1959

Suggested guide for the establishment of the office of public relations in Seventh-Day Adventist colleges: a thesis...

James Nelson Scott Jr.
University of the Pacific

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SUGGESTED GUIDE FOR THE ESTABLISHMENT OF THE OFFICE OF PUBLIC RELATIONS IN SEVENTH-DAY ADVENTIST COLLEGES

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

In Partial Fulfillment of the Requirements for the Degree Master of Arts

by
James Nelson Scott, Jr.
June 1959
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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Statement of the problem. An experimental state of development of the Office of Public Relations exists in a few Seventh-day Adventist colleges as a result of a partial awakening to the need. A full realization of the importance of public relations is lacking as is a standard criteria for the establishment of this office. This is evidenced by the incomplete, and in many cases, complete absence, of public relations programs in these institutions.

The immediate objectives:

1. To survey the theories and practices of organization and administration in the field of public relations.
2. To investigate the public relations programs in various colleges.

The long range objectives:

1. To determine the need for, and the most desirable feature of, the organization and administration of a college public relations program.
2. To apply these features to a public relations program for Seventh-day Adventist colleges.
3. To write a report presenting this study as a suggested guide for an improved organization
and administration program of public relations for Seventh-day Adventist colleges.

II. PROCEDURES AND TECHNICS

Literature survey. The first step, following the submission and acceptance of the agenda, was to survey the pertinent literature in the field of public relations. This included material from various fields in addition to the educational. These areas were (1) administration, (2) teaching and supervision, (3) fundamental public relations, (4) college and university public relations, and (5) public relations in business.

From this material were extracted the most desirable organizational procedures as set forth by the authors.

College survey. The personnel, concerned with public relations, of (1) two state colleges, (2) two private colleges, and (3) three Seventh-day Adventist colleges were consulted in this West-coast survey.

The colleges surveyed were as follows:

I. State colleges:
   A. San Francisco State College, San Francisco, California.
   B. Sacramento State College, Sacramento, California.

II. Private colleges:
   A. College of the Pacific, Stockton, California.
   B. Mills College, Oakland, California.

III. Seventh-day Adventist colleges:
   A. Pacific Union College, Angwin, California.
B. La Sierra College, Arlington, California.
C. Walla Walla College, College Place, Washington.

The two state colleges and the two private colleges were consulted by personal interview, as was Pacific Union College. Walla Walla College was interviewed by a long-distance telephone call and a subsequent questionnaire. The author, being personally acquainted with the program at La Sierra College, utilized the informal interview, long-distance telephone call, and a subsequent questionnaire. Full letters of explanation, in addition to the phone calls, were sent with the questionnaires. A sample of the questionnaire, also used as a guide in the interviews, is found in Table I.

These surveys revealed the most desirable policies and procedures, standard practices, recommended improvements, and existing weaknesses as found in literature and actual practice.

Analysis, comparison, and interpretation. A summary of the importance and main functions of educational public relations, plus an analysis of these main functions, was then outlined from the review of the literature. The public relations programs existent in the seven colleges mentioned above also were charted, summarized and analyzed as to current practices and desired

1 See Appendix, p. 136.
improvements. A suggested guide for the organization and administration of a public relations program in Seventh-day Adventist colleges was then outlined.

III. AVAILABILITY OF DATA

The field of Educational Public Relations is still new—many books on the subject having been written since 1946. Literature in the field, however, is expanding rapidly. The Pride Magazine is an example of the progress being made to keep college public relations directors currently informed on the latest developments. Public relations directors, by the very nature of their work, were very cordial in allowing time for interview and supplