.

¹¹³Ibid.

¹¹⁴Griswold and Griswold, p. 347.

¹¹⁵Reck, Public Relations, p. 50.

fund-raising program. Fund-raising is one of the oldest and most important divisions of public relations for colleges. Many of today's corporations are being asked for funds for education and institutions of higher education, thus the "corporate approach" has evolved.¹¹⁶

The fourth division of the public relations program is alumni relations. This division has within its scope the informing of former students about the aims and policies of the college, and its growth and development.

Standard procedure in the alumni program is to provide a newsletter, a magazine, and letters from the president, for informing the alumni. There should also be a program of special events for alumni such as homecoming programs, reunion banquets, and even certain instructional services, in the case of teacher-training institutions, for alumni. Two important requisites for a successful alumni program are presidential support and a strong alumni organization. The latter can be best accomplished by a field representative that is hired by the college.¹¹⁷

The fifth division of a good public relations program will place emphasis on and give support to a publications program. This program is designed to project all of the services of the institution to many of the specialized publics, such as alumni, high school graduates, and the general citizenry of the community and the area. These publications include the college catalogue, departmental brochures, viewbooks, general information bulletins, the college annual, and the college newspaper. It is important that an individual member of the public relations staff be responsible for a well-coordinated program which accomplishes the aims of the institution.¹¹⁸

¹¹⁶Stophlet, p. 12.

¹¹⁷Reck, College Publicity Manual, p. 23.

¹¹⁸Holmes, p. 12.

The director of public relations must have special qualifications. Denny Griswold said that the most important requirements are "the gift of human sympathy and understanding, a rare mixture of integrity and courage, and a warm and genial personality which invites confidence while expressing conviction."¹¹⁹ Some writers suggest that the public relations director should have some experience in newspaper work. Newspaper experience (which requires astute judgment) gives training in handling miscellaneous pieces of information. All authorities agree that the director must be proficient in the use of the language. One practitioner said, "He must be able to express in words the activities, policies and goals of his organization so that the reader or listener will not only understand but be disposed to favor the views presented."¹²⁰ Stewart Harral said he must have a real interest in higher education.¹²¹ Finally, he should have managerial ability and should be a worker in the background.¹²² Authorities agree that the director of public relations must be highly proficient in written and oral persuasion. But most authorities also emphasize that wide knowledge in the fields of communication and the social sciences are necessary prerequisites. Above all he should have the capacity to win and hold confidence.¹²³

¹¹⁹Griswold and Griswold, p. 55.

¹²⁰Postlethwaite, an address before a class in public relations at Kansas State Teachers College, April 30, 1958.

¹²¹Harral, p. 250.

¹²²Harlow and Black, p. 387.

¹²³Ibid., p. 223.

CHAPTER III

THE INSTITUTION . . . COLLEGE "K"

College "K" is located in a small town of some five thousand in a region that is sparsely settled. The college is so located as to attract students from across the state line. These students, by virtue of proximity and economy, find it convenient to attend College "K." The college has ample physical plant facilities to accommodate a much higher enrollment than it has at present.

The college was one of several institutions established as a normal school. In fact, its history dates from 1897. The institution became a teachers' college by an act of the legislature in 1909. In 1939 the institution became a state college.

The enrollment today is the largest since 1940. The summer of 1958 saw an enrollment of more than four hundred students. The previous spring semester had an enrollment of eight hundred and fifty. The college has fifty faculty members. Although the college is primarily a teacher-training institution, its program is designed to serve also those who desire a liberal arts curriculum and preprofessional training.

Institutional Awareness of Public Relations

College "K" has an awareness that has been further developed by a new president. His background as a public school administrator has given new impetus to a college that has never achieved near its capacity to utilize its facilities with and for a maximum number of students. The

president has had twenty-four years in public school administration, all as a superintendent. This greater utilization of plant and facilities stand at the heart of the objectives for College "K."

Problems

The basic problem, as explained by the president and his public relations director, is to integrate the immediate community with the college, to cause the community to understand the worth of the college in dollars and cents and in cultural value. An aspect of the problem involves extension of this integrating force into the twelve-county area served by the college.

In achieving aims since the president came to the college two years ago, the college economics classes, at the suggestions of the president, made an economic survey of the college and the community. Each student, the president said, is worth fourteen hundred dollars to the community. The survey also revealed that the college as a whole is worth more than one million dollars a year to the immediate community. The results of this survey have been graphically presented in various publications by charts and graphs and told through the local civic organizations and the local newspaper. The president said:

This was done by students. . . . We discovered after the survey was made, that this college puts into the economy of the community one million and thirty thousand dollars a year; that was based upon what students spend, what the faculty spends. It did not include our building program which was three quarters of a million during the past five years, and did not include homes built by faculty members.

The survey with its implications for student recruitment, the president thinks, should further the hoped for integration with the community.

Objectives

The president in leading up to his objectives for College "K" said:

Basically, I believe that public school education should include everything from the kindergarten through the graduate school, and that since our basic purpose is to train teachers for this area, we definitely should work with public school people in _____, Oklahoma, and render a service if possible to those people.

The president and his public relations director also made this joint statement:

Aside from its the public relations program informational function we feel that the public relations program is primarily concerned with improving the product which any organization offers. In pursuing this objective, it is inherent that the formal public relations organization will often find itself playing the role of the observer when the big public relations production takes the stage. . . . The greatest public relations advance was when the school girded itself for four-year North Central Association accreditation. This brought about wholesale improvements which benefited the students, faculty, and general public, hence benefiting the institution.

Budget

College "K" does not have a breakdown of the operations budget for public relations. The budget which includes the director's salary, is approximately nine thousand dollars. The administration believes there is an advantage in the college printing department's operating under the director of public relations. So far there has not been a budget prepared by the director. All matters of public relations budgets including printing come directly under administration.

The Public Relations Program

The public relations program at College "K" seems to include more than is usually included in such a program. In fact, it seems to take on all problems with which the administration may be burdened. It is, however, not clear whether the director is a worker with authority in the internal and external public relations of the college. The public relations program does embrace, however, many activities at College "K,"

which have been expanded since the acquisition by the college of new printing equipment.

Publicity

Publicity is a function of public relations at College "K" that bears the brunt of projections of the college activities. The news release is perhaps the most consistent and best organized of the publicity functions.

The news release. The college publicity officer, who is also the director of public relations and printing, sends what he calls a "news letter" to the local and area media as well as to the state papers. An excerpt from his report to the president in regard to news releases is as follows (dated March 19, 1957):

1. In visits with area newspaper publishers last August, I learned that they were aware that the college has a Fairchild Scan-a-graver and that they were unhappy because they had been receiving no engravings from the college. This machine and a well-worn Elliott addressing machine were the basic tools of the Public Relations Office last August.

Since that time [August 1, 1956], the college mailed some seven hundred engravings to newspapers in this twelve-county area. About half of these engravings were used by the area papers. . . . A recent change in operating procedure should lead to an even higher percentage.

2. There was no evidence last summer that routine weekly newsletters had ever been mailed from the college to area newspapers. This being the foundation of most publicity programs, it was immediately instituted here. The newsletter is a collection of short news stories about campus events, duplicated and mailed to newspapers and other media.

Here we first experimented with the newsletter by mailing it to all dailies and radio stations in the state, as well as to all weeklies in this area. When clipping reports indicated the newsletter was ineffective with papers outside the area of _____, the mailing list was trimmed back to include only media in that area, plus The Daily Oklahoman, Oklahoma City Times, Tulsa World, and a number of Kansas newspapers and radio stations. To date, ninety-two news stories have been mailed to an average of one hundred and twenty-five media. One copy of each of these stories, with a few exceptions, is

attached to this report.

Our goal is to mail this newsletter each Tuesday, so that it will reach weekly newspapers on Wednesday for possible insertion in publications of Thursday and Friday, and in time for inclusion in Sunday editions of daily newspapers. Of the 11,500 separate news items mailed in this connection, we estimate that 1,725 or 15 per cent, have found their way into print or have been broadcast.

3. Local coverage of campus events is a special problem in itself. The location has three primary media of information which must be kept satisfied by coverage of campus events. Our policy is to give the three media identical coverage. Therefore, some 520 special stories have been prepared for _____, _____, and Radio Station _____. About 500 of these, or 97 per cent, have been published or broadcast.
4. Special feature coverage of campus events for metropolitan papers has been closely restricted by available time. Two current projects are of more than casual interest. The Daily Oklahoman Sunday Magazine now has and is considering for publication a feature story which would reasonably occupy a full page on the subject of the college's gymnastic team. The last week of this month, the Oklahoman plans to have a color photographer on campus to make pictures of "Oklahoma" rehearsals for the cover of the April 21 amusement section.
5. Special coverage of campus events for home-town papers is the area of publicity which has probably been accorded greatest neglect. This is because the one student helper in the office has been preoccupied with preparing mailing lists for other projects.

Other publicity projects. Projects now being planned in both general and specific promotion areas include:

1. A bi-weekly or monthly newsletter to all high school students publications in the area. This promotion will be unusual in that it will be both general and specific in ways.
2. A series of four promotion letters to be mailed to 2,200 high school seniors on our mailing lists. First of these letters is nearing the production stage.
3. Addition of 500 more seniors to mailing lists of the college newspaper, which is currently sent to 350 school libraries, legislators, school newspapers, etc.

It would be unwise to attempt a resume of public relations activities without calling attention to the excellent attitude and progressive achievements of the college's Public Relations Committee. It is the most practical and realistic such

committee I have ever had occasion to observe. Instead of concerning themselves with publicity--a mechanical thing with which few of the members are familiar--the committee has recognized public relations as based on the functional aspect of the college program maintained. This committee's undertaking of the student opinionnaire and the administration's sympathetic acceptance of the project, are probably the most significant single public relations development on campus this year.

I am convinced that attracting students is a mechanical operation. But keeping students and justifying their expenditure of time is where the Public Relations Committee has properly focused its attention.

4. Direct mail contact has been established with a limited number of high school seniors--primarily those in _____, and _____ through mailings of the college newspaper. Arrangements have been made to expand this program, so that 500 additional copies of the student newspapers may be mailed each issue to prospective students.
5. A score of special events have been promoted through specially directed publicity campaigns. Many of these (e.g., the Christmas choir concert) have been events sponsored by the music department. In all cases, such campaigns have been conducted by this office with the close cooperation of the faculty members in the conduct of these campaigns, with the possible exception of publicity on the campus gymnastic exhibition. This event was slighted inadvertently because of preoccupation with promotion of three other concurrent events: Civic Music membership campaign, Follies, and "Dial M for Murder."

Since this report was made, the director has modified his theory and practice. He has continued the release but to a limited number of media, because the percentage getting into print has not been high enough. The publicity department, however, still sends its releases to some ninety newspapers, radio stations and television stations, and at the same time it services the local daily and weekly newspaper and the local radio station. The president of the institution, sensing the low percentage of stories getting into print, said about the situation:

The Press Association made up of _____ editors had monthly meetings. The last year we invited those people to be our luncheon guests here at the college. They are planning to make that an annual event. Through this luncheon and meeting following they toured the campus, they know what's here. Through our public relations department, we send out news releases and pictures to them; they're using

these as never before, so we feel we have actually accomplished something worthwhile for good relations with the press.

Concerning publicity, the president said, "I wouldn't say we're completely pleased with it, but we are trying, and we are improving it all the time." The president has utilized his own membership in the Rotary Club in the community as a publicity force for the good of the college.

Office equipment for publicity and other purposes. College "K" is unusually well equipped with good office equipment that is a part of the public relations program. Among the machines for use of the office are two offset machines, one a smaller machine for duplicating news release, and another for large sheets, 18 x 20 inches in dimension. A Fairchild picture engraving machine is used for much of the publicity and for publications in general. The college has a Coxhead Varityper and composing machine. One of the more expensive machines of the office, which combines printing and news release functions, is the Robertson 320 camera. This machine is used to reproduce print and pictures of any size for duplication on the Multigraph model L206 offset. The college newspaper is printed through the use of the camera and the offset machine. Other important equipment besides typewriters include an Elliott addressing machine, a hydraulic paper cutter, an exposure frame, and an opaquing table. This equipment represents an outlay of approximately twenty-five thousand dollars--for offset printing work. The college uses a full time printer to do the offset work for publicity and publications. "They're equipped to do all kinds of printing," the president said.

Special Services

One of the important special services which the president initiated last year was mentioned above, inviting of the district press association

to meet on the campus each year. The president believes that this is helpful to the college publicity program and also that it is a source of appreciation for the college and what it is trying to do.

The college holds some thirty-two events on the campus each year as a part of their special services. These events include athletic tournaments, interscholastic contests, and music and speech festivals.

Testing and counseling service. The testing and counseling service, along with the college's film service makes up another of the more important services to the more than ninety schools in the twelve-county area. These tests are given, and faculty members interpret the tests as a service. The schools defray the cost of the tests only.

The film library service is used extensively, the president said. The college also publishes a brochure in its own printing department to advertise the service.

Health services. The college instituted a special kind of health service which has taken hold in the area high schools. The president related that the college bought a telebinocular and an audiometer and tested eyes and ears of students in the area schools. Since this service was started by the college, the schools have bought this equipment and now carry on their own programs, the president said.

Athletic services. Athletic services will be somewhat curtailed, the president said, because of certain plans being made by the state high school athletic association. The college will have two fewer tournaments in 1958.

The president concluded in regard to special services now rendered to the ninety schools of Oklahoma and some forty in Kansas:

We feel that through those services, that we have a greater interest in _____ today than ever before on the part of the public school

people.

Thus the president believes that through his studies and activities in the community and in the twelve-county area, the college's public relations is improving. The college is doing two things in this respect. One is the finding out, the other is the informing. These two functions, the president believes, will mean progress to the area and higher education in general, as well as for the college.

The president has indicated that the college has achieved good relations in the community, through the Chamber of Commerce, the women's organizations, and the civic clubs. The Chamber of Commerce, for example, furnishes the lunch for about a thousand seniors on the annual senior day.

Alumni Services

The president said:

Our alumni organization is one that isn't highly organized. . . . they do not pay dues; they have annual dinner meetings here on the campus at which officers are elected. We plan to do more with this alumni organization. We probably will ask them to have dues with the idea of using that money for scholarships. Through our printing department, we print the _____ that is an alumni publication which goes out four times a year.

The president plans "to get the alumni organization going." The college does have an alumni secretary. She is a secretary in the publicity office and teaches some English classes, the president said. She edits the alumni publication. The only meetings held each year for alumni are at homecoming and the annual dinner meeting.

Fund-Raising

There is not a fund raising program as such. The president and various committees including the industrial relations committee of the

Chamber of Commerce have initiated a stronger scholarship program. Last year the Chamber of Commerce and other groups contributed some thirty tuition scholarships. Next year the president hopes to raise funds for adding additional scholarships. He hopes to encourage alumni to contribute dues for membership; some of the funds would be suggested for additional tuition scholarships.

Publications

A large number of publications is brought out at College "K." These publications fall into three categories: (1) direct mail, for invitations and promotion; (2) announcements and brochures connected with departmental services, and (3) handbooks and special publications. Other publications include the college newspaper, published bi-weekly, the alumni bulletin, and the yearbook. All but the latter are published in the college's offset printing department. These publications also serve as publicity in most cases. The president said that these publications serve to "identify" the college.

The college printing department has the services of a full time printer, who continually publishes small leaflets of various kinds.

The college newspaper is under the direction of the college public relations director. The yearbook has been in charge of a faculty member in the English department.

Among the incidental publication titles have been Signifique, a supplement with faculty expression. There was no masthead for this sheet. It has been published only once. A number of direct mail leaflets have been published. Some of the titles have been rerun for another year. One of these recruitment leaflets is entitled "What Do Worms Do in Winter?"

Another similar piece was "Fifty-Sixty," commemorating the number of years of service as a state institution. Application blanks and letterheads are printed by the department.

Photography has an incidental role at College "K." It is incidental in that there are no photography courses taught. The college owns two press cameras which are usually used by students or the director. The college has a working arrangement with a local photography studio in regard to printing pictures.

The Director of Public Relations

In a report to the president, the director stated the following:

. . . the latter function is an administrative function of vital importance to the institution, but one which should best operate on the border of invisibility, I shall attempt to review some of the more tangible activities of the office since that time. It is my intention to follow this review with monthly reports.

Newspaper experience. The director has had two years experience on newspapers. He has in addition been a free-lance writer and has been a correspondent for the Christian Science Monitor.

Experience in writing. In his public relations work, he served six years at a college in Arkansas, and wrote news releases and edited publications. He served for fourteen years as correspondent for the Christian Science Monitor. He has also been a free-lance contributor to national magazines. He has B.A. and M.A. degrees from the University of Oklahoma, where he majored in journalism. He wrote a master's thesis on offset printing.

At college "K" the director has compiled results from several surveys in which faculty and students participated. He wrote these opinionnaires and recorded the results. He has shown interest in higher education

through service to education both as a teacher and publicist. He is a member of the Oklahoma College Public Relations Association and the state press association. He has been a worker in the background. He has a full schedule of teaching duties in journalism, usually five to eight semester hours. He is a member of but not chairman of the College's public relations committee. He realizes that working in the background is better, perhaps, especially at College "K."

Strengths and Weaknesses

College "K"'s public relations awareness is exemplified by the attitude of actions of the president. He has been president of the institution for two years. He has found out what his problems are by discussing the college with members of the Chamber of Commerce and the civic clubs in the community where "K" is located, by making an economic survey in regard to what the college contributes to the community in dollars and cents, and by making faculty and student surveys in regard to internal public relations at College "K." He has exercised a high degree of leadership to determine best ways to serve the area and the local community. Thus College "K" has demonstrated a strong awareness by taking the first step, which Griswold says is the first basic step involved in any public relations plan: "The first is the employment of scientific study to discover what are the public relations problems and what are their proportions."¹ This preliminary survey of problems emphasizes College "K"'s awareness of the problems involved in a good public relations program.

Strengths at College "K" are:

- (1) The public relations program at College "K" is perhaps strongest

¹Griswold and Griswold, p. 12.

in special services. The president instituted several special services as a result of his contacts with superintendents in the area and citizens of the local community. One special service which has added strength to the over-all college program is the annual college and state press association meeting. At this meeting the college and the press have opportunity to discuss mutual ways to cooperate in improving college services to the area. Best ways are suggested by the press to publicize the college. The college has the opportunity at first hand to explain the objectives, policies, and accomplishments of the college. Another strength in the special services division is testing and guidance services and film services. A catalogue is published and distributed to schools, churches and civic groups in the community.

The college has a very active placement service for its graduates. The service is directed by a full-time individual who also is in charge of teacher-training. A brochure explains the scope and intensity of the service.

One service unique to the state colleges has been the audiometer and telebinocular service. A college employee visited many schools testing eyes and ears of students. The response was sufficient to cause some of the schools to buy their own equipment and continue the service at home.

Other special services include athletic tournaments held for high schools, workshops in various fields, music and speech festivals, and senior day. In all of these services the president lends personal leadership and support. In some of this work the public relations director assists or works closely in order to publicize events. The president's studies and surveys appear to be reasonably scientific for determining the needs of communities served by the college.

(2) The president cooperates very closely with the publicity program, which is a strength at College "K." A high volume of news releases is sent weekly to area and county newspapers, to radio stations, and to a few television stations. The director's report to the college president stated that of some five hundred special stories prepared for the three local media, two newspapers and one radio station, approximately ninety-seven per cent were published or broadcast. But only fifteen percent of a certain number of stories sent to district and state media found their way into print or were broadcast. Although this is not impressive, it does point out that special attention is given to local media as a group and area and state media as another group. That the director may attempt to measure the success of his program by counting column inches in print or minutes used on the radio might be considered a weakness in the publicity program. The dependence upon statistics of the kind stated above is unreliable. The real measure of a public relations program and the important criteria for evaluation are to be found, not in statistics but in results achieved, what tangible or intangible improvement has been brought about. This weakness in the director's methods does not, however, make the entire program weak. The college depends greatly upon the news release as a continual means of informing publics in the district. College "K" uses photo services, direct mail, broadsides (single printed sheets used for promotion of an event), calendars, and some paid advertising. The use of such is supported by Reck and conform to accepted norms of good public relations.² There is some evidence of good results from these two of the strengths at College "K." Enrollment has increased. There are greater numbers of schools, groups, and individuals participating in

²Reck, Public Relations Programs, pp. 252 ff.

the special events of the college.

Weaknesses at College "K" are:

(1) Alumni services are definitely weak at College "K," as even the president and the director admit. There are few activities designed to encourage alumni to speak and act for the institution. There are no school, class, or club organizations for alumni. Very little direct mail is used. There is not in evidence any loyalty campaign, service awards, or movies and recordings designed for alumni. Although there is a newsletter sent out each quarter, this information is similar to that in the college newspaper, which is also sent to alumni. The newsletter does not encourage action of the alumni. The president admitted that the alumni were not organized. No dues are charged or requests made for funds of any kind. An annual dinner meeting is the only reunion activity.

(2) Fund raising is a weakness in the public relations program at College "K." At a time when there is considerable activity of even state colleges to set up endowments, bequest programs, and strong scholarship programs, there is only an annual scholarship drive in the local community. This provides some thirty tuition scholarships. There is no direct mail program.

(3) The publications program is weak, for the publications are issued haphazardly. Each promotional piece has the difficult task of promoting without cooperation from other sources. Holmes pointed out as a standard procedure that publications can be closely integrated so that one publication can promote the objectives of the other.³ A publications program might be set up to promote recruitment of elementary teachers, for example. The printed leaflet, the bulletin board, the advertisement in the state

³Holmes, p. 12.

teacher's magazine, the alumni publication, and the student newspaper might all tell the story during the promotional campaign. There is little evidence of such integration of publications at College "K." A definite publications schedule should be followed. As Holmes says, ". . . no one piece would carry all the load, but all would be doing their bit for one particular objective."⁴ The entire publications program needs coordinating. There is greater opportunity for the development of this program since College "K" has engaged a full time printer. The college also has valuable new offset printing equipment. The director of public relations wrote a master's thesis on offset printing. Thus the printing and publishing at College "K" will remain weak until the program is better coordinated.

The director of public relations has qualifications for coordinating the activities for good public relations. He is, however, burdened with teaching duties. His work is spread too thin. He has not defined the duties of public relations nor the purposes of publications and publicity. He will need the support of the president and the faculty if present weaknesses are turned into strengths. He will need to coordinate publicity, special services, alumni services, fund raising, and publications. In addition he must direct printing and photography. When this is done, the public relations program will be stronger.

Thus of the basic requirements of a standard public relations program, awareness, publicity, special services, alumni services, fund-raising, and publications, the college is comparatively strong in awareness, publicity, and special services. There is much to be done in fund-

⁴Ibid.

raising, alumni services, and publications. Attention is needed in these areas to bring the entire program up to the standards of a good public relations program.

CHAPTER IV

THE INSTITUTION . . . COLLEGE "W"

College "W" is located in a small town of some six thousand people. It serves a thirteen-county area and serves graduates from some one hundred and fifteen high schools. A majority of the two thousand seniors who continue college work do so at College "W."

It has, since its founding in 1909, been primarily a teacher-training institution. First it was designated a normal school, as were other colleges in Oklahoma. The word teachers was retained in the title from 1919 until 1939. Since that time it has been a state college. For a brief period since that time, however, it was designated by the regents for Oklahoma colleges as an institute of technology. Its purposes, which are training of teachers, educating persons in the liberal arts, and providing preprofessional training, also include training in pharmacy. In this respect it is unique.

The 1958 summer enrollment reached approximately one thousand, its highest summer enrollment. The 1958 spring enrollment reached seventeen hundred. The most of this number were enrolled in teacher-training programs. The president of College "W" has been serving the institution for thirteen years. He has served as principal and superintendent in the public schools of Oklahoma for twenty-one years. He expressed an awareness of expected increases in enrollment each year. He said that higher education in Oklahoma must have much more help if present programs are carried forward successfully. Much financial help will be needed, he

said, in "keeping up with other schools in neighboring states." He said that, although the colleges of Oklahoma are doing a "wonderful job, we're beginning to get . . . behind." He expressed the emphatic view that the people of Oklahoma will have to decide to do something about higher education. He was referring to obvious needs of housing, more college professors, and additional facilities for instruction.

Institutional Awareness of Public Relations

The president stated that there are more high school graduates in the region served by his institution and that an increasing percentage of that number want to attend college. The president was clearly aware that his institution must be expanded if the college is to cope with this problem of increasing numbers. His public relations awareness is expressed explicitly when he spoke of his college as follows:

The first obligation is with the student body, secondly, with the laymen and the alumni; I think we do a pretty good job informing the student body as to what we are trying to do and what we want them to do. And from there we spread our good will the best we can.

I think the major part of that has come through the individual faculty members informing students and keeping them happy and successful; of course the administration has a lot to do with it, but they can't do very much unless all the employees of the campus are willing to serve the student and do the things to help them lead a better life.

The director of public relations has expressed his awareness in the publicity releases to newspapers, radio, and television and to a number of magazines. A picture in color was reproduced on the cover of College and University Business last February. The picture was the new student union building. The unique architecture of this building, its adaptation to the Southwestern environment, was featured in the magazine.

Objectives

The objectives of the public relations program were embodied in the president's statement regarding the obligation of the college to the student body first and next to laymen and alumni. He said the "major part" of the job in reaching the objectives is done by the faculty. The college desires to maintain a happy and successful student body. The informing function of the college is its major tool for reaching the public relations objectives.

Budget

The college public relations division has a budget of approximately six thousand dollars. This amount covers some student help and a salary of forty dollars a month for the student photographer. Perhaps the biggest item in this budget is pictures. These pictures are sent to newspapers, television, and magazines. Some of them are used in the college yearbook.

The Public Relations Program

Publicity

The president said about the college publicity program:

We have a good program. The people like it. I believe we do a very good job . . . we do a lot through the papers . . . I think that's a good avenue. We do a lot of corresponding with the superintendents in the area about what we are doing and how they can help us. We want to do what they think needs to be done.

The president said that the publicity takes largely the form of "pictures, editorials, and mailing." These words indicate the program that the director carries on with the mass media and the specialized media.

The publicity methods at College "W" have evolved over a period of twenty years, in which the director has worked with the mass media. Some

of his practices are unique, one in particular. This has to do with pictures. During one year the director sends some two hundred pictures to the Daily Oklahoman and Times. He sends proportionately large numbers of prints to the weeklies and dailies of the thirteen-county area. The pictures all involve campus life in one way or another: students and faculty and their work. The news stories as well as the pictures have a local, home-town appeal.

Original pictures made of any activity are sent to the Daily Oklahoman and the local or nearest daily. The reason for this is the policy of the newspapers, especially of the Daily Oklahoman. The Oklahoman will not take mats. Whenever a picture is taken and prints are made, there are usually two sizes. The first is an 8 x 10 for the state paper. The other is 5 x 7 for all other papers, regardless of number.

Since photography is very important to the publicity program in public relations at College "W," the director exercises care in the selection of the photographer. There are no course and no instructor in photography at College "W." The director's sole criterion for the selection of the photographer is that he has had no photographic experience. Only occasionally the college watchmaker resolves any nettling photographic problem that the student may have. The director himself never takes pictures. The present student photographer has been on the job for three and a half years. He has an understudy, who is still in high school and who will probably replace him, at a salary of forty dollars a month. The college has a small dark room and an aging Graflex press camera.

The news release. The office of public relations does not send "hand-outs." The story is typed for each newspaper. There are few mass mailings of news releases. Occasionally a general story will be sent to some thirty or forty newspapers and to radio and television stations. This

practice, however, is rare. The news release function employs two half-time students who do this typing. Another student writes sports stories. The director hardly ever has to cover sports, only if the student for some reason is unable to do so. This system has been working for ten years, the director said.

Because the news release is carefully handled, that is, stories are typed in original and given a local appeal, the stories achieve ninety per cent publication, the director said. Other agencies serviced by the director include the Associated Press and the United Press International.

The director gathers his news for publicity from the president and the administration, the students, and the faculty.

Radio program. For the past eight years the college has had a five-day-a-week newscast on radio. This is done by a student news director. An occasional movie about the college is presented on one of the state television channels. This work is also done by students.

College advertising. The college has "never resorted" to advertising, except at one time in local county papers; there has been no paid advertising within the last five years. The advertisements had once been about opening of school. The president admitted that one advertisement is run each April, largely as a gesture of cooperation, in the Oklahoma Teacher.

Special Services

Extension. "We are about out of that business," the president said. "We had one class last year." The college, however, has "quite a program of testing in high schools. Our extension office has turned into a 'public service office!'" The college provides a program of testing seniors in the area high schools. The film service is quite extensive.

Speakers' service. One of the highly developed "special services"

of the college is the speakers' service. Each year the public relations director Multiliths a booklet that lists members of the faculty who are available to make speeches or provide entertainment for civic organizations, churches, and high school groups in the area. The booklet lists these categories:

- (1) Entertainment: vocal music, instrumental music, art (chalk talks, traveling art exhibition), speech and novelties.
- (2) Professional services: consultative service, e.g., school building problems, public relations curriculum, bond elections, improvement of teaching organization for North Central evaluation, local research, reading.
- (3) Extension: film library, 16 mm. motion picture films at moderate rental fees for schools, churches and civic organizations.

The present booklet contains fifteen pages of information, including brief biographical sketches of the faculty members. There are also listed the professional and popular titles of speeches, e.g., "Your Next Breath," "So You Want Your Son to Be a Doctor," "Breaking Your Bondage," and "Nearly Never Married." The booklet is mailed annually to various community groups. Some are requested.

Local community relations. "We have wonderful relations with our immediate community," the president said.

"We have probably thirty-five scholarships given by Rotary Club, Kiwanis and Chamber of Commerce." The president is an honorary member of the two civic groups. Some individuals have given scholarships.

"We have given up homecoming and senior day. We believe it does more harm than good." The president had had a meeting of some thirty principals in the area to determine facts about senior day. Former seniors testified that they were getting the wrong impression of the college. They could see only the social life as exemplified in the college student union. This, as observed, was card playing and pool playing.

Fund-raising

The college as such does not engage in any fund-raising. Funds are volunteered from civic clubs and individuals for scholarships. A card is sent each year about March or April to enlist those who would provide scholarships. This card is usually returned by May, soon enough to be announced by principals at the various high schools for superior seniors. The idea started about six years ago when members of the Rotary club solicited their own members and then solicited other organizations. At present there are some thirty-five scholarships given annually in this manner. The president signs a scholarship certificate attesting to the honor.

Alumni services

"We have a peculiar group on this campus known as the Thirty-Year Club. They lend a lot of support to our program." They provide two scholarships annually. The Thirty-Year Club is a kind of auxiliary to the regular alumni activities. They are "boosters" of _____ state college.

"We are not doing a whole lot for our alumni, and we're hoping to get reorganized for the coming year," the president said. In regard to having an alumni secretary, the president said "only partially." A member of the faculty does the correspondence for the college. The college newspaper is sent to alumni. The president categorically expressed the view that plans are under way for doing more about organizing the alumni. The alumni have a meeting twice a year, in the fall and in the spring. The alumni association has elected officers.

Publications

The college has many pamphlets on the phases of the college offerings.

The president said that the college published these pamphlets in quantities for these fields: watchmaking, technical programs, pharmacy, and business courses. "We had so many calls for these individual services, we found we saved money by sending modern pamphlets, rather than by sending the whole college catalogues."

Handbooks. "We have a fine student handbook, also student-teacher handbook. Both are being revised now." They are published by the dean of instruction and the dean of student personnel. Other publications are "processed by the public relations department," the president said.

Fifth-year catalogue. At present a modest catalogue is being prepared to describe the curriculum for the fifth-year program. The college graduated thirty-four persons at the end of the 1958 summer session.

The college newspaper. The college newspaper is advised by the director of public relations. It is bi-weekly. Information in this publication also serves the office for publicity purposes and as a direct mail piece to alumni and others.

The yearbook. The college yearbook is sponsored by a member of the faculty other than the director of public relations. The dean of women is the sponsor. She is assisted by two other members of the faculty.

Quarterly bulletin. A bulletin is published by the director each quarter to convey to teachers in the area and others some new information about the college. The bulletin may explain new courses, new curricula, and general information about the college.

The Director of Public Relations

"He has the responsibility for all printed matter," the president said. All printed matter goes through his office. Although his chief

function is publicity, the director does manage and supervise all publications connected with or about the college. The one exception is the college catalogue.

Experience and Education

The director has been a member of the College "W" faculty for nineteen years. Prior to that he had been a public school administrator. He also had a considerable newspaper experience. He was at one time registrar for one year at the local college. He now teaches one course in business English.

He has the B. A. and Ed. M. degrees from the University of Oklahoma.

Directing the Program

The director of public relations at College "W" operates the department practically single-handed. He does have during the regular term two half-time students and a part-time student sports writer. Much of the publishing is attributed to his initiative. He has been able to fashion a program which he believes especially suited to the needs of the college. He said he was not satisfied with the use that the college is at present making of television as a publicity medium.

Research

The director is constantly looking for ways to enhance the prestige of the student and the college. He services trade journals. One of his best projections was a colored picture of the student union building, which appeared on the front cover of College and University Business, February, 1958.

From questionnaires that were sent to school superintendents in the area the director has compiled the results of a survey on seniors. The survey reports the number of students actually attending college each year from each of the more than one hundred high schools in the thirteen-county area. The survey also shows the percentage of students from each school attending college. An estimated number expected to attend during the following year is also recorded on the survey sheet. The estimates are usually slightly under the actual number, the survey shows. The average percentage of the graduates attending college in 1957 was 50.05. The estimated percentage of graduates attending college in 1958 was 53.18. This cumulative record has been made for seven years in the area served by the college.

Strengths and Weaknesses

First studies and reflections upon the over-all program of public relations at College "W" were impressive. The college president fosters and plans programs for service to the college constituents. The public relations director appeared to be carrying out an excellent, balanced program in college public relations. He had carried on a survey over a period of years, reporting percentages of high school graduates going to college. This survey helped to identify the college's important problem, that of enlarging its facilities to meet the demands of increased numbers entering College "W." Although the college president and the director expressed an awareness of good public relations, a closer scrutiny revealed some gaping holes in the shield of its public relations armor. There is no doubt of awareness. The administrators have sensed what can be gained from good public relations.

Strength at College "W" is:

First, the chief strength of the public relations program at College "W" is the publicity program. Surveys made by the public relations officer reveal the sensitive attitude toward his publics and the objects of his publicity. Long years of experience with the news release has given the director a sense of knowing what he is doing. This function at College "W" consists of personalized general releases, slanted for particular media and for certain newspapers in the area. News releases are well timed, and they give preference to the newspapers near the college where most of the students who are now on the campus have lived. Often pictures accompany the news story. The director prepares mats to be sent in large numbers to those newspapers who can use them. Most of the papers in the area can use them. The glossy print is sent to one of the area papers and to the state papers. These methods have been proved best in publicity. The director writes all stories; each story is typed; rarely if ever are they machine duplicated. Students who work in the office make extra copies as needed. The director has specialized in publicity that the news release can get. The director gets into print more than ninety per cent of what he sends out to newspapers. His publicity methods also include feature articles to trade magazines. Each publication with which he is connected serves as a publicity medium. The college newspaper is a publicity medium. The speakers' bureau syllabus is a publicity medium. The director, it appears, taps all the college's sources for publicity items. Thus the publicity at College "W" is strong. Adding strength is the college radio program which has been used for eight consecutive years. This program takes the form of a daily newscast. There is occasionally a short movie presented on television.

Weaknesses at College "W" are:

(1) Special services at College "W" need the strength that balance would provide. The strongest single feature is the speakers' bureau service. An exceptional syllabus is printed and distributed to various publics in the area. But this single feature is inadequate. Reck has stated, as stated in Chapter II of this study, that special services consist of several features. Among these, which College "W" does not have, are educational movies, radio recordings, forums, and guide services. One of the special services which the college does have but which is poorly coordinated is the placement service, which is under the dean of instruction, who has too little time to deal with it adequately. There is even no publication available to show the extent of the work of the placement office.

Conferences, workshops, and athletic contests conducted for area high schools are decentralized and have little connection with the public relations office. The president of the college has discontinued senior day, a special service. There is no evidence of radio recordings as a public service feature.

(2) Alumni services, admittedly, are slighted; therefore the program is weak. There is no field representative for making personal contacts regarding recruiting of superior students. An on-campus alumni secretary handles correspondence concerning alumni. Information directed toward alumni is found in the college newspaper. There is no newsletter or magazine for alumni. There is no direct mail service from the president's office. Only an annual homecoming provides a means for reunions of former graduates. No other special events are planned for alumni.

(3) The publications program as has been indicated, is absorbed in

the publicity program. Only the necessary publications are issued, with the exception of the student and faculty handbook. In fact, not all of the necessary publications are published regularly. Chapter II of this study pointed out that publications may be one of five major divisions of the college public relations program. The necessary publications are the college catalogue, a general information bulletin, and promotional brochures. There is little attention given to publications designed for specialized publics. There is no formal medium for faculty expression. Even the college catalogue bears but little resemblance to present-day concepts of excellent planning as reported in detail in Chapter II of this study. These concepts of what the college catalogue should feature are:

1. More complete information on financial costs.
2. More specific information about scholarships, self-help opportunities, and student aid.
3. A more realistic approach to what students have to accomplish to stay in college. College life is "glamorized" too frequently, it was pointed out.
4. A survey page at the beginning of the publications.
5. More guidance material and career information.
6. Whether tuition costs should be paid in a lump sum and what is covered by board and room--and conveying these costs by charts, graphs, or pictographs.
7. More attention to improvements of appearance with an increase in color, illustrations, photographs, and more effective use of white space.

(4) Because many state colleges have done little about fund-raising, College "W" has little interest in a program of this kind. Only a voluntary campaign is utilized to bring in some thirty scholarships annually from the community where College "W" is located. No other fund-raising campaigns have been known at College "W."

The director of public relations has exhibited outstanding strength in publicity. His methods have become crystallized over long years of experience as a public school administrator, as a newspaper man, and college professor. But his program, which is designed to enhance the prestige and bring good will to the college, will need to be expanded to include a stronger publications program. Perhaps an inventory should be made by the director to test his practices against the notable trends of the day in public relations, more especially as they relate to publications and alumni.

CHAPTER V

THE INSTITUTION . . . COLLEGE "L"

College "L" is located in a small village with a population of approximately 450 persons, many of whom are advanced in age and draw Old Age Survivors Insurance, and others who are employed at College "L."

The institution owns 400 acres of farm and pasture land, with approximately 120 acres under cultivation, and 40 acres used for the campus proper. The farm and the campus provide many jobs for needy students, who would not otherwise be able to attend college. The college catalogue states:

_____, Land-Grant College exists for the purpose of promoting through instruction the practical applications of knowledge to specific life situations.

The objectives are:

1. To provide instruction and experience for improved cultural background, health, balanced personality, and normal social adjustment.
2. The preparation of teachers for those branches of service which meet the common demands of the state.
3. To develop definite skills which enable those taught to attain greater economic freedom.
4. To provide professional backgrounds.
5. To promote research directed toward solving group problems.*

A statement from the state regents office said in part:

_____ is one of the state's oldest educational institutions and has rendered valuable and outstanding services to the state.

*The _____ Catalogue, 1956-58.

The institution is accredited by the North Central Association of Colleges and Secondary Schools. . . .

_____ has a good physical plant and it has an outstanding faculty of devoted men and women who are conscientiously endeavoring to serve the state. Many of its graduates have made outstanding records all over the nation. You will recall that less than a year ago, The Oklahoma State Regents for Higher Education were quoted in a published statement as follows: "The Regents believe that _____ should have the wholehearted cooperation and goodwill of the citizens of Oklahoma."*

Institutional Awareness of Public Relations

The president of College "L" has considerable awareness of public relations at his institution. He said, "All persons are public relations persons. This involves how you treat students and what they are taught. They may make careless statements and commit careless acts." The president indicated that occasionally he talks to students about their conduct on and away from the campus. He also speaks of good public relations at faculty meetings. He expresses awareness by having a director of public relations. He is especially aware of his relations with other colleges. He participates in and encourages faculty to participate in the affairs of the community and of the state. His organization in his institution attests to his continual awareness of public relations.

Problems

His problems involve ways and means of increasing enrollment and providing student employment in order that more needy students can attend college. The institution has the problem of survival; the state may soon heavily modify the functions of the institution, if it does not abandon the institution altogether.

*From a letter written to the college president at "L."

Objectives

The president revealed his public relations objectives when he said, "I believe a public relations program should be designed to bring about the most cordial relations between the public and the institution. Every teacher and employee must play an important part in this undertaking."

Budget

Public relations is budgeted under administration except for part-time public relations services rendered by faculty members.

The Public Relations Program

Special efforts have been made for good public relations since 1956, when the president employed a director. The present program emphasizes two phases especially. The first phase is publicity. The second is an annual series of visits to high schools to talk to seniors.

Publicity

The president said that the chief function of the director is to write news releases to be sent to area and state papers. The news release function is improved because of photographs that are made available by the college physics teacher. Pictures are taken of social life and the events held on the campus. These pictures are sent to newspapers. Others are made and kept for the college yearbook. The president often suggests the news or furnishes it from his office. In addition to general releases concerning college progress, faculty changes, commencements, and glee club and band tours, the director sends to home towns releases about students. The interest that the president takes in the publicity

director's work attests to the increased public relations awareness that the president has developed since he hired her three years ago. But the publicity function ceases when the director is on summer vacation.

Special Services

Special services include visits once a year to nineteen high schools in the state, placement service, and entertainment. This latter activity is done by the music department. Each year the a capella choir and the band make tours not only in the state but in a number of other states where the group is invited.

The visits to high schools involve the gathering of the names of all seniors and their home addresses. The director codes their interests. Later the students receive personal letters giving them an invitation to attend College "L."

Closely tied in with this service is the student employment announcements. Although College "L," as the president relates, is not located in a town that offers student employment outside of the college, plans are made to employ as many students as possible in campus jobs. These jobs include work on the farm, in the dairy, and in the buildings, assisting custodians, and the like. The president believes that he should provide as many jobs as possible for these students. They would otherwise be unable to attend college. The president cuts down on full-time help in all areas where he can supplement with student labor.

Other services are band clinics and business clinics. The band clinic draws student bands from several area high schools. The purpose of the band clinic is to improve interpretation of music. The local band director is assisted by a visiting band conductor. The business clinic has as

its purpose the creation of greater understanding in the minds of business men, women, and business majors relative to the role which small business will assume in the economy. The theme of the 1958 clinic was "The Future of the Small Business." The clinic is largely attended by the business department majors and business men of the town and surrounding vicinity.

Another special service is provided by the extension division, which last year offered sixty-four classes in Oklahoma City.

College "L" also has an active placement bureau.

Alumni Services

The secretary of the alumni association edits a six-page tabloid newspaper, which is published quarterly. Interest is generated in alumni activities through College "L" clubs located in various cities of the United States. Some of these cities are Detroit, Kansas City, Chicago, and Los Angeles. Alumni in these cities occasionally contribute scholarships. The alumni loan fund was established to make available certain funds for the purchase of books, supplies, and other incidentals. The association offers three scholarships to students with highest averages.

Fund-Raising

Fund-raising is engaged in only indirectly. The College "L" clubs comprise the only fund-raising activities of the college.

Publications

Publications include the college newspaper, which is also the alumni publication, the college annual, and letters to alumni and persons interested in College "L." The commerce teacher at College "L" edits the

college newspaper and is responsible for duplication of letters to be sent out about the college. The viewbook is prepared by the public relations director. She is also in charge of the yearbook.

The Public Relations Director

The public relations director has had no experience in journalism or newspaper work of any kind. Her only writing function is an occasional news release. She has the bachelor of arts degree from College "L" and the bachelor of laws degree from a state university in Oklahoma. In addition to her work writing news releases, the director travels over the state visiting high school seniors and discussing with them the advantages of attending college. She keeps records of her activities and makes follow-up contacts with prospective students.

Strengths and Weaknesses

The public relations program at College "L" has obvious strengths and weaknesses. Both circumstances can be attributed to the new director, her inexperience and her enthusiasm, and the reliance of the president upon too few services that admittedly have been successful. Enthusiasm buttresses inexperience and overcomes to some extent an over-all lack of understanding of the full sweep of public relations for higher education. The president is enthusiastic about certain practices engaged in by the director, and he continually supports certain components of his program that have been successful over a period of years. He is especially proud of the a capella choir and the band. The tours made by these two groups constitute the college's most important external contacts for the college. He is also proud of his convictions in regard to the employment of

students. These elements make up his program in public relations. The strengths at College "L" are:

(1) The president's awareness of traditions that he deems important to public relations: the a capella choir, the band, and employment of students.

(2) Enthusiasm of the director: her desire to make contacts with prospective students.

The weaknesses at College "L" are attributable in part to certain emphases established by the administration. The president's concern with only limited practices in the public relations program over a period of years has caused other important programs to suffer or, worse, never to be instituted. Publicity is attempted by a person who has had little if any training in journalism and who has had extremely limited experience in press relations. The director, who had been in the limelight of the public at one time, has yet to be able to place others or the institution in a light which would be necessary to College "L." Instead of developing a strong program in publicity, she gives time to field work. Field work is a slow process when so much more could be done through the mass media. The director at College "L" perhaps needs to understand the importance of news sense. She should be able to direct the affairs of the college newspaper and alumni activities, over which she has little or negligible control. These basic weaknesses, inexperience and lack of training in journalism and press relations, can hardly be overcome by spending time visiting high school seniors in nineteen high schools. The weaknesses at College "L" are:

(1) The lack of the necessary experience and education of the director for doing the important work as a public relations director.

(2) Limited special services. Extension classes are about the sum and total of this important program. With the exception of on-campus clinics, which are departmental functions, these classes make up special services. The program is wholly inadequate.

(3) Lack of a program for alumni. The sending of the college newspaper to former students four times a year is hardly adequate information for these important members of the college family. A few isolated _____ clubs contribute at best only a handful of dollars for scholarships. These clubs are more for prestige, without the important wherewithal that incites donors for worthy purposes.

(4) Lack of planned fund-raising activities. There is no program in fund raising. A few gifts for purchase of books for students and approximately five tuition scholarships comprise the program. The president firmly believes that it is better to supply work which is provided by state funds than to expand a scholarship program through fund-raising.

(5) Lack of coordination of publications. This weakness has been discussed. The director does not have experience or background for this important part of the public relations program. The college yearbook and the college newspaper are under the sponsorship of other members of the faculty.

The entire public relations program is virtually ineffective. This ineffectiveness is attributable to lack of organization of a complete program.

CHAPTER VI

THE INSTITUTION . . . COLLEGE "S"

College "S" is located in a reasonably prosperous diversified farming section of the state. High schools in the twelve-county area are small, with the exception of two, which are located in cities over twenty thousand population. Not far from the state line, the college offers some inducement for high school graduates from the neighboring state.

The college campus now stretches over some fifty-eight acres of land. The campus proper is dotted and lined with beautiful magnolia trees. These plants were brought from Mississippi twenty-five years ago. Continual landscaping of the campus and care of these plants have provided the college with beauty that it otherwise could not have had.

The college was established by authority of an act of the legislature in 1909, "An Act Creating _____ Normal School." The purpose of the school as indicated by a current catalogue is as follows:

_____ state college aims to help every person within its influence to attain a full, rich, and satisfactory individual life, to perform with competence a socially useful vocation, and to assume the privileges and responsibilities of a free man and good citizen in the American Democracy. . . . The primary and major purpose is to train teachers for the public schools of the state. The secondary purpose is to provide general education, preprofessional training, and vocational education for students within the region of the college who do not intend to be teachers and whose needs can be met by an optimum utilization of the faculty and resources required for teacher training.*

*From the 1957-59 regular undergraduate catalogue.

Thus summarized, the college claims to exist for four purposes:

- (1) Teacher training
- (2) General education
- (3) Preprofessional training
- (4) Vocational education.

The college also has an elementary school for training teachers.

This school had formerly been in direct control of the college, but now its supervision is under the superintendent of the city system. The president stated that the school was subsidized by the college to assist in its being maintained as a model demonstration school.

College "S" had 1,200 students enrolled for the 1958 summer term. The spring term of 1958 had some 1,500 students enrolled.

Institutional Awareness of Public Relations

The president of College "S" has devoted some thirty-three years to public school and higher education. Most of these years have been in administration. The president said that experience in administration of public schools, more especially that of superintendency, uniquely adds to the qualifications of a college presidency. Except for three years during World War II the president of College "S" has been a public school supervisor, school superintendent, a college dean, and president in that order. He was dean of the college for fourteen years before assuming the presidency at College "S." He has been president of College "S" for six years. During this total of twenty years he has established an integrity in the area and immediate community. This integrity has been an essential factor of his public relations awareness. The necessity for his having meetings with groups, boards, and faculty and student groups in the

college and in the community has been a contributing factor to public relations awareness. The president said that, if an administrator is successful, he develops of necessity a public relations awareness. The president has served his community in many ways. His influence has reached throughout his district. His services to the community and the area include his being a member of the board of directors of the Chamber of Commerce, chairman of the board of stewards for his church, president and district governor of Lions International, and chairman of community chest campaigns.

He has fostered institutional awareness of good public relations by "treating those people right who have been here a long time," by encouraging "every person at this college to be part of the public relations team," and by pointing out that an attitude overtly expressed by any person connected with the institution "can hurt or help public relations."

As a testimony of his role in institutional awareness, the following statement was made:

It is our plan here to eventually secure a trained person to be in charge of our public relations program with the status of a full-fledged administrative officer and that all of the activities which might be termed as public relations should be under his direction.

He stated that his ideal administrative divisions are as follows:

1. Personnel (student, guidance, etc.)
2. Instruction
3. Business management
4. Public relations

He said further that, if his institutional public relations awareness were better expressed, the following areas would receive more attention: adult education, extra-curricular activities, a greater variety of programs on the campus where the public would be invited, and more

emphasis on follow-up and contacts with the graduates of _____ state college.

In summary, the president of College "S" has publicized his own institutional awareness for public relations by example to faculty, students, and community. He knows that awareness to public relations is a necessity for any success in administration.

Objectives

It is the purpose of the college public relations program to present to the people of this area of Oklahoma a story of the facilities of the college, the personnel, the activities, and accomplishments.

1. To establish good relations with the people in the area
2. To attract students
3. To report news
4. To develop a good reputation for the college.

Budget

There is no separate budget for the public relations activities of the college. Public relations activities are budgeted under various departments and under the administration. For example, photography, which serves publicity, is budgeted in the photography department. Only the yearbook has a separate budget.

The Public Relations Program

The duties and responsibilities of public relations are divided in several ways, with certain gaps, which the president admits. The weight of the responsibility rests with the publicity department: publishing the college newspaper, preparing of publications for special use, editing the college yearbook, which is distributed to high school libraries in

the district, and the news releases for various mass media in the district. The president assumes leadership in face-to-face relations, both on the campus and off the campus.

Publicity

Publicity is directed by personnel including students, who handle the college newspaper. The personnel of the publicity department includes the director and approximately six students. They carry out the news disseminating function, the production of the college newspaper, and the college yearbook.

The director has the bachelor of arts and master of arts degrees from the state university. She is an English major. In addition to the publicity and sponsorship of the two student publications, she is an assistant professor of journalism and teaches two courses in journalism. She is chairman of the standing committee for publicity. Other college committees which supplement those of the director are president's council, academic council, advisory, admissions and schedule, athletic, broadcasting, faculty insurance, faculty studies, faculty research and instructional studies, Fifth year, health service, hospitality, scholastic honors, and teacher placement and follow-up. Although not any of these committees as such has direct relations to publicity, they are administrative divisions that have duties of communicating important functions to groups on and off the campus.

The college newspaper. The college newspaper has a three-fold purpose as an informing medium. First, it is a campus publication designed to inform students and faculty; second, it serves as a public relations medium; and third, it serves as a newsletter to alumni over the district.

As an instructional medium it serves as a laboratory for students. The paper serves a public relations function as the local newspapers and radio stations secure news items directly from the publication and use of them. The college weekly is not printed at the college print shop, but in a downtown printing establishment.

Publicity methods include the sending of news releases to some thirty different newspapers, along with a few occasional releases to radio. The newspaper, therefore, is the one medium which receives continuous news from and about the college. In addition to news releases, the director writes occasional features. These features are slanted for the state newspapers, usually in the magazine sections. Another important publicity method is the sending of news items about students to home towns.

Another form of publicity that the college has used was paid advertising in district papers. Display advertisements had been bought for advertising the opening of the school year. The director said that besides the expense of this method, there were some objections voiced by the local media. This was finally abandoned completely.

As additional publicity for the college, the yearbook is placed in most of the high school libraries in the district. The yearbook, incidentally, was the third job added to the director's load, along with teaching.

In order to intensify the importance of special events to be held at the college, the college newspaper was published "extra" and sent out into the district. The mailing list now has some 1,800 names.

The publicity department has space in three rooms for five typewriters, several desks for typewriters, and tables for layout work. The

offices are located in the student union building. The director has an inner office, and telephones are available to the publicity department workers.

Need of help. One phase of the publicity work is suffering. The athletic publicity problems continue to mount. The director is unable to set up satisfactory communication with the athletic department. She usually assigns a male student to handle publicity, but this has not proved satisfactory. The director said she was not sure how this problem will be solved, unless additional full-time staff is offered for the department.

The director frequents the president's office almost daily to get news for release. This supplements or overlaps the reportorial work done by students for the college newspaper.

Advantages of photography. Offsetting certain disadvantages elsewhere in the publicity department is the "efficient" functioning of and cooperation with the photography department that cooperates with publicity workers. A working agreement between the photography department, the publicity department, and the college newspaper makes it possible to better serve the district newspapers. Student photographers are on assignment by the photography department and on call by the publicity department at all times, the director said.

Fund-Raising

The president said that the Chamber of Commerce in the city where College "S" is located each year raised the sum of \$8,000 for scholarships for freshmen. This amount supplements the board of regents fee waiver scholarships. The president emphasized that the community

appreciated the esprit de corps of College "S."

No other campaigns are conducted for funds by College "S." This is not to say that the members of the college administration or staff must assist in any way with the fund raising campaign for the scholarship amount raised by the Chamber of Commerce.

Special Services

Special services in the public relations program is supervised by an associate professor of education, who is director of visual education and who is also veterans' coordinator. His title in this function is director of interschool activities. These include those activities held on the campus each year, such as the vocal music and band festivals and the "old-fashioned track meet" (track and field events and academic contests for high school students). The director of these services is also in charge of the film library.

Extension work is directed by the registrar.

The placement service. Only in recent years has the president assigned placement work to his office secretary. In so doing the president is of the opinion that he will have opportunity to meet alumni who will be seeking positions. Since the president's secretary is also the alumni secretary, the president can readily be informed of all activities. He believes that it is good public relations for him to look carefully at the possibilities for making continuous acquaintance with the alumni. This practice, however, has certain limitations, which he admits; consequently, he does have plans for a more effective organization of alumni. Even with additional alumni activities, he can continue to keep placement as a special service near him, at least in his secretary's office,

which is next to his.

The Alumni

At present two annual functions permit alumni to gather and renew old acquaintances at College "S." These events are homecoming in the fall and the annual teachers meeting in the spring. Otherwise, a minimal program is in operation at College "S." The president stated that all correspondence is carried on by his secretary. The college does not have a newsletter, although plans for the future include better integration for alumni and the college. The college newspaper, however, does serve as an informing medium to some 1,800 alumni. There are at present no county organizations to promote alumni interest.

The president stated that a good organization of the alumni is needed for two reasons: one, for influence with the legislature; and two, for recruiting good students.

Publications

At present an occasional leaflet or general brochure is printed. The director said that the state regents for the colleges had passed a ruling two years ago that all promotional pieces would be issued from a central office. But this year this system was discontinued. The director had not prepared a summer bulletin. She said that the present summer bulletin had been prepared in haste and, therefore, was not of the usual quality. The director said that preparing of special publications, as promotion leaflets or brochures, was of special interest to her but that present duties, which include publicity releases, the college newspaper, and the yearbook, permit limited time for concentrating on these publications.

The college yearbook is published by the journalism students under the supervision of the faculty advisor. The editor is chosen by the student senate with approval of the publications advisor. The yearbook is a part of the function of the public relations department. Students defray costs of the publications. The cost of pictures is defrayed by the college, however; and since the yearbook is done by the lithographic process, the cost is not at all prohibitive, the director said. The director emphasized that many more pictures could be used because of the low cost to the college and to the student. The college photography department does all the picture work. This particular work is not budgeted.

The Director of Public Relations

The plans of College "S" do not provide for the title of director of public relations. The college does have, however, a director of publicity, or director of publications. The director holds the B. A. and M. A. degrees from the state university. She has had three years of newspaper experience, having been children's and women's editor for the Richmond (Va.) Dispatch. Her work requires careful supervision of three aspects of a public relations program. All of the three are important to a public relations program. In addition to her regular reporting experience, she has been a free-lance writer, and at present she writes features that are published in the state papers. They usually appear in the magazine section. Many of them are about the college or related in some way to the college or to persons connected with the college. Except for spreading her work rather thin in sponsoring the college paper, her direction of the yearbook, and handling the publicity

program, she stated that she feels that her work is satisfactory at College "S." Thus her work is also divided between administration and teaching.

Strengths and Weaknesses

The president because of his long years of experience as a public school administrator feels that he has exceptional awareness of good public relations. He has exercised his awareness in community service, which is a strength at College "S." The results of the president's personal efforts is the achieving of good relations in the community where College "S" is located. The returns for the president's influence in the community have been a large number of annual scholarships for students. The scholarship funds have been raised by the business and professional people of the community and the civic clubs. Thus this strength in administration, the personal efforts of the president, has affected the achieving of objectives for the institution. He stated in the interview with the writer that he would prefer a director of public relations if he could find the right person who could handle all phases of the program. Thus the president is clearly aware of the weaknesses at College "S."

Each program at College "S" will of necessity be considered weak, although some strength is evident. Weaknesses are:

(1) The college publicity program could be strengthened. The program at present is directed by the sponsor of the college newspaper and teacher of journalism. Although this at first appears appropriate, the weakness lies in the fact that this person must divide her abilities over some three or four areas. She writes the news releases only when it is deemed necessary because of the pressure of the occasion. She adds some

strength to the function through the use of pictures which the photography department supplies. The constant stream of publicity releases so necessary to a good program is lacking. Perhaps a full time assistant, qualified to assume writing duties and managing function, would relieve the present weakness. Added to the publicity burden also is the ever-increasing volume of sports reporting and brochure creations. The director admits she should have help in this area. The publicity program, therefore, needs volume, more thorough coverage of the many curricular and extra-curricular events of a growing college.

Many of the recommended practices are lacking or weak. Those considered weak are fund-raising, alumni services, special services, and publications.

(2) Special services are in need of coordination with the central public relations office. Present attention given to on-campus events such as athletic contests and interscholastic events should be directed by the central office instead of being farmed out to the maker of news, not the disseminator and planner. If special services were tied in with public information functions, it would be an easy matter to prepare some essential publications to expand the special services. A speakers' bureau publications could improve this function, now somewhat neglected at College "S." The guidance and testing services could be coordinated under special services. The booking of various important educational conferences would be appropriate under special services. Radio recordings or kine-scope service are within the realm of service that is not now touched. Placement service could be stepped up; a publication reporting facts of this service with follow-ups on graduates seems to be needed.

(3) Fund-raising consists of voluntary activity by civic groups

referred to above. No campaigns conducted that normally come under fund raising are conducted. Perhaps more special contacts should be made through alumni for fund-raising. This can be done through direct mail and the college alumni publication, a newsletter, or a magazine.

(4) Alumni services consist of meetings twice a year. There is no consistent communication or correspondence with alumni to encourage more speaking and acting for the institution. A newsletter is badly needed. Present homecoming celebrations are helpful but inadequate. More personal contacts, perhaps through a field representative, would be feasible. There is no full-time secretary.

(5) Publications are somewhat neglected at College "S." The usual necessary publications are published with some difficulty. More publications on special events of the college, brochures in regard to departmental offerings are needed. A general information booklet is needed to relieve the shortage of the college catalogues, which are expensive to send through the mails with every request about the college. No publication provides for faculty expression. Catalogues of film services, the speakers' bureau syllabus, and handbooks are all needed at College "S."

These weaknesses could be relieved possibly by recognizing a division of labor among those essentials which are necessary to a good program of public relations and by giving a director authority to coordinate the over-all program.

CHAPTER VII

THE INSTITUTION . . . COLLEGE "C"

Located in the environs of a metropolis but in a small incorporated town, College "C" has experienced the phenomenal growth in student population matched by few colleges. During the nine-year tenure of the college president enrolment has shown an increase of 145 per cent. The 1957-58 figure was 2,683. The president attributes this growth to the proximity of the nearby metropolitan area, the high school graduates of which gravitated to the small town state college, where costs are lower. Opportunity for personal attention is also a prime consideration. Other causes, undoubtedly, are associated with the program of the college, with the college faculty, with the college curriculum, and with the college publications program. The thirteen-county area served directly by the college has a relatively high population. The four important purposes of the college are to serve the youth in the area by providing general education, teacher training, liberal arts education, and pre-professional training. The primary purpose is to train teachers.

Institutional Awareness of Public Relations

The president is aware that the major problem of the college is that it has been caught between the Scylla of large student numbers, desired by many colleges, and the Charybdis of inadequate housing and instructional staff. The student-teacher ratio is high. Conversely,

the per capita cost for teaching and serving the student population is the lowest in the state system of higher education in Oklahoma. The institution had seventy-five full-time faculty members in 1957-58. For the following year College "C" will have fourteen additional teachers who may alleviate to some extent the present heavy teacher load. Despite this obvious difficulty and hardship placed upon college teachers, the president indicates that there is some relief in sight, that problems are being solved, and that strong efforts have been exerted to get the best possible personnel and faculty for new positions. Although the president has attributed the growth of the institution to obvious reasons, careful observation and inquiry appear to point to a policy of informing the public of the aims of the institution and its needs and the achievements of individuals who receive their education at the college. The informing of all the people of the area and of other portions of the state about the many functions and achievements of the college has been accomplished by an efficient publications program, which includes publicity through the use of the present-day mass media, chiefly newspapers. The informing function of the institution has reached its present proficiency during the past five years under a director of publications.

Philosophy

The philosophy of the public relations program of the college is concerned with "institutional conduct;" that is, all activities that the faculty, staff, or students would engage in that would in any way influence the public's opinion of the college are involved in this philosophy. Certain broad principles of the public relations program

include attracting more able students, gaining and holding friends for the college, and increasing prestige and appreciation for the college.

Objectives

Specific objectives have been stated as follows:

1. To keep the public informed of the college's activities, growth, and needs through adequate publicity.
2. To keep teachers and students informed through various media.
3. To serve the alumni group through publicity and specialized publications.
4. To attract new students.

The budget. Varying arrangements of the budget have been made to meet needs of the publications. Under separate budget handling are the photography activities, the yearbook, and the college newspaper. Since several students work in publications, their help is budgeted with the publicity department. The director stated that for the following year all the public information services would be budgeted together, a trend toward better business at the college.

The Public Relations Program

The publications program at College "C" is divided into five major functions: the college newspaper, the yearbook, publicity, photography, and announcement bulletins. The yearbook and bulletins will be discussed under a section on publications.

Publicity

Publicity functions take the form of the prepared news release, which is mailed to selected newspapers and, in all cases, delivered to

the local town newspaper. Only in emergencies are news items "called in" rather than written for a news disseminating agency. The college's publicity includes only news releases that have local interest. Only occasionally will stories be written that will be sent to a large number of the mass media. Experience has proved to the director that mailing en masse to the various media is not wise, since much of the material is not printed or used by the media; thus waste of time and effort is avoided. The feature story has proved successful at College "C."*

Disseminating the news. The method of gathering news for the mass media at College "C" is similar to methods used by newspapers. Students who are working on the college newspaper staff have a regular beat on the campus. They inquire from certain persons in the various departments; they observe the calendar of college activities and make advance reports for the college newspaper. These reports feed the publicity office. In addition, the assistant director of publications, who is charged with handling news releases, follows a practice of personally calling on persons in the departments. They provide news or suggest features about students. The publicity director writes the news story or feature and prepares for delivery, usually by mail to the newspapers, radio stations and television stations.

The publicity director sends news releases to home-town newspapers, the local newspaper, and the metropolitan newspaper. The home-town newspaper has news of interest about local students. The town newspaper carries advance notices of events on the campus, and follow up reports

*The president related an instance of two of the outstanding art students who had been overlooked by the publicity department. This was brought to the attention of the department, and consequently a full length newspaper article resulted, which was used by two of the state's newspapers.

of campus events. The state newspaper carries newsworthy events about people and those stories of more than local interest. All releases are sent to the state editor. Any unplanned news will first serve the local and the state newspaper in that order. The director of publicity said that releases emphasize news and features of achievement of individuals and sports in season. The publicity writer stated that much time is given to searching out certain college activities that would merit handling by the news media. He must be constantly alert to "news angles."

Some publicity offices in colleges and universities have had a problem in centralizing all news releases. This has not been true at College "C." The president has established the policy that all news be handled by the college publicity office. With this principle established, the various news media call upon the college publicity office for news or feature reports.

The publicity department recently has installed a photo-engraving machine.* One of the uses most popular is saturating the small newspapers with immediately useable plastic cuts** of local students. The local newspaper also makes use of the machine; thus the cost of operation for the college is lowered.

Importance of photography. Photography plays an important part in the publications program at College "C." All brochures, bulletins, the

*The trade name is Fairchild Scan-a-Graver. This electronic device prepares plastic mats for reproduction in publishing and for newspapers. This machine can be leased by newspapers or educational institutions. If publishing volume is sufficient, the machine is a valuable adjunct to publications. The cost for the engraving machine is \$147 a month for eight months; an 80 per cent reduction is allowed for the four remaining months. The director said that the machine is proving satisfactory.

**A cut is a plate made by use of camera and sensitized zinc plate or by the photo-electric needle process of the Scan-a-Graver to permit reproducing of an image.

alumni newsletter, the college newspaper, and the yearbook make use of pictures that are produced in the darkroom of the college. The photography course and the production of pictures are under the immediate instruction and supervision of the director of publication.

The college newspaper. The college newspaper, printed weekly, is designed to inform the students and the faculty of past and future events on the campus and provide features that record human interest and unusual progress of the college proper. The paper is distributed once a week on the campus free to all persons. Some copies are mailed for a small subscription price to other colleges or to persons off-campus by special request. The newspaper is sponsored by the director's full-time assistant, who also produces publicity copy and teaches a course in journalism. The newspaper is considered by the president and the director as one of the most important informing media of the college.

Special Services

On-campus services at College "C" have been changed recently. During past years public relations included plans for many events on the campus that were designed to attract high school seniors. At College "C" there is, for example, no longer a senior day. The present policy is more sympathetic to school superintendents who experience considerable difficulty in arranging for visits to the college. The professors at College "C" now do not have to dismiss classes to entertain visiting students. But now, after a change in policy, the president said that more than fifteen high schools voluntarily send pupils and sponsors each year to the campus to see what college is like. There is no campaign to recruit students at College "C." The reasons for this are

two-fold. One, College "C" cannot house them or instruct them all. Two, College "C" has, as its policy, the telling of the story of higher education in general, not just College "C." These are modern views in public relations for higher education. The story must be told continually.

Off-campus services. Off-campus services continue to be in high favor. The college has named a liaison person for each of thirteen neighboring counties. These faculty persons are made available to seniors to interpret college to them. The president said that discussions with the seniors told the advantages of going to college but not necessarily of College "C." The representative may leave a schedule for interested seniors. Seniors are invited to the campus only if they are interested in attending College "C."

The correspondence studies provide one of the more extensive services of the college. Each year more than 800 teachers earn a special certificate or degree. One fourth of the total credits for a degree can be earned by correspondence.

On campus services. Two other special services tend to integrate town and gown. Each year free concerts are provided. A mass Christmas program is held annually on the college campus for citizens. Attendance is by individual invitation. Emphasizing service, the college administration selects some thirty outstanding freshmen each year for fee waiver. This is sponsored by the state system of higher education. To encourage better students to attend college, some of the members of the various departments write letters explaining the advantages of college and extending a special invitation.

Community relations. The president of College "C" has very definite ideas about community relations. For example, he stated that advertising

has never been solicited by the college from the town's business men. The present policy does permit, however, the local business man to "call in" or place an advertisement in the college newspaper and athletic programs. Another policy the president believes to be good public relations is the faculty's moderate assumption of civic leadership in the community rather than all-out office-seeking. At present one faculty member is president of a civic club. The college president was formerly president of Rotary in his community. This view of public relations with the town is held by other college presidents, especially where the college is located in a small town. College faculty and administration sometimes purposely refuse civic honor plums.

Fund-Raising

In addition to reminders in the newsletter to alumni to contribute to the scholarship fund, twice a year letters are sent out by the president requesting support. These letters bring in an average of \$2,000 a year. Now that many alumni have been recipients of scholarship aids, letters will be sent to them requesting their support of the plan that helped them. The college earmarks two dollars of the graduation fee for one year's membership in the alumni association. An alumni office records all receipts, keeps names and addresses up to date, and keeps records of alumni activities. These duties are performed by a faculty member.

Alumni Relations

An alumni secretary handles all the alumni affairs of the college. She is a part-time secretary who also has faculty status. As an alumna of the college she keeps the minutes of the alumni board meetings,

handles all correspondence resulting from inquiries, and receives news of alumni in the field. The news from the field is written and passed on to the editor of the newsletter, a monthly tabloid. The newsletter is mailed out to approximately 4,000 alumni. This four-page printed sheet carried progress of the college, reports on new faculty members, and losses or changes of faculty members, an honor roll of contributors to the scholarship fund, a letter from the alumni president, a letter from the president of College "C," a calendar of future events on the campus, and sports news. Although the publications director has some supervision of the publication, a local alumnus is usually editor. At present a faculty member's wife edits the publications.

The president of College "C" believes that continuing communication and serving of alumni of the institution is one of the foremost important public relations functions of his institution. Also, alumni comments, he believes, are one of the most important ways to appraise the relative effectiveness of the public relations program. The present _____ Alumni Club has organizations in a number of principal cities over the nation.

The Publications Program

In many programs the publications easily comes under the publicity function, especially since most publications are designed for publicity and promotion. At College "C" the publications function is operating fully. This has come about because of the tie-up with the printing department which has developed within the last five years.

The general bulletin and college catalogue. Several types of bulletins are produced. The chief one among these is the general bulletin, which is published annually. Other bulletins are specialized by

departments or workshops. Among these are "A Girl's Eye View of _____," the correspondence bulletin, a high school events bulletin, class schedules, the calendar, and enrolment and athletic brochures. Other publishings are the college letterhead stationery and the summer school broadside bulletin.

The college catalogue, published under the direction of the dean of the college, is considered by many publications directors to have public relations value. This is the only publication at College "C" that does not receive attention by the publications director.

Printing the publications. All writing and illustrations ultimately find their way to the printing department of College "C." The physical arrangement of printing facilities in relation to the college newspaper and the publications office is quite convenient. Under the same roof these functions can be adequately supervised with maximum efficiency, the director said. The publicity function is also carried on in the same building. The director is chairman of the printing in order that plans can be made ahead of time for all printing jobs, the director said. Meanwhile, supervision of this printing production supervision will add to the responsibility of the director. Also under this arrangement matters of priority of certain printed pieces can be decided by the director without burdening the president for a decision.

All printing is done on three different types of presses: a flat-bed for the newspaper, an offset for certain leaflets, and a platen for small jobs. The department owns two typesetting machines. When planning instructions and production in printing, the printer was especially careful to avoid conflict of instruction with production. This is a problem in many institutions that have printing curricula and responsibilities

for production of publications. At College "C" there is instruction only on Mondays, Wednesdays, and Fridays at three until five o'clock. The printing department will make use of the services of three full-time printers in the following year, the director said. This will enable instructors to offer courses in printing for industrial arts majors and also permit the publications program to be increased.

Plans for publications expansion. The director plans for a following year the teaching of enough journalism for a major field. He states that the purpose of the major in journalism is to train high school teachers in the field. Present courses are news reporting, editing, feature writing, interpretation and appreciation of the newspaper, and public relations. These comprise a minor field. This major would not conflict with other state institutions that now offer a major in journalism, the director said. Also, the television industry in the state's capital would like to have more trained personnel which this program would also furnish. This portends a major community-college venture. This program has public relations value, for interested persons are joining forces to achieve common goals in communications.

Plans have been made by the director to relocate offices and laboratories for photography, the yearbook, and the college newspaper together in one building. A photographic studio will be installed. Storage quarters also will be provided. This would allow more physical space for the workers in the various areas of the publications program and will also give the director a better planning environment.

The Director of Publications

The college has a director of publications, who has both faculty status and administrative duties. The director has a bachelor's degree

in journalism and a master of education degree from the state university and has continued his graduate work at another state university. Although he has not had newspaper experience, he has been doing public information work and organizing all publications activities during the past five years. Although his title is director of publications, some of his duties involve public relations principles. Working with the president, with his own language arts department, and with the various departments of the college has been of necessity a series of tests in human relations. These tests involve relations with persons who have been in some doubt about the potential efficacy of a public information program. At present all publications except the college catalogue fall within the supervision of the director of publications. A measure of ability to write, to prepare bulletins, to instruct in the best principles of producing bulletins, and to supervise the college newspaper, along with the college yearbook, has been demonstrated. When the director assumed the present position, his primary duties were the publicity function. During his five-year tenure his duties have grown until now he directs five areas that serve the public relations of the college. He has gained some confidence of the faculty, who with the president, have named him chairman of the public relations committee of the college.

Chairman of Public Relations Committee

A standing public relations committee consisting of eighteen members meets on call from time to time to discuss policy and assign subcommittees for certain public relations functions. The dean of the college and the president are ex-officio members of the committee. Among

the members are representatives from the mathematics, business, printing, science, and English departments. Also members of the committee are the deans of men and women and the business manager of the college. The director is the chairman of the committee.

Status of the Director

The director has the present rank of assistant professor. He states that he always will teach journalism, implying that he will not assume full-time duties as director of publications or direction of public relations. His present working arrangement is quite satisfactory. He has the advantage of teaching students in practical methods of writing and preparing publications. Students who have demonstrated interest and ability are selected for work in the publications office. At present he has a full-time publicity writer, who has been trained in his journalism classes. This permits delegation of duties to an assistant, who he knows can do the work. This permits the director to give more attention to the planning of his publications program.

Strengths and Weaknesses

College "C" has a strong institutional awareness of public relations, an awareness that has evolved during the last decade. During this period the enrollment has increased one hundred and forty-five per cent. This enrollment increase is attributed to public relations awareness and good administration. The president also attributed the college growth in enrollment to proximity to a populated area in and surrounding a metropolitan area. Because the metropolitan area has public information media for disseminating information about College "C," it is

feasible to believe that this contributed to public relations awareness. The president of the college exhibits an awareness that he attributes to his experience as a public school superintendent prior to his becoming president of College "C."

Strength at College "C" is:

The publicity at College "C" appears to be the strongest phase of the public relations program. The strength of the publicity is in its alertness in serving home-town papers with personalized news stories and moving the news as it happens. The director or his assistant judges the scope and the intensity of the news, and the media are informed immediately by mail or telephone. Stories are slanted for particular media. Another strength is in the delegation of duties. This delegation of the news release writing to a full-time assistant permits the director to give more attention to long-range planning of the public relations program. Although personalizing of the news release function and delegating of the work has its strengths, it also has its weaknesses. Since best publicity methods require a continuous flow of information to the media, the personalized treatment may subvert general distribution to more publics; thus the college image will not be so strong. This limitation of service means that fewer media are served, that fewer publics understand and appreciate the objectives and policies of the college.

The weaknesses at College "C" are:

(1) There is a greater weakness in special services, which are directed by a field service officer, who has little connection with the central public relations office. A person who has held the title of director of public relations specializes in liaison work with high

schools, sets up extension classes, and meets with county groups to discuss public school problems. There is little coordination with a central office of public relations. This relationship hardly achieves the strength it would have if special services were more closely tied in with public information. The criteria reported in Chapter II of this study suggest that special services be under the direction of the principal public relations officer, who is also in charge of public information.

(2) A similar weakness in the public relations program exists in regard to alumni services. There is, however, a public information function in this phase of the program. A newsletter is prepared in the public relations office. Information for this newsletter comes from the alumni secretary. Planning of special events is hardly sufficient under the present delegation of duties at College "C." Contact with alumni is only through the newsletter, two campus meetings annually, and two letters from the president. Some of the alumni receive the college newspaper. Although information may be adequate for alumni, they have little opportunity to participate in loyalty campaigns or take part in fund-raising. There is no alumni representative sufficiently active to appeal to superior students who would attend the college. The present alumni representative has opportunity to devote but a portion of her time to present the aims, the ideals, and the policies of the college to prospective students. The alumni have no tangible objective for giving to inspire them to provide generous gifts to the college. This may be lacking because state colleges do not include strong programs of this kind.

(3) The fund-raising program at College "C" does not encourage strong

giving of any kind. Once a year the president writes several hundred alumni to make contributions for scholarships, but these alumni have not been encouraged to continue acting and speaking for the institution. Credit could be given for such speaking and acting through alumni honor roll lists and the like. The president's policy has been to ask as little as possible from the community in the way of funds for scholarships or funds of any kind.

(4) Publications at College "C" are limited to a few necessary promotional pieces. No program is carried out that allows for faculty expression as discussed in Chapter II. Little has been done in the way of surveys designed to get opinion of high school counselors, principals, and advisors. The director of publications has made one survey to find out opinions of workers in public relations at other colleges. The college catalogue, an occasional picture bulletin and departmental brochure, and workshop promotional pieces form the bulk of publications issued at College "C." Although the necessary publications at College "C" are issued with adequate regularity and quality, other contact publications could be devised for special publics. One of the important publications that could be issued at College "C" is a speakers' bureau syllabus. A high school events bulletin is issued annually, but more attention could be given to the purposes and needs of additional publications at College "C."

The director of publications at College "C" is in a difficult position. He faces the task of coordinating the five services of the college, which are now divided among a half-dozen persons who have limited experience and education for the important work of public relations. His greatest latitude as a worker with authority is in the publicity function.

He is perhaps limited by his title of director of publications, notwithstanding that some of his duties overflow into several phases of public relations work. Considerable leadership will be required to coordinate the various phases of public relations at College "C."

CHAPTER VIII

THE INSTITUTION . . . COLLEGE "E"

College "E" is located in an oil town with a population of approximately 18,000. The city is surrounded by an eleven-county area rich in soil, cattle, and oil. The cities for the most part are small as are the high schools. The area residents have diversified farms and occupations. The area apparently possesses a very intelligent citizenry. The college has continuous opportunity to exercise influence upon the population. By the same token, the people have an opportunity to serve its area college and profit from its educational offerings to the community. The college was set up as a part of the system of higher education soon after statehood in 1909. The college was established as one of three regional normal schools. Three similar institutions had been established earlier in Oklahoma Territory, which later formed the western half of the state.

The objectives of the college are: (1) a program of general education, (2) a program of teacher education, (3) education in arts and sciences, (4) preprofessional education, and (5) personnel services.

Institutional Awareness of Public Relations

The president of the college has a department of public relations, the functions of which are outlined in Regulations, a book of minutes. It has been difficult to determine just how or when the president became aware of the need for public relations. He relates that his study of

administration over a period of years evolved certain concepts about administrative divisions of the college. He early felt the necessity of a public relations department and has given it equal rank with other administrative departments of the college. The others are academic, registry, student personnel and business.

Public relations has a director, who is a member of the administrative team. The college catalogue lists the director as a part of the administration but not of the faculty. The president stated, however, that he does have faculty status. This status reveals the president's awareness of the public relations program.

The president has initiated a system of regulations that govern the many facets and activities of the institution. His system of administration also evolved from his long years of teaching government at the college. He has been a member of the faculty since 1929. He has been president of the college since 1949.

The department purposes and regulations are listed as follows:

- (1) To promote college publicity through the press, radio and other means.
- (2) To supervise and control the speaker's bureau when and if established.
- (3) To foster enrollment, public understanding, and support of the college.
- (4) To supervise and control the publication of the college paper and other college publications intended primarily to promote public relations.
- (5) To serve as liaison for the college with the _____ Alumni Association and have charge of alumni affairs.
- (6) To consider persons for appointment to, or removal from, positions in the public relations department, and all such personnel for promotion or demotion; and make recommendations thereon to the president.
- (7) To employ students or other persons temporarily to assist

with the work of the public relations department.

- (8) To consider what compensation should be paid to persons within the public relations department and make recommendations thereon to the president.
- (9) To make recommendations to the president as regards the budget for the public relations department.
- (10) To issue requisitions to the business manager for the purchase of supplies, materials, and equipment for the public relations department within limitations of the budget insofar as the president does not delegate authority to others.
- (11) To keep the president properly informed as to the administration of the public relations department and make such recommendations regarding the department as he sees desirable to the president. (Order Number 37, Section 11, issued by the president November 28, 1950.)

Problem

The problem of College "E" concerns itself with devising ways and means of executing its policies of awareness. Since the awareness of the college is expressed in writing that provides for a division of public relations, the necessary steps need to be taken to accomplish its public relations. The college needs a public relations program more fully developed and a public relations officer who will develop long-range plans.

These regulations, actually embodied as legal documents, are general in many respects. As to the actual functions or separation of the various functions of a department, not all is said. If the legal statement does not hinder or restrict the director, which apparently it has not, then truly the director can make or break the department. The president said the public relations office is fluid and flexible. "The job is what the director makes of it," he said. His example of good works or failure will be precedent for any other to follow. The president

stated that in spite of his awareness of public relations, he has had four different directors during his term as president. His fourth was to have taken the position in August 1958.

The president of the eighty-member faculty of College "E" does not anticipate increasing the 1958 enrollment of some 1,600 students. The summer enrollment in 1958 was around 1,000. During 1958 he made a pronouncement in regard to the effect high standards will have on enrollment in 1959 at College "E." The president stated that standards would be higher than ever before. The results remain to be seen whether his pronouncement has been a coup in public relations. Plans are to maintain harmony in the college organization. The president is active in the local Lion's club and the Chamber of Commerce. He has written two bills for the Oklahoma legislature in recent years. One presented legislation for a strong managerial city government. The other was in regard to a strong mayor-council form of government.

A faculty senate at College "E" was active for three years before it voted itself out. The president fostered this body. Fostering this body attested to his attempts to maintain internal harmony. He makes the policy for the college, and has created a merit system for faculty salaries. He keeps detailed minutes of all faculty meetings. A preface to his Regulations reads (p.iii):

It frequently happens that many general policies of a college are not definite in form. In fact, many of them are often not written at all, and may exist merely as "fuzzy" general ideas which are interpreted and applied in different ways under the same circumstances. At best, they may exist as all too often too brief in the minutes of a committee, soon to be forgotten. The duties and responsibilities of administrative officers and committees of a college may be poorly defined so that they do not know their functions or their places in the administrative organization. This leads to confusion and discourages the initiative of persons who do not want to interfere in what may be the affairs of others.

Objectives

The college has these objectives for public relations:

To interpret the college to people of the area.

To create interest in education, particularly higher education.

To foster enrollment.

To keep people back home informed as to actions of the college and accomplishments of students from the community.

Budget

At College "E" all departments are budgeted. The public relations department is no exception. At present there is an allocation of some \$4,500 for expenses of this office. This includes cost of having the college newspaper printed outside by a job printer. Allocated for student help is approximately \$2,500. These two items comprise the divisions of expenditure for the department. Other operations that can be considered as a part of the over-all public relations but not as a part of the program are budgeted in various departments.

The Public Relations Program

The history of public relations at College "E" is in some respects most unusual. The first evidence of the community's and the college's making a venture together began some time before the present president took office. A beautiful student union building stands as a landmark in the college's public relations. Some seventy-five thousand dollars was contributed by citizens for the building. This was accomplished in the usual community campaign procedures. But since 1950 the community has not been asked to contribute much to College "E." The president

did not state that he would or would not condone any campaigning for funds at his institution.

At present there is not in existence a unified program at College "E." For the summer period the public relations office has been closed. The air-conditioned office is located on the first floor of the administration building across the hall from the office of the dean of instruction, and three doors from the president's office. This office has six typewriters, an addressograph machine, six desks, filing cabinets, a storage cabinet, and several chairs. The office is used for publicity, for editing the college weekly, and for such other work as the public relations director may suggest.

Publicity

Publicity has been the mainstay of the public relations program through the years. Except for two years when much attention was given to radio and television, most of the publicity releases were directed toward the newspapers. For three years during the term of the present president the director of public relations was an English instructor. During two years of this time, the office had a full-time assistant, a non-faculty member. The assistant was director of radio and television. Since, there has been very little projecting of the college by means of these media. The director returned to the classroom to teach English. He is still a member of the faculty. Another director was a graduate of the college who held the position for one year. At the time of the interview, since there was not actually a director, there was no activity in the public relations office. The new director was to have assumed duties August 1, 1958. The president said that the college

newspaper was a publicity medium. News releases are duplicated by the Multilith process.

Special Services

There are no special services at College "E" insofar as organized effort is concerned in the public relations office. The college catalogue has a list of "Special Activities." They are interscholastic meets, which include academic and athletic contests held on the campus, district basketball tournaments, and senior day.

Fund-Raising

No efforts are made at College "E" to raise funds. A voluntary plan provides scholarships to a limited number of students annually. These fee-paying scholarships are provided by the business and professional people of the city. These are supplemented by the Board of Regents. These scholarships are awarded to selected candidates as nominated by principals from the high schools of the surrounding eleven-county area.

The local newspaper annually makes an award of fifty dollars cash to the student of junior or senior rank who makes the highest grade average. Another cash award is made by a local bank to the student who is voted by the faculty to be the most useful member of the student body of the institution.

Alumni Services

At present, plans are being made to launch activities that will awaken alumni of the area and elsewhere in regard to the purpose of

_____ Former Students Association. The dean and the new director will be in charge of reactivating the alumni. At present a faculty member is the secretary for the organization. There is not an alumni office; this too will be established. There are meetings of the alumni twice annually; one of these meetings is held at homecoming in the fall; another is a meeting of officers to plan activities for homecoming.

Publications

Publications at College "E" consist of the college catalogue, the student handbook, and a viewbook printed in 1957. Plans will be made by the new director to publish some quality publications, the president said. The dean of instruction is responsible for the graduate catalogue. The registrar is responsible for the regular undergraduate catalogue. The dean of students publishes the student handbook. The viewbook was prepared by the public relations office.

The Director of Public Relations

College "E" is in a state of transition in regard to its philosophy and its public relations program. The president has announced his views in regard to upholding high academic standards. A new director is to walk into the public relations office August 1, 1958. The director is a newspaperman with twenty-nine years experience, first as a general reporter and currently as city editor. This post he had held in the local newsroom for almost all of his twenty-nine years of newspaper work. The director said that his assuming his new duties at College "E" is not necessarily a promotion. "It is a transition with considerable overlap. I'll get away from these deadlines," he said. The director

holds a B. A. degree from College "E." He has an M. A. degree from Vanderbilt University, where he was a major in English. He has had no experience in higher education. Although he is not a member of a civic club in the city where College "E" is located, he plans to become a member in order to begin to sell the college. As a newspaper man he has two strong purposes in his desire to fulfill the position as director of public relations. One, he plans to cultivate friendship with the area newspapers and thereby send them more and better news releases about the college, and two, he plans to engage in considerable alumni organization work. He is an alumnus of College "E." The president said that he would like for the director to develop an esprit de corps among the alumni.

The director will also teach two courses in journalism and sponsor the college bi-weekly newspaper. The director has about twelve semester hours credit in journalism.

The new director said that he feels he has an opportunity to grow in the new position, since he will have as much latitude as he needs, as granted by the president's Regulations. He will chart his own course, since his legacy has been negligible in college public relations at College "E." His entire program will have to be constructed, he said. He plans to study other programs before he would assume too many functions in the office.

Strengths and Weaknesses

Although College "E" has a strong awareness of public relations, as evidenced in the administrative plans of the college, which make public relations one of the four major divisions of the college, the college

public relations program can hardly be judged for strength and weakness at the time the interview was made with the president. Without a director, or even a substitute to carry on any part of a public relations program, the college public relations programs as a whole will of necessity be judged weak.

The following is an analysis of the weaknesses at College "E":

(1) Publicity was curtailed in 1958, when a graduate student carried on this phase. Special services are decentralized; this in itself is not a weakness, but without central coordination little can be accomplished. Only vestiges of special services, fund-raising, and publications are left in the program.

(2) The college has limited special services, which consist of the placement bureau, a few extension classes, and on-campus activities such as interscholastic and athletic contests. At a time when College "E" perhaps should be expanding its special services, plans are being made to curtail them. Except for services that the education department conducts such as workshops for teachers, special services are limited at College "E."

(3) Not since 1949 has College "E" launched a fund-raising campaign in which friends of the college and citizens of the community participated. At that time some seventy-five thousand dollars were raised; this comprised a good share of the expense in building a beautiful student union memorial building. Such community ventures should be attempted by colleges if they expect to meet the needs of the times. Such ventures should not be curtailed.

(4) Alumni have only an occasional college newspaper to inform them of the aims and policies of the college. Little attempt is made at

College "E" to encourage the alumni's significant acting and speaking for the college. A member of the faculty serves as secretary of the alumni association. The president said, as other presidents have stated, that he hoped to improve alumni activities and interest.

(5) College "E" is woefully inadequate in publications. This can be attributed to the turnover in public relations directors and unwise emphasis in the over-all program. The unwise emphasis took the form of placing a reliance upon radio and television. This course of action tended to alienate area newspapers as well as the local daily. College "E" has a college catalogue but no 1958 promotional publications. The dean of the college is responsible for a faculty club newsletter, which is printed intermittently.

The public relations program at College "E" will have to be rebuilt from the ground up. A new public relations director, a veteran newspaperman, has been hired by the college to take on the rebuilding job. The college Regulations outline the duties of a public relations director, but an outline alone can hardly be considered a strength. An all-college public relations awareness will be needed to allow good public relations to function according to methods described in Chapter II, in which special services, fund-raising, publicity, publications, and alumni services are strongly supported by the administration.

CHAPTER IX

THE INSTITUTION . . . COLLEGE "N"

College "N" is located in a region inhabited by rural folk. The physical aspects of the institution provide an attraction for students from areas removed from this particular setting. The well-kept, rolling campus and building sites blend with the natural environment. The college is located in a town of five thousand.

The college has had a long period of growth since 1909, when the normal school was established by the legislature. In 1919 it was given the name that used the word teachers. This emphasis on teacher training is retained and fostered at this time by the institution. The word teachers is no longer in the title, but the institution boasts certifications and graduation of more teachers than any other teachers college in the state. The reason for the high number receiving certificates and degrees from the institution is that it is not located near another four-year graduate institution.

The 1958 summer enrollment at the institution stands at 1,214. During the spring term of 1958 the enrollment was 1,761, which was an increase of nine per cent over that of the previous year. The cost to the state for training students is the second lowest in the state. Although the institution has only seventy faculty members, it is able to cope with the present number. Housing, however, is another matter. Last year, the president said, some three hundred students were turned away because of inadequate housing.

Institutional Awareness of Public Relations

The highly organized public information service of the college public relations office attests to the awareness of faculty, students, and administration of their public relations. The office is kept busy with three major functions: that of the college newspaper with its attendant duties and functions, the publicity function, primarily news releases to the mass media, and the preparation of special publications.

The president of the institution, a native of the area, clearly is a community-minded man. His personal interest in the welfare of the community is shown by his active participation in its activities. These activities provide evidence of his contribution to the awareness of public relations. He is a member of the board of stewards of the church, sings in the choir, and is a member of the Chamber of Commerce and the city planning commission. He was also recently appointed as chairman of a commission in the U. S. Department of Agriculture for the study of low-income groups. He is a member of the local Kiwanis club. He contributes to awareness of public relations through his encouragement of the faculty to participate in as many local affairs as possible.

Problems

The problems of this institution have been clearly defined. They are largely physical needs, and the college is aware that these needs may be brought to bear upon the population through dissemination of information by present-day mass media of communication.

Objectives

The college is equally aware of the following objectives:

1. To inform the public about the college and build good will for the institution.
2. To increase the number of friends who speak for and support the college.
3. To make its services available for the community and the fifteen-county area.
4. To attract desirable students.

Budget

The budget for public relations appears only in the allocation for work done in the public relations office. This includes expenses for materials and supplies and a full-time secretary. Matters of student help are listed under the student employment budget.

Operational costs are shared in some instances with other departments. For example, the athletic department shares half the cost for the football brochure; the main item of cost for this publication is pictures. Paper for news releases, covers for brochures, upkeep of typewriters and other machines of the public relations office are budgeted in the public relations department. The money for art work in the brochures comes out of the public relations budget.

The Public Relations Program

The public relations program has been in existence at College "N" since 1946. The primary function of the office has been one of public information. Additional emphases have evolved through the years until now the program seems adequate. The program has been under two directors since its inception. There is a public relations committee made up of several faculty members and the director. The chairman of the committee is the dean of the college. Other members of the committee include the

placement director, the president's secretary, and the county coordinators. The president said that the eighteen-member committee was supposed to meet monthly.

Publicity

The public relations office, which is located a few doors away from the president's office, is the nerve center of the college's public information services. The central activity of the program is publicity. The office is geared to serve the mass media in the fifteen-county area served by the college. In addition, the publicity office serves one other state paper and two wire services, the United Press International and Associated Press.

The news release. The news release is the main and continuous function of the college's public relations program. An elaborate system has grown to large proportions over the years. This system does the work in an efficient manner. What are the mechanics of the publicity office? A full-time assistant in the office directs much of the work. She assists the director in gathering information for news releases. She is a receptionist, writer, bookkeeper, and manager for the director. She receives information for the news story. She types a Multilith master, if needed, for purposes of sending the news release to several of the mass media. The news release letterhead is dated and slugged for the type story, and copies are put away for the files. A record is kept of each news story written and where it is sent.

Where are the news releases sent, and how many are there for the average story? The news release is sent to the morning and afternoon editions of the largest district newspaper, to five radio stations, to

three television stations, to the Associated Press, and to the United Press. Some stories, of course, would not receive this wide a circulation. All stories are written for a particular medium for a particular locality. The two town weeklies also receive the releases.

Types of news stories. There are news stories about the college, its growth and development, its activities, the students, and the faculty. These stories are sent regularly to The Muskogee Daily Phoenix, Muskogee Times Democrat, Tulsa Daily World, The Tulsa Tribune, and The Daily Oklahoman.

Home-town stories. Home-town stories go to home-town papers and frequently to the high school papers of the schools from which the individual graduated. Every student who attends will have his name in the paper at least one time each semester when enrollment stories are sent to the home towns. Then if he participates in any activity during the year or is a member of the senior class or any other organization that would be in the news as an organization, a story about these activities goes to his home-town paper.

News stories about the college that are of general interest to the fifteen-county area of Oklahoma are sent to all the county papers in the area in addition to the daily papers that receive copies of all major news stories about the college.

News called in. Results of sports events and of many other contests are called to the papers of the news media in order to get them in time for the paper's deadline. If time permits, stories of the results are telegraphed rather than telephoned.

Contacts with other media for publicity. The director has been alert to possibilities for publicizing the college in ways other than

the obvious mass media. For example, the director had a spread about the institution in one of the printed editions of the Rotary International bulletins published by a metropolitan club. Occasionally there are similar requests that the office furnish especially prepared information for a special edition of a publication.

Clipping service in the office. The office provides its own clipping service. Student personnel check all state, district, and county dailies and weeklies for articles about the institution appearing in these papers. These stories, of course, are primarily the news releases sent by the publicity office. The office subscribes to the state and district papers, but those from the counties are received free of charge. The clippings are classified in scrapbooks as follows: student weddings, student activities, general college news, alumni, faculty and community, and sports. In addition, there is a careful lookout for names of former graduates in these papers. If found, the story is placed in an envelope attached to the card in the files bearing the name.

Office personnel. During the long semester terms sixteen students usually are working in publicity under the direction of the assistant. All students who work in the office must be able to type. Only journalism students and office workers can make use of typewriters available to them.

Office equipment. Office equipment includes eight typewriters, two of which are electric. The IBM typewriter is used for most of the Multilith masters for news releases and for small promotional leaflets. An addressograph is one of the most useful pieces of equipment. This machine is used for addressing news releases, the college newspaper, the alumni newsletter, the promotional leaflets to seniors and high school

officers in the area. A looseleaf binding machine is used for booklets containing names of faculty and students in directories and for progress reports. An opaquing table is used for projects in connection with the offset printing. Cabinets and files, shelves for books, and samples of all of the work of the office are placed strategically for efficiency. A morgue for pictures and cuts is taken care of through the use of special metal drawers. These drawers also contain the offset printing negatives and metal plates.

Other materials pertinent to the office. Because of membership in various associations and the need to keep abreast of the field, a number of periodicals and directories are found in the office. These include the Editor and Publisher, both the magazine and the newspaper directory, Pride, official magazine of the American College Public Relations Association, Graphic Arts Monthly, dictionaries, and atlases. Names and addresses of all faculty members, current students, alumni, and seniors in the fifteen-county area are on file.

Special Services

Special services with which the public relations office assists include all major events on the campus. These are homecoming, May 7 activities, all workshops, contests, and other related activities. The public relations personnel handle the details for such events. On other occasions when invitations are prepared and mailed to parents and other patrons of the school, this service is done by the public relations office.

Deserving to be mentioned further is the May 7 day. On this day are held activities that honor the few remaining graduates of a former

seminary. Usually there is a formal program in the college auditorium for the class of 1907. The day also includes a program on the football field in the afternoon.

County rolls, student directories, and lists of high school seniors are prepared in the public relations office and made available for distribution on the campus and off the campus for those desiring such services. A speakers' bureau is maintained through this office to assist area organizations in getting speakers and to provide speakers for commencement exercises, PTA meetings, schoolmasters' club meetings, and similar occasions. Also, this office serves as a liaison between the fine arts department and area high schools and other organizations desiring programs. The office assists in the booking and other arrangements necessary for such programs.

Other special services include test services given to high schools for their students. These tests are conducted by the dean of student personnel when he is called upon by the high schools. The president considers all guidance services, including testing, a part of the public relations program. Also included are extension courses, the science fair, and the music festival.

Fund-Raising

Fund-raising at College "N" is incidental or comes under the activities of alumni or of the community Booster Club. No direct campaigns supervised by and for the college are conducted. Alumni memberships provide a few one-year scholarships. The citizens of the town have a Boosters Club. This club annually conducts a drive for funds which are allocated to three institutions. The other two institutions are the local

high school and the local Indian school. The faculty participates in the Community Chest, each member contributing one half of one per cent of one month's salary.

Alumni Services

The alumni newsletter is compiled by the executive secretary of the _____ Alumni Association and is edited by the Public Relations Office. The newsletter is published twice a month. The alumni services have a central office for carrying on business. This office is headed by the president's secretary. The college catalogue states:

Alumni of _____ college have formed an organization whose annual meeting is held at the time of homecoming each fall semester. At the annual meeting officers are elected for the ensuing year, reports are received concerning the activities of social committees for the past year, and plans are adopted whereby the alumni are enabled to employ concerted effort in advancing the interest of _____ college.

Members keep in touch with the organization through a newsletter which is published monthly. They also receive copies of the school paper.

The association makes several scholarships available each year to freshmen.

Recent graduates receive the newsletter free for one year. The newsletter is also sent to high school libraries in the fifteen-county area and to the junior college libraries.

Publications

Publications are usually those published reports that are not news-bearing; at least they do not have the immediacy that the news release would have. Publications at College "N" are the second most important function of the college public relations office, the first being publicity by means of the news release, discussed in a previous section.

These publications all are within the definition of publications

as stated above, with the exception of the college newspaper, which at this college comes under the heading of publications. Other publications are press books for all sports, prepared and distributed to all news media and to colleges with which the events are scheduled, and special folders and pamphlets for workshops and special events on the campus.

The college newspaper is published under the supervision of this office, and many students working on the staff also get special training in handling publicity about the college.

The college newspaper. Published weekly, the college newspaper is an informing medium for students and faculty members on the campus. Copies, however, are mailed free to members of the alumni association. Students write and edit the publication. The newspaper has a separate budget and with national advertising is almost able to pay its way. The newspaper carries both local and national advertising.

Classes for journalism students who produce the paper are held in a room adjoining the publicity office. The director must supervise publicity and other public relations functions while holding class or discussing the next edition of the college newspaper. The newspaper is printed by offset. This method has been used since last April, because the old Campbell flatbed press could not get the job done. Each page of the newspaper had to be done one at a time, because time had to elapse for ink to dry on each page. Printing is under the direction of one man.

Printing. A close relationship has developed between the publicity office and the printing department. There has to be cooperation in many ways. Since practically all publications including the college newspaper are done by the public relations office, the printer relies on the office

for all proofing. The printer now has a Harris Offset machine, which will take up to seventeen by twenty-two inch sheets. A camera is also used to photograph the typeset pages before they are run on the offset press. Type faces include Memphis body type and Stymie bold, condensed and light, and all in italics.

Promotional publications and special brochures. Certain departmental brochures such as those for education, promoting the field of teaching as a profession, sports brochures, homecoming programs, football programs, home economics brochures, and the general information brochure comprise the important publications that require regular and constant attention by the director. Other publications include the county roll of students, the faculty and student directory, the Oklahoma high school seniors directory, the college catalogue, the faculty and student handbooks, the progress report, and the fifth-year brochure.

A publications committee functions at College "N." Each member is assigned a specific publication and responsibility. The members work in cooperation with the director of public relations, who has the lion's share of the work in publicity and publications. Departments of the college depend upon the office for smooth, efficient functioning. Members include the registrar, who is responsible for the college catalogue, the public relations director, who is responsible for the college newspaper, publicity concerning college and students, and miscellaneous publications, a commerce teacher, who is responsible for the college yearbook, the student personnel director, who is responsible for the student handbook, the dean, who is responsible for the progress report and faculty handbook, and the president's secretary, who is responsible for the alumni newsletter.

The Director of Public Relations

The director of public relations at College "N" has the work of the office well organized; division of functions and division of labor for the personnel are well established.

Newspaper experience. The director of public relations has not had time for actual experience with newspapers, except in serving as correspondent.

Experience in writing and education. The director holds the bachelor of arts degree from a college in a nearby state. She has the master of arts degree from another state university; she majored in the French language and minored in English and thus attained a command of English. She has done graduate work in several midwestern universities. She has been a college professor since 1943 at College "N."

While she has been a member of the faculty and director of public relations at College "N," she has made several surveys and compiled analyses on subjects relating to the area served by the college.

Interest in higher education. She has shown interest in higher education by serving first as a college professor for a number of years. She has prepared publications in behalf of the college and higher education in general since she has been director of public relations. She is a member of several associations in higher education. One of these is the American Association for Education in Journalism.

Other attributes as director. Her qualifications also include ability to give careful attention to details and techniques in the use of the tools of public relations. Her experience as a public relations director has been largely in publicity-writing. She fell heir to the office six years ago; she took over duties formerly carried on by a

professor of government and speech. She exercises a high degree of ability as an office manager and also as manager of the over-all public relations program. She works in the background; her name appears only on the news release letterhead so that the writer can be identified by the media receiving the information from College "N."

Teaching responsibilities. The director, in addition to handling all the publicity and preparation of publications, teaches about half-time. Because journalism is usually associated with the production of any newspaper, she is expected to teach classes that produce the newspaper.

Strengths and Weaknesses

College "N" has the strong public relations awareness that authorities have established as a basic quality for success in public relations. This awareness has developed over a period of years and is strongly evident at this time in the attitude and acts of the president of the institution. He has well-equipped the department of public relations, providing an adequate budget for its operation. He has stated that the growth in enrollment and the development of the physical plant have been the result of successful public relations. He is a personal public relations envoy for his institution: he makes friends in the local community and insures wide coverage in publicity for the area served by the college.

Therefore, the strengths are:

(1) The college publicity function is highly specialized. This program, doubtless, is the strongest of the college. The program is organized to send regular news releases to state newspapers, area radio and

television stations, county weeklies, and the two local newspapers. The director has the assistance of one full-time secretary, who also engages in the news writing function. All news of the college is directed through the public relations office, where it is processed and directed to appropriate media. The director occasionally writes features on special subjects about the college. Copies of all stories are kept on file. News clippings are also kept in scrapbooks, which fall under several classifications. Because of the efficiency of the publicity office, few if any stories about the college are sent to media without the director's knowledge.

(2) Another strength at College "N" is the division of special services. Although there is not such a division indicated by title, some of the important services are carried on by the director and other members of the college faculty. Educational movies are obtainable through the film library. A speakers' bureau is very active. The college schedules numerous workshops and on-campus special events. These are music and speech festivals, athletic contests, open house events, parent days, and career days. Off-campus events include testing programs for high school students, compilation of county directories, liaison work with high school counselors, and extension classes. The director is concerned with, if not in direct contact with, these activities.

The weaknesses are:

(1) Although alumni activities consist of a newsletter sent to alumni twice monthly, there is far too little done that measures up to criteria established for alumni services in this study. There should be more than two meetings a year of the alumni. Dues that alumni of College "N" pay are usable for a limited number of tuition scholarships,

but there is no evidence that alumni contribute greatly to the college. There has been no outstanding alumni recognition assembly. There is no field representative who organizes alumni for constructive purposes. They have few opportunities to perform challenging tasks for their institutions. Thus it appears that the newsletter is the chief strength of the program. Although it is noteworthy, it is hardly enough to weld real strength for an institution.

(2) Fund-raising is the weakest link in the chain of services at College "N." No funds of any kind are raised through a well-planned program directed by the college. But it must be remembered that fund-raising is practiced least in the state institutions, much less than in private or church-related institutions.

(3) The publications program is over-organized. Records that include extra copies and clippings of stories create work and burdens for the director and students who work in the office. This program needs to be coordinated, needs attention given to advance plans for each publication. At present, publications are published without regard to continuity or year-to-year themes. The quality of each publication is adequate but is perhaps a bit haphazardly conceived. There should be less profusion and perhaps diffusion in the publications. The director should give attention to fewer good publications such as the general information bulletin, a few departmental bulletins, and a pictorial booklet.

(4) The work of the director is definitely spread too thin. She should teach less, should be relieved of the sponsorship of the college newspaper, and should be relieved of sports publicity. She could devote more time to publications and planning of the over-all program. Thus her duties are too numerous to achieve best results for over-all successful

public relations for the institution.

The weakness of the program as a whole consists in over-organization in most of the work of the public relations office, more especially publicity and publications. More work needs to be delegated to other persons.

CHAPTER X

THE INSTITUTION . . . COLLEGE "A"

College "A" is located in a highly developed agricultural region of Oklahoma. Farming is expansive; irrigation has come into extensive use. The college is well situated to serve students and citizenry of a three-state area.

The college was established primarily as an agricultural college that also emphasized home economics and industrial arts. These three areas are still emphasized, with offerings in the arts and sciences and requirements for teaching certificates. The college is a regional institution, serving thirty-eight counties in the area.

Institutional Awareness of Public Relations

The president of the institution said:

I like to think of our institution as being a faculty-centered college, because I believe the very heart of any institution in higher learning is the faculty, and the quality of teaching is the thing that is going to make an institution grow and make students want to come and take the course work that is offered. Our plan has been in the past for every member of the faculty and the administrative staff to be public relations individuals, and most of the students work as public relations people when they go back into their home communities. We do have one person that is employed one-fourth time doing public relations work, but the other is carried on by the different employees of the college.

This testimonial speaks for a certain public relations awareness of College "A." The president's public relations awareness is also expressed in the ways he has promoted expansion of the college in past

years. He has given special attention to the purposes of the college, that of serving students in agriculture. During his fifteen years as president of the college, he has fostered the development of the college farm and experiment station. The farm expands over two thousand and four hundred acres, with more than five hundred acres now irrigated. The farm also keeps on hand some two-hundred head of beef cattle, one hundred head of dairy cattle, three hundred head of hogs, and approximately one hundred head of sheep. Animals are used for instructional purposes for students and also for judging contests held by 4-H and Future Farmers of America groups.

Other areas in which there exists an awareness by the institution are the instructional staff and the working environment. The president stated that faculty members have much freedom in their teaching relationships with students and the administration. The campus buildings and grounds are well kept, and as much progress has been made at this institution as any other through the years. A new library was the first building added since World War II. Other buildings have been added, especially housing for students and faculty. The attention given to faculty housing at College "A" is somewhat unique. Post World War II structures that were wood frame all have brick veneer. A new housing addition provides homes for several faculty families. This addition was sponsored by the president's private capital.

Awareness is revealed in tenure of the faculty. A satisfied faculty usually attests to public relations awareness. Many members of the faculty have been at the college for a long time.

Problems

College "A" has some problems that are unique to an institution of

higher learning, especially in Oklahoma. This is the problem of housing of the faculty. Although this is not the only problem that College "A" has, it stands out. The college is located in one of the smallest communities in Oklahoma having incorporation. This in itself poses problems in housing where there is a business such as college "A." The college is of course the larger part of the community.

In addition the college has problems in student housing. The president plans expansion of the college in addition to inevitable growth. The college must have faculty to teach more and more students who come from not only Oklahoma but from other states. The president said that eighty per cent of the students are from Oklahoma. About fifty per cent of the students live within a radius of seventy-five miles.

Objectives

The president stated in regard to objectives of the institution:

Our first objective and one of our main objectives of course is the offering of a course of study that would benefit the students of the _____ area. Our emphasis is placed on agriculture, on home economics and industrial arts; yet we do offer work in the arts and sciences, and the other fields leading to a bachelor's degree. We also offer requirements for the teachers' certificates.

Also included in his objectives for his institution, the president lists the following:

To win public approval at all times. Abraham Lincoln said, "With public approval nothing can fail; without it nothing can succeed."

Budget

The college does not budget for public relations as such. The expenditures in this area are a part of the regular administration budget. All publications are subsidized by the college.

The Public Relations Program

The public relations program at College "A" is in effect the extension of the policies of the president. As indicated in a previous section, his public relations program is embodied in the faculty and the employees of the college.

Publicity

The publicity of the college is accomplished in three ways: the news release, the college radio program, and miscellaneous publications, which include leaflets promoting short courses and the summer session offerings.

A faculty member, an instructor in science, is in charge of all news releases that emanate from the college. This same faculty member, who is a half-time teacher, is one-fourth time publicist and one-fourth time director of printing. News releases about student accomplishments are sent to neighboring towns. Occasionally a story is sent to state newspapers. These are of general interest in education.

A radio newscast is presented daily from the studios of the college. A special hook-up with the radio facilities of a nearby city enables the college to broadcast a fifteen minute program five days a week. This work is under the direction of the chairman of the speech department. Students are active in the work, preparing news and announcing. The programs reach out a hundred and fifty miles into the area.

Miscellaneous publications are those which publicize the short courses and summer term offerings. They take the form of broadsides, printed on the campus. These can be mailed in a Number 10 envelope.

The college has a printing department but uses it only for printing

forms and leaflets. The department has two presses and a Linotype typesetting machine. The president said the equipment could be used to print the college newspaper, but it seemed more economical to have the newspaper printed outside.

Special Services

The president said, "I do believe we have a very good extension program." The college livestock are the laboratory not only for the students on the campus but for 4-H and Future Farmers of America members who come to the campus for judging meets.

"We have a regional film library which is used by churches, the public schools and the civic clubs of the area," the president said.

The college has what the president termed a very active student placement service, which makes a special effort for the student to be placed in a suitable position after graduation. The placement bureau also receives inquiries about students who can fill the positions, in teaching as well as in other fields.

The college also maintains a testing and guidance service that assists high schools with these problems.

The college faculty members perform special services through their participation in community affairs and attending churches and civic clubs.

Alumni Services

College "A" has a Former Students Association. The president said that meetings for alumni were held twice a year, one in October at homecoming, the other in the spring, usually April or May. The president of the organization is the local college registrar. Next year's president,

1959, will be the professor of animal husbandry. It is convenient for the president to be a man located on the campus. A news bulletin is sent twice a year to alumni. The president hoped to create more interest in the alumni activities.

Fund-Raising

The president categorically stated that the college did not engage in fund-raising activities. A few organizations contribute to scholarships, as do individuals. These, however, are limited. The college has the fee waiver scholarships, which are appropriate under the Regents for Higher Education.

Publications

College "A" has many publications, especially when those of the experiment station are included. These are published in a nearby city. The college newspaper, under sponsorship of the English department, is published by a printing firm in another town. The college yearbook is sponsored by the librarian and a sociology professor. These faculty members also assist with the preparation of the student and faculty handbooks, two publications of importance at College "A." The college catalogue is prepared under the direction of the dean of instruction and the dean of students. The annual brochure for the education department is one of the more important advertising pieces of the college. These are issued each spring. Other publications advertise short courses and workshops. The director of public relations does not coordinate these activities.

The Public Relations Director

The director came from a "newspaper family," the president said. The

director, who is a half-time teacher, is responsible for news releases to the mass media. He coordinates photography used for the news releases.

His writing ability has been gained through hard work as a reporter and correspondent. He has been at College "A" since 1944. An alumnus of College "A," he has a master's degree from a college in Colorado. His interest in higher education has been shown by his dedication to the profession of teaching in college. He does his work in public relations almost in complete anonymity. His integrity with the faculty having been established, his role as publicist is not difficult at College "A."

Strengths and Weaknesses

The president of College "A" exhibits an especially strong public relations awareness. He has a personal public relations program, which he encourages among the faculty. He believes much is to be gained through good human relations. He fears the results of slovenly attempts to create good will among both faculty and students. Faculty members are assisted in every way possible to be content in their work as instructors in all fields embraced by the objectives of the college. Thus the president fosters harmonious relationships. The needs of the students are studied. Although there is evidently a good administration of affairs of the college, the objectives of the public information and public relations program as outlined in Chapter II are far from realized. The college is weak in coordination of special services, in providing a strong central office that is well manned, and in recognizing the importance of a singularly strong publicity program.

Public relations as a central coordinating activity is hardly

recognized at College "A." The publicity director is not a member of the policy making team but directs only a small phase of a public relations program as outlined in Chapter II. Public information, which should be one of the stronger phases of the five discussed in Chapter II, is spasmodic and limited. The occasional news releases to a few area newspapers constitute the publicity program. There is no central office for running affairs normally provided in a strong public relations program. This may be attributed to the president's belief that "every person is a public relations individual." A limited enrollment for a number of years might be another cause. But with the potential increases in college enrollments up and down the country, this present weakness in the scope of the program could well be rectified.

The following is an analysis of weaknesses in the College "A" program:

(1) It appears that the college radio program is relied upon more than the news release for college publicity. This program in radio carries news daily to a rather wide audience in the college area. This reliance upon radio, which is a project of the speech department, seems out of balance with much needed contacts with the area and state newspapers. In summary, it appears that the publicity program, which should always be the most important medium of public relations for a college, needs to be strengthened by setting up a central office with additional help and support of the administration.

(2) Special services at College "A," which consists of experiment station extension services, the film library, placement bureau, and education department services such as workshops, short courses, and testing services, are decentralized under the direction of several different

faculty members. There is little connection with the public relations department. Coordination is needed in these service areas.

(3) The president stated that the Former Students Association is an active organization. There is entirely lacking, however, an adequate program to encourage alumni to speak and act for the institution. The reason for only a limited program is the conviction held by the president that if the graduate has been well taught and well treated while on the campus, he will always be a good public relations envoy for the college. While this concept is correct as far as it goes, it is hardly correct to say that the alumnus will always do as much as he could in speaking and acting for the institution. The college will need to cultivate alumni through a continual newsletter, through providing more activities for them, and requesting that they participate in some form of fund-raising for the college.

(4) Fund raising, which is not carried on except incidentally and on a small scale, provides for a few scholarships in addition to those provided by the state. Because these seem adequate, little effort is made to secure more. In this small community it seems perhaps to the president unwise to launch financial campaigns of any kind.

(5) The publications program could receive professional treatment; the purposes could be coordinated. The publications could perhaps be circulated at more regular intervals, and they could carry out themes and purposes from year to year. This program could sponsor a former students' magazine, which could add prestige to its present graduates. More and better publications are needed to identify College "A," to sell its strengths and services. These are publications in addition to the college newspaper and yearbook. They could be athletic brochures. For example, the college has a half of its campus acreage given over to a golf course.

This program, the president implied, is noteworthy in an institution such as "A." This could be emphasized through its publications and become even more publicized as an excellent phase of the physical education program. Thus publications constitute a weakness in the program at College "A."

CHAPTER XI

THE INSTITUTION . . . COLLEGE "O"

College "O" is located in a prosperous farming region, a cotton country of Oklahoma. The city in which "O" is located has a population of some fifteen thousand people, not far from a state metropolis. The campus was set out a mile or so away from the down town area. This has offered opportunity for expansion, and fosters a community spirit of its own.

The college serves the same purpose it was founded for, a woman's college. The college curricula and extra-curricular activities are designed to give the students a liberal and well-rounded education for citizenship. The college serves the state in a unique way, serving first its homogeneous student body, and providing activities which are cultural. The college enrolls an average of five hundred students each year. The 1958 summer enrollment was one of the largest in the history of its summer sessions, more than four hundred.

Institutional Awareness of Public Relations

The college president is new at the institution, coming to "O" in 1956. His inaugural coincided with the Golden Anniversary Celebration, which he had a hand in planning.

The president holds three degrees from the University of Oklahoma. He has done work in journalism and administration. He was a public

relations officer for a church-related university in Oklahoma. He was a registrar and director of admissions at another church related university in Texas before assuming teaching duties for one and a half years at the college where he is now president. He also served as an assistant executive secretary for an educational commission in his church, with headquarters at Nashville.

He, the possessor of a high degree of public relations awareness, rose from a newspaper carrier boy in his home town, where he is now a college president. He entered the armed service as a private and rose to the rank of first lieutenant before being separated from duties in World War II.

His background is now serving him as a leader. In his home city he has the advantage of knowing ways to achieve integration with his publics, in his local community and in the state. Thus he brings an awareness of what good public relations may mean to the institution.

Problems

The president states that his problem is to continue good administrative leadership exercised by his predecessor. He desires to enhance the prestige of every student attending College "O" through a good program of education and through practices of good principles of public relations.

Objectives

The objectives of the institution have been set forth as follows:

To inform those interested in the college, including students, faculty, and alumnae, and the various publics of the objectives and activities of the college. This will also include the informing of various publics of the accomplishments of the college; and the informing of publics of the work of other institutions in higher education.

Budget

The college has not had a specific budget for public relations activities as such. The present president plans to study the budget in order that lines of budgetary operations will be clear.

The Public Relations Program

For the last two decades the college has had a well-organized program of public information. This plan will continue with more attention to be given to public relations by the president himself.

Publicity

A central office force plans publicity campaigns, writes continuous news releases, and assists in public relations projects of the college.

The news release. News release activities are highly specialized. Special attention is given to personalizing. This personalizing exhibits method in two ways. Each story is prepared specifically for a particular mass medium which serves the area for which the news release is directed. Mass mimeographed material is more the exception than the rule. Emphasis is given home town stories, those stories which report the progress and activities of students. The college publicity news release is student-centered. This does not mean that the faculty and their work are not recognized. The institution as a whole is publicized through the news release. Thus the story sent to a medium has been personalized for the medium. The student involved in the story has personalized treatment. The news release favors the home town newspaper and radio outlets. From this point the stories may be mailed to regional and state newspapers and radio and television outlets.

Magnitude of publicity. The workers in the publicity office write advance stories on coming events for many of the mass media. In one instance the office sent more than two thousand advance stories on Golden Anniversary celebrations for the May 11 - 18 week in 1958. A story a week was sent for six weeks to the many media prior to the event. Thus the media receive a veritable barrage of information prior to an event. Each story is personalized for the media. The stories report the work or plans and parts of persons to play in the event. Publicity stories are sent regarding major events, entertainment, and individual and group accomplishments. The major events are the water show, press club banquet, art exhibits, variety show, and the 1958 Golden Anniversary celebrations. This week-long program combined several major events including commencement. The office sends personalized releases to approximately fifty of the media, varying with each event.

Since the entertainment groups are in such great demand, much of the publicity centers on these persons involved. These groups include the variety show, the glee club, small musical ensembles, and dance groups. For this work the office has a director, a full time secretary, and two part-time working students. One of the problems constantly facing the college is the serving of various publics with entertainment while providing instruction for those who would be involved. The president said he hoped that the services could be divided among many groups so that the few will not be doing all the work and thereby not be missing classes.

The director takes pictures of persons and important events for publicity. She has a special arrangement with a local photography concern to process pictures for a nominal rate. This plan provides many pictures for publicity purposes.

Features. The publicity director is a correspondent for the state papers. When straight news is slack, the director writes features for general publicity. These features may project both persons or individuals and ideas. For example, a recent feature discussed the chemise dress for girls. The angle of the story was that girls this fall will not have to wear the chemise but other more economical fashions. Sidebar features are also written about events. They serve as news pegs for features. The dean of women was quoted in regard to what girls will wear this fall.

Special Services

One of the unique special services of College "O" is the annual Girls State meeting. This event has been held on the campus each year since 1944. The college sponsors the event and puts out its hospitality carpet for these groups who appear for the program. In addition to the furnishing of space and equipment for the program, the publicity director also publicizes this event in advance and during the week's activities. The college renders service in a special way through its own publicity service for other events that may not be directly related to the aim of the college in any way.

Another event is the publicizing of the state rodeo event held in the city where the college is located. The publicity director not only publicizes this event but also is in charge of certain of the activities, for example, the queen contest.

One of the most extensively used special services of the college is entertainment for civic organization, schools, and churches and for other colleges. These services have been booked by the director of public relations. The president plans to exercise this function that he may

balance these activities and prevent undue imposition on the performers at the expense of their education or convenience; this balance of activities is one of the problems of the college. The fifty-three faculty members of the college are interested in these activities.

One aspect of the collective public relations attitude initiated by the president is a program of honor for professors emeriti of the institution. In 1958 the college president performed a special service when he recognized several retiring members of the faculty with a certificate of commendation signed by members of the board of regents for the college. These were presented in a special assembly. The certificates contained the Golden Anniversary seal. They also received service pens and a copy of "This Is Your History."

Alumni Services

The field director at College "O" is the college alumni secretary. She represents the college at various career days held at high schools in the area. She makes contacts in the field for recruitment purposes. She is actually the manager for all alumni activities.

Two meetings are scheduled annually for the alumni, one in the spring and the other in the fall. The members receive the college newspaper.

Fund-Raising

The president said that there is no direct fund-raising activity but he said that he would seek endowments for the college. The details of this program are to be worked out by the president. Many scholarships are provided by the college and by individuals. The president plans to ask the civic clubs for money for scholarships. At present the practice

is to go to a banker to get information about individuals who could invest in a student. The banker may be asked for a name of a student who should have help.

Publications

The publications of College "O" are secondary to the publicity program, since the director specializes in news releases. The college, however, does publish quality programs such as the gold embossed programs for the Golden Anniversary celebrations. Attention is given to letterhead stationery for a publicity purpose.

The college newspaper is an important publication that also serves as a publicity medium. The newspaper is usually sponsored by the journalism teacher, not the director of public relations. It serves as a laboratory for students in journalism classes, and it is a mirror of the college for students and alumni.

Special brochures about the college's activities are published as the need arises. The college yearbook is developed jointly by the public relations department and the English department.

The Public Relations Director

The college public relations director left the news desk of the local daily where College "O" is located to become its publicist. She is an alumna of the college. She had worked for the newspaper as women's editor and feature writer for a total of twenty years.

She has demonstrated writing ability and command of the language while serving as editor of the newspaper. She had written features while on the paper. She still writes feature articles as part of her work at

College "O."

She has been a member of the faculty and publications director for six years. She has done graduate work in journalism at the University of Oklahoma. She is a member of Theta Sigma Phi, journalism organization for women in journalism, is a member of the Oklahoma Education Association public relations committee, is a member of the American College Public Relations Association, and is a member of the Greater _____ Committee at her college.

She is back of the scenes for most of the activities of College "O." The president said the director is probably in his office more than any other one person.

Strengths and Weaknesses

The president of College "O" and members of the administrative team are well aware of what can be gained by a good public relations program. The president's background in journalism and public relations, his experience as a college admissions officer, his service as an executive of his church, and his training in military service, he feels, provide an unusual awareness of institutional public relations. In stating the nature of his problems, to equalize the obligations of faculty and students, to make friends with the immediate community, he has exhibited strong awareness. The college has joined him in promoting the Golden Anniversary Celebrations of 1958 in which a strong publicity program has demonstrated awareness. His study of the problem at College "O," however, consisted chiefly of observation. No survey has been made.

An important strength at College "O" is the publicity program. The director has the assistance of a secretary and part time students. The

office is recognized as an important adjunct to the administration, and all publicity is cleared through the office. Numerous advance stories and follow-up accounts are sent to state and area newspapers and radio and television services. Special events are fully publicized. The director personally knows many newspaper editors who are interested in getting the news releases and features that she writes. Alert service, appropriate timing and personalizing stories to particular media are given full attention by the director. Although the mechanics of the publicity function are highly specialized and attract wide attention to the college, the director should give more attention to the solid facts of curricular activities and aims and policies of the college.

Weaknesses at College "O" are:

(1) The special services of the college need balance. Its present dominant special service is entertainment. Their music and speech groups serve organizations locally and over the entire state. Although this in itself may be noteworthy, it is hardly adequate to project an appropriate image of the college. This the new president admits. The emphasis on entertainment services has presented the problems of ways and means to balance this phase of the public relations program. Additional conferences and workshops should perhaps be attempted. Press agency tends to publicize itself at College "O." Perhaps less of the "stunt" and attention-getting kind of programs should be offered. Some of the special services recommended by authorities seem to be weak.¹ There could be improvement in film service, placement, and all round participation of students and groups who visit the campus.

¹Reck, Public Relations, p. 112.

(2) Fund-raising has only begun at College "O." It will doubtless be strengthened because of the present public relations awareness exhibited by the president.

(3) Present publications are good for their intended purpose, but perhaps some should be introduced that would change the present public relations emphasis on entertainment or social affairs. Publications will probably need to be developed that tell more fully the story of the strong curricular programs of the college. The college newspaper can do a large measure of this while improving and maintaining good internal relations. Other specialized publications, such as departmental brochures, speakers bureau syllabus, and film catalogues will be needed to strengthen public relations at College "O." When the necessary publications are in production, then special effort can be expended to do a noteworthy job on those designed to reach special publics.

(4) College "O" has held one unusual all-college recognition celebration for former students, graduating seniors, retiring faculty members, and departments of the institution. This week-long program highlighted "This Is My History---_____." Presented for the general public were baccalaureate, commencement, and honor luncheons for alumni and a special program for retiring faculty members. Certificates of commendation were presented to the retiring faculty members. Although the Golden Anniversary events provided one outstanding example of good public relations, other methods will need to be utilized to encourage continual speaking and acting for the college. Some of the methods that should perhaps be utilized are the alumni newsletter, direct mail, home-coming events, and personal contacts. Perhaps an alumni representative will need to be assigned and given adequate support to enlist effective action

among alumni. Thus, without balance, the alumni services must be judged weak.

The director of public relations, who is an excellent publicist, will need to give more attention to special services, alumni, fund-raising, and publications. She should perhaps take inventory of the publications program with an eye to standardizing the necessary publications such as the college catalogue and pictorial booklets, and enlarging the number of publications associated with human interest or noteworthy special events. One such special publication was issued in 1948, as described partially above. The balance that is evident in the publicity program should perhaps be carried over into the other four phases of a good public relations program. They are the special services, alumni services, fund-raising, and publications.

CHAPTER XII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study has been to present a picture of the public relations programs in certain of the state colleges of Oklahoma and to examine these programs to determine their relationship to those deemed acceptable by writers and practitioners in the field. In the last fifty years, during which colleges have become increasingly aware of the need of a public relations program, there has grown up through experience both in business and college administration a body of standard procedures and principles by which a college may assess its own program.

Summary

Each of the nine state-supported four-year colleges in Oklahoma has been the object of a case study in public relations. The interview method was used to obtain information from the college presidents and their directors of public relations. Data obtained from the interviews consisted of the institution's awareness, the public relations program, and the qualifications and duties of the director. The criteria for awareness of the institution, the public relations programs, and the qualifications and duties of the director were established in Chapter II. The data contained in each study were arranged to facilitate comparison with the criteria.

Data presented in Chapter II suggested that in establishing a program in public relations there must first be an awareness. This awareness includes the identification of the problem and the establishing of objectives and a budget for the public relations program.

The program in public relations according to the principles established by authorities in the field should consist of five areas: public information, special services, alumni services, fund-raising, and publications. These divisions of the public relations program when modified or adapted to particular conditions, purposes, and sizes of the institutions will adequately fill the public relations needs.

The director of public relations, who is the chief administrative officer for the program, must have certain educational qualifications and experience. He should have had some newspaper experience, should have good command of the language, should have a real interest in higher education, and should usually be a worker in the background. He should also have managerial ability.

Every institution in the study exhibited a degree of awareness of its public relations. This was evident in that each had a person in charge of public relations, though none were full-time. All taught from one to four classes in English, journalism, commercial subjects, and science. The presidents of these institutions expressed awareness in providing special services and in giving attention to faculty and physical plants. Only two institutions, however, had made extensive surveys to clearly identify their public relations problems.

A comparison is made of the programs of the nine colleges with norms established in Chapter II. Each program is discussed at the end of the chapters on each college under the heading "Strengths and Weaknesses."

Strengths

(1) Two of the colleges made surveys to keep abreast of their public relations problems, but only one of the two made several surveys to find out what the public relations problems were. This college made a survey of the place of the college students in the community. This was an information compiling project more specifically in regard to the actual monetary value of the college to the immediate community in which College "K" is located. The president personally spearheaded the project which evaluated the amount of money, for example, which a single student would spend in the community during a school year. The survey found that the student spent approximately fourteen-hundred dollars. This figure, multiplied by the total number, came to a sizeable amount. In addition, the president estimated the total expenditures of all of the faculty members. The survey did not include, however, certain amounts that the faculty spent for building new homes, nor did the survey include costs of new buildings on the campus. The purpose of the survey was to establish an awareness in the community of the value of the college in dollars and cents. No effort was made to explain the intangible value of the college. The information was made known to the citizens through public addresses and in the newspapers and over radio. Another such survey was conducted as an internal public relations project. This concerned the relationship of the college faculty and students: how well instruction was being carried on and how well the instruction was being received by the students.

These results were disclosed to the faculty and students. The surveys were a part of the president's desire to determine what problems or conditions that existed could be improved. College "W" has carried

on a survey for seven years for the purpose of predicting each year's enrollment of new students just out of high schools. The number of students entering high schools, it was found out, is high. More than fifty per cent of the high school graduates in the area attend college somewhere. The president emphasized that College "W" received its share. The strength of this survey lies in the principle of helpfulness of the college in finding out the needs of the surrounding communities as well as its own. School administrators are happy to cooperate with the college in keeping a cumulative record of high school graduates going to college. The activity in itself, the survey of high schools in regard to their graduates going to college, has a salutary effect in establishing good relations. It is a kind of good public relations.

(2) All of the colleges have some kind of publicity program for the purpose of informing constituents in the area served. Four of the colleges have strong programs. Those colleges with strong programs seem to understand good press relations. Through mailed surveys or visits to the community mass media, the directors were able to understand what the publics should have in the way of information. By serving the media in a better way, the surrounding areas were better served. College "W," for example, knows what newspapers should receive pictures and what newspapers should receive mats, all of the newspapers having special machinery or services unique to their organization. The director also sends only original typed material. College "N" specializes in stories designed to appeal to the local hometown newspapers. The radio and television stations receive news written for them. The news stories for the newspapers are written more in detail than those for radio and television. The director keeps in close touch with media served. This seems to be the

characteristic of the majority of the directors--the desire to get along with the press. Two of the other colleges with strong publicity programs have full-fledged publicity programs. The publicity departments specialize in understanding the media and strive to give the best possible service, where timing and completeness of information are important. College "C" has the policy of servicing the community newspaper and one of the state papers almost simultaneously, thus creating good will for the institution. An institution must maintain the best of relations with the press by being dependable, rapid, and accurate with information about their colleges, their faculty, and students. One of the colleges believes its photography service is unique, in its good cooperation in production on the campus. Each of the four colleges gives attention to good photographs for use by newspapers and television. The four colleges with strongest publicity programs have a person designed to give most of his time to publicity. Most of the directors teach at least one class. Most of the publicity of the four colleges with good programs comes about through the news release. Some of the colleges, however, make good use of publications. Most of them have publications in addition to the college newspaper and the annual for public relations purposes.

The college newspaper, however, serves more as a local campus media than as a mass media. The college newspaper also serves alumni. The four colleges with the strongest programs send the college newspaper to alumni. The college newspaper also serves some of the mass media. Stories are "lifted" from the newspaper and used in the community daily or weekly. It is safe to conclude that all of the nine colleges of this study place publicity first in the public relations

programs, notwithstanding three of the colleges being poorly organized for continual, effective publicity.

(3) Two of the colleges have strong programs of special services, which are tied in with the over-all public relations program directed by a central office. Other colleges in this study have a kind of special service program but these programs are not well coordinated. Their special services have little connection with the central public relations office, and therefore, some of the services might be of questionable value when viewed by a trained public relations officer. One of the colleges, College "W," has a well-organized and executed speakers' bureau that is publicized by a printed syllabus. This booklet outlines subjects and titles of speeches, classified under general headings. These headings follow departmental lines, with emphasis on certain fields such as science, and in the area of entertainment, such as vocal and instrumental ensembles. The speakers' bureau brochures at College "W" are widely distributed over the area. This type of publication conforms to standards established in this study for good public relations.

(4) All of the colleges have a person designated to direct phases of a public relations program. Four of the nine institutions give this person the title of director of public relations; four give the person the title of publications director; and one gives the title of publicity director. Having directors is a strength. But most of the directors engage in teaching, and this weakens the functions of public relations in practically every instance. With the exception of two of the directors, all of them teach journalism and sponsor the college newspaper. The two who do not sponsor the newspapers engage in writing news

releases. One teaches science, and the other teaches commercial subjects. One of the directors has a master's degree in journalism. Two of the directors have a master's degree in English. One has a bachelor's degree in journalism with an advanced degree in another field. Five of the nine directors are women. Four are men.

Weaknesses

Although the above areas have strengths as stated, all of the areas reveal weaknesses.

Publicity. The publicity programs have weaknesses in (1) over-organization, (2) lack of coordination of the news release function, (3) undue emphasis on home-town releases about small affairs of students, (4) personalizing stories at the expense of complete coverage, (5) infrequency of news releases, (6) lack of service to more available media, (7) infrequent use of direct approach methods, (8) insufficient use of radio and television for newscasts and programming, (9) too little use of the movie for news purposes, (10) too few calendars of events as guides, and (11) failure to make adequate use of photographic services.

Only one of the colleges makes occasional use of the newsreel for publicity. One of the colleges uses the direct approach by using special letters to acquaint the public with some of its services. Not one of the colleges makes a good use of the calendar as a guide to insure advance and follow-up coverage. The directors locate news potentials, too often incidentally. One of the colleges gives unnecessary time to recording carbons and clippings of news stories. Another college public relations office records reports on the status of campus publicity. This could be handled in a more diplomatic manner or eliminated altogether.

The same office has made surveys on internal public relations that are of questionable value. These surveys are opinionnaires directed to the faculty and students to evaluate the quality of the instructional work of the institution. Only three of the colleges give special emphasis to the photographic services, which are vital in a good publicity program. Although one of the college presidents gives strong support to a regular radio program of daily news about the college, he fails to put equal emphasis on other necessary parts of the program. This emphasis on one function clouds the effectiveness of the news release to newspapers and other available media. In this instance the publicity director has little concern about the matter, since the radio program serves as a laboratory for speech students.

Special services. The special services have weaknesses in (1) speakers' bureau service, (2) coordination of certain special events, such as campus contests and festivals, (3) radio recordings, and (4) placement.

All but one of the colleges have haphazard methods of booking speakers for community, church, or school functions. This function is handled variously by the director, the president, or the president's secretary. Only one of the colleges compiles a syllabus for distribution to outside publics.

Not one of the colleges prepares radio programs by recordings for distribution to radio stations in the area.

The placement function is handled variously by the director of extension, the president's secretary, and the dean of the college. In each case the director of placement has other duties and/or teaching.

Alumni services. In all but one of the colleges the alumni program

receives too little attention. One president uses direct mail to greet former students each year and at the same time to make an appeal for scholarships. All of the presidents but one are positive that alumni should be well-organized, but they have postponed strong efforts to strengthen the program. Two of the institutions have newsletters designed especially for alumni reading. The other colleges use the college newspaper if at all for informing alumni about the college. All of the colleges make plans for at least one meeting on the campus each year for alumni. Traditionally, this occasion is homecoming, which has an annual athletic event and perhaps a banquet. The presidents categorically indicate that they intend to foster a stronger program.

On every campus a secretary does some work in an alumni office. The person who does this work is usually an alumnus and is a member of the faculty or staff. The president's secretary at two of the colleges is the alumni secretary. One of the college offices keeps records and handles correspondence that serve the alumni publication.

Fund-raising. The colleges do not engage in fund-raising. There is not in evidence endowment associations nor any attempt to receive bequests. Although there are many kinds of small scholarships or financial aid plans for students, these are inadequate. These are contributions that have been made largely by individuals and the local civic clubs of the community where the college is located. One college president consults the local banker in regard to worthy prospective students who need help. The banker may in turn suggest the person or persons who will render aid. But this is largely haphazard.

Publications. The publications programs in the colleges have weaknesses as follows:

- (1) The programs do not provide for a theme or close relationship of purpose in the various bulletins.
- (2) The publications are issued only if everything else is done.
- (3) The directors are largely interested in publicity and therefore do not promote the publications program.
- (4) The preparation of the publications is haphazard.

The Public Relations Director

The directors, most of whom have some of the requirements for their work, have neglected at least three of the five divisions of a good public relations program. One of the two remaining divisions, that of publications, is too often made a part of publicity. In other words, the directors are publicity directors, not directors of public relations. Even the publications programs, wherever they seem to exist, are merely tools for publicity, nothing more. Not one of the colleges has a faculty publication. One of the colleges issued one edition containing articles by faculty members. It was a lithographed tabloid sheet called Signif-ique. There has not been another edition or issue. Byrne said:

A scholarly publication . . . gives the faculty members an added incentive to scholarly productivity. . . . Clear thinking and accurate expression are of paramount importance in these turbulent days when the world is anxiously waiting to hear from those men of keen vision who had dedicated themselves to the promotion of the general welfare.¹

Too often the director does not know that, if he is to remain in the profession, he must make a frank appraisal of his public relations program. Many of the directors do not know the literature on nor the organizations which study public relations. Of the nine college public relations directors studied, only two are members of the American College Public

¹Byrne, p. 319.

Relations Association, which is the national organization for those who profess something of public relations. Thus the public relations directors are at least partly responsible for their success or lack of it. The college presidents too often merely provide the position and expect it to be filled. The director does not always fill it. It must be remembered that this failure is not always due to the director of public relations. In fact, the information gathered from this study shows that full blame for any failure should not fall on the director. The blame must fall equally on the administration, which too often puts the work on the public relations directors, who are heavily loaded with teaching and other duties.

Conclusions

This study has revealed that certain of the public relations practices at the nine state-supported four-year colleges approach the standards advocated by authorities in the field. The publicity programs approach the standards but need to be improved. But, on the whole, the programs need to be developed, with special attention being needed in coordinating the programs of publicity, alumni services, special services, fund-raising, and publications. The present directors are doing only a part-time job when full time is needed.

In the over-all program these nine colleges show a growing awareness of the need of good public relations programs. This awareness is evident in varying degrees from the weakest to the strongest. But in each of the areas of a formal, recognized program there is much to be done.

Evaluation of a public relations program can proceed at many levels

and aim at various purposes, all of them worthwhile when intelligently conceived, but too often there is a tendency of the director to pick out one or a few activities most obviously connected with public relations, newspaper publicity, magazine articles, public lectures given, promotional publications distributed, and forget the rest. This concentrating on too few aspects of the program is not in harmony with the acceptable standards that insist that all of the five aspects be given equal or nearly equal emphasis.

It is evident that public relations programs cannot be measured by the amount of the work that goes into them. One of the colleges of this study has put definitely more man hours than any of the other nine colleges into this program, and has classified its many functions in a highly efficient manner. But this college cannot be evaluated as superior to other colleges on the basis of what this accomplishes for the program.

Too often the public relations director describes the object of public relations as the developing or maintaining of a favorable attitude toward some organization, agency, individual, or idea instead of looking at the problem as a whole.

A college or university is primarily an educational institution, and its basic objectives are to provide post-high-school instruction of specified duration and breadth. Evaluation of the public relations program, therefore, should concern itself with the degree of support that the institution as a whole is receiving for the activity that it seeks to carry on. Thus self-examination is important to evaluation. Every institution that expects to build the kind of public relations that results in something more than public tolerance has to offer a service of some kind that is better than just adequate, and it has to know what the service is and

to concentrate on strengthening it.

Public relations is an all-hands job. If the professional public relations worker never wrote a word for consumption outside of the family but succeeded in having every staff member, student, parent, and alumnus talking about the college favorably, he would probably never be asked to evaluate his program, for it would be clear to all what was happening.

The directors who are a part of this study will have to give more attention to the fundamentals of college and university public relations. They can hardly continue indefinitely to make the excuse of too much teaching or that the job is too big for them. They will have to be bigger, or let someone else do it.

The public relations directors will need to communicate their knowledge of public relations first to the chief officer of the college, the president. Their combined awareness and knowledge of public relations will then have opportunity to prove whether public relations is worthwhile.

The public relations programs that were the objects of this study hardly measure up to norms established in this study from a review of authorities in public relations. In isolated areas certain phases have definite strengths and can be evaluated. At least four of the nine colleges would approach the publicity norms established in this study. One of the chief weaknesses in most of the colleges, however, is a dependence upon publicity to do its public relations job. Another inherent weakness is the lack of balance of emphasis and coverage of the multiple campus projects and activities. The age-old criticism can still be made that colleges enjoy the column inches in the newspaper or hours

on television about themselves. A mistake that needs correction is that all publicity or any publicity is good. The colleges must feature the meaning and mission of higher education in their news releases. They must feature the accomplishment of the purposes and objectives of the institution more than athletic prowess and social affairs, in which a minority of students is publicized. The important work of the faculty must be recognized. Thus all the colleges of this study need to strengthen publicity, special services, alumni services, fund-raising, and publications in the over-all program of public relations.

The nine colleges of Oklahoma need their ideals reviewed so that all the workers in the institution--the president, the faculty, the staff, the employees--may understand and agree upon the essential premise that educational quality is all that counts. When that is clearly recognized and acted upon, the reputation of the schools will be enhanced. At best, reputation is vague and tenuous, yet it has connotations that affect, either for good or ill, the very soul of the institution, of what it is and what it can become. Essentially, reputation is the reflected image of the institution's character. Reputation has to be built from within; and every statement of the institution's worth or aspirations must be based on valid, demonstrable fact. The college public relations man must aspire beyond the ordinary to cultivate the present embryonic awareness that now exists in nine state colleges of Oklahoma. He must assume tasks of communicating with the presidents of the respective institutions and assume the task of helping shape and clarify the aims of his institution, to express them in language that everybody can understand, and to make them recognized by everyone who should be concerned, both on and off the campus. The function is more than merely to create understanding

but to generate conviction. If the task is done, if conviction is generated, if the objects of higher education are to be perpetuated, even as Jefferson visualized, the public relations man will have to be recognized for what he is--one of the most important members of the educational team in any institution. He, with the president of the institution, will try to explain the purpose of education, which is the development of the human intellect and not the development of bowl contenders or expert handymen or socially adjusted mediocres. Thus the findings of this study point to the need of taking inventory, to bolster the ideals of higher education, and to recognize the fourth pillar of educational administration, public relations.

Recommendations

- A. Based upon the findings reported in this study, the following recommendations are made in regard to awareness:
- (1) That the administration study the avenues of public relations to find out what can be gained from practicing good principles of public relations.
 - (2) That the administration make scientific studies to discover what are the problems of the institution and what are their proportions.
 - (3) That the institution adopt sincere policies of management on which a sound public relations program can be based.
 - (4) That the administration draft a detailed program and ways of executing it in a way best calculated to earn public approval and support.
 - (5) That the administration tell the public relations story in

frank and convincing terms to all interested publics.

- (6) That objectives of the institution be reviewed with an eye to adapting the public relations program to the objectives.
- (7) That the administration prepare a budget to meet the needs of a sound public relations program.

B. Based upon the findings of this study, the following recommendations are made in regard to the public relations program:

Publicity

- (1) That in the publicity program
 - a. A calendar of events be used as a guide to the director
 - b. The personalized story and mass mailings both be used
 - c. The feature story be given more emphasis
 - d. Pictures be used more widely
 - e. Contacts be made oftener with editors of mass media
 - f. Articles be written for specialized magazines on education
 - g. More articles be written on curricular programs
 - h. Radio and television be used more extensively
 - i. Direct mail be given additional emphasis
 - j. Balance be achieved in the news release function
 - k. The office work be limited to essentials for efficiency.

Special Services

- (2) That speakers' bureau services be improved by preparing syllabi for distribution to various publics that might be interested.
- (3) That film services be improved by preparing catalogues of titles and best uses for what audiences.

- (4) That placement services be extended and strengthened.
This can be done by delegating this to a person who can give the service a proper amount of time; more follow-up service on graduates could be employed.
- (5) That special events on the campus be coordinated under the public relations director.
- (6) That radio recordings be utilized more frequently.

Alumni Services

- (7) That the colleges use a newsletter or magazine for informing alumni about the activities and plans of the colleges.
- (8) That more direct mail from the president's office be utilized to greet alumni and make requests for aid.
- (9) That the colleges secure the services of a full-time secretary to handle alumni affairs and edit the alumni publications.
- (10) That there be recognition assemblies for outstanding alumni.
- (11) That homecoming celebrations be vitalized. An atmosphere of reunion should be emphasized.
- (12) That the colleges align the alumni office with the American Alumni Council.

Fund-Raising

- (13) That the possibilities of establishing an endowment association be studied and instituted for permanent fund-raising.
- (14) That the colleges campaign for more scholarships for

bright students who need assistance.

- (15) That studies be made in regard to possibilities for establishing a bequest program.

Publications

- (16) That all publications be centralized under the director and his staff.
- (17) That each publication have objectives to do a particular job.
- (18) That each publication be integrated to promote a particular job such as recruitment for elementary teachers and the like.
- (19) That a special publication be published to explain scholarships, endowments, and loans for students.
- (20) That some consideration be given to faculty publications.
- (21) That better ways be studied to make best use of the college newspaper as an internal public relations medium.
- (22) That careful consideration be given to delegation of duties in regard to publications. Only the college catalogues, the yearbook, and the college newspaper should be delegated to sponsors other than the director of public relations. The director should have an advisory capacity in regard to the catalogues.
- (23) That the director be provided an advisory committee to establish a complete publications program designed to meet the needs of the particular institution.

The Director of Public Relations

- (24) That directors be allowed to devote more time to the public relations work they are assigned to do. The college president might request present directors to state whether they would prefer to continue as full-time directors or full-time teachers. This would reassure the directors that their duties would be more clearly defined.
- (25) That directors of public relations be recognized as members of the administrative team at the policy-making level. This would give status to the director as a worker with authority.
- (26) That the colleges invest in institutional membership in the American College Public Relations Association and the American Alumni Council.
- (27) That the public relations directors cooperate with state public relations organizations and the state press associations to devise better ways to interpret higher education.

BIBLIOGRAPHY

- Baker, J. N. "Is Your Public Relations Showing?" College and University Business, XVII (September, 1954), 19-21.
- Barr, Arvil, Robert A. Davis, and Palmer O. Johnson. Educational Research and Appraisal. Philadelphia: Lippincott Book Company, 1953.
- Bernays, Edward L. Public Relations. Norman, Oklahoma: University of Oklahoma Press, 1952.
- Bintzer, Russell H. "A New Look at College Development--Public Relations Program," Pride, II (January, 1958), 15-17.
- Blacker, J. R. "New Strategy for University Public Relations." Journal of Higher Education, XXIV (March, 1953), 149-151.
- Bowling, William Glasgow. "An Appraisal of College and University Publications for Promotional Purposes." College and University, XXIX (October, 1953), 69-85.
- Bowling, William Glasgow. "Cantaloupes and College Catalogues and Minimum Essentials." College and University, XXXI (Winter, 1956), 197-206.
- Brandon, Arthur L. "What Are the Most Effective Methods of Informing the Public of the Mission and Meaning of Higher Education?" Current Issues in Higher Education, 1955. Washington, D. C.: Association for Higher Education, 229-235.
- Brownell, Clifford Lee, Leo Gans, and Fufie Z. Maroon. Public Relations in Education. New York: McGraw-Hill Book Company, Inc., 1955.
- Butterfield, William H. How to Use Letters in College Public Relations. New York: Harper & Brothers Publishers, 1944.
- Byrne, J. Horton. "Faculty Publications." Journal of Higher Education, XVII (June, 1946), 319-324.
- Canfield, Bertrand R. Public Relations: Principles and Problems. Homewood, Illinois: Richard D. Irwin, Inc., 1956.
- Day, Edmund E. "The Role of Administration in Higher Education." The Journal of Higher Education, XVII (October, 1946), 339 ff.
- Fine, Benjamin. Educational Publicity. (Revised Edition). New York: Harper & Brothers Publishers, 1951.
- Frantzreb, Arthur C. "Bequests Campaign." Pride, I (February, 1957), 12-14.

- Gallagher, Buel G. "The Meaning and Mission of Higher Education." Current Issues in Higher Education, 1955. Washington, D. C.: Association for Higher Education, 1-11.
- Gibson, Harold E. Public Relations in Colleges for Women. Jacksonville, Illinois: Mid-West Publishing Company, 1948.
- Griswold, Glenn and Denny, Editors. Your Public Relations. New York: Funk & Wagnalls Co., 1948.
- Harlow, Rex F. Social Science in Public Relations. New York: Harper & Brothers Publishers, 1957.
- Harlow, Rex F. and Marvin M. Black. Practical Public Relations. New York: Harper & Brothers Publishers, 1947.
- Harral, Stewart. Public Relations for Higher Education. Norman, Oklahoma: University of Oklahoma Press, 1942.
- Harral, Stewart. Tested Public Relations for Schools. Norman, Oklahoma: University of Oklahoma Press, 1952.
- Hawthorne, Edward L. Fund Raising for the Small College. New York: Bureau of Publications, Teachers College, Columbia University, 1950.
- Heilbroner, Robert. "Public Relations--The Invisible Sell." Harper's, V214, (June, 1957), 24.
- Henry, David D. "Higher Education and the Public." Pride, I (February, 1957), 21-22.
- Higher Education, Educational Research Service, American Association of School Administrators and Research Division of the National Education Association, Circular No. 4, 1956.
- Hofstadter, Richard and C. DeWitt Hardy. The Development and Scope of Higher Education in the United States. New York: Columbia University Press, 1952.
- Holmes, George H. "Use of Publications in Public Relations Program." Teachers College Journal, XIX-XX (October, 1947), 12-15.
- Jackson, James W. "TV News Film Coverage." Pride, I (May, 1957), 22-23.
- Marshal, Alan. "Scatter Gun or Pinpoint." Pride, I (May, 1957), 17-19.
- Medlin, Calvin J. School Yearbook Editing and Management. Manhattan, Kansas: Kansas State College Press, 1949.
- Miller, Allen, "Package Programs." Pride, II (January, 1958), 15-17.
- Millett, John D. Financing Higher Education in the United States. New York: Columbia University Press, 1952.

- Parten, Mildred. Surveys, Polls, and Samples: Practical Procedures. New York: Harper & Brothers Publishers, 1950.
- Pimlott, J. A. R. Public Relations and American Democracy. Princeton, New Jersey: Princeton University Press, 1951.
- Radock, Michael. "Recent Trends in College Catalogs." College Public Relations Quarterly, VI (July, 1950), 12-18.
- Reck, W. Emerson, Editor. College Publicity Manual. New York: Harper & Brothers Publishers, 1948.
- Reck, W. Emerson, Editor, Public Relations, A Program for Colleges and Universities. New York: Harper & Brothers Publishers, 1946.
- Scarlett, Melvin G. The Production of Yearbooks in Small Colleges and High Schools. (A master's thesis, University of Florida, 1951.)
- Scarlett, Melvin G. "Who Is Responsible for College Public Relations?" College Public Relations Quarterly, VII (April, 1956), 31-331.
- Schoenfield, Clarence A. The University and Its Publics. New York: Harper & Brothers Publishers, 1954.
- Scroggs, Schiller. Systematic Fact Finding and Research in the Administration of Higher Education (Dissertation, Ann Arbor, Michigan: Edwards Brothers, Inc., 1938.)
- Stophlet, Donald V. "Updating the Corporate Approach." Pride, II (March, 1958), 11-15.

VITA

Herschel Ray Vanderburg

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF THE PUBLIC RELATIONS PROGRAMS OF NINE SELECTED STATE SUPPORTED FOUR-YEAR COLLEGES IN OKLAHOMA

Major Field: Higher Education

Biographical:

Personal data: The writer was born at Chicota, Texas, December 14, 1915, the son of Mr. and Mrs. John Wesley Vanderburg.

Education: Graduated from Chicota, Texas, High School in 1932. Attended Southeastern State College, Durant, Oklahoma. Graduated from Southeastern, 1936, with majors in English and Social Science. Received the Master of Education degree from the University of Oklahoma in 1945 with a major in City School Administration and a minor in History. Requirements for the Doctor of Education degree were completed in May, 1959, with a major in Higher Education.

Professional experience: The writer taught three years in rural and community schools in Texas. Taught at Washita and Purcell schools in Oklahoma, one year and two years respectively. Served as high school principal at Beggs, Oklahoma, one and a half years; was superintendent of schools, Crandall, Texas, two and a half years; taught English and journalism at Northeastern A. and M. College nine years; director of public relations at Kansas State Teachers College, one year; at present, assistant professor of language and literature at Kansas State Teachers College, Pittsburg, Kansas.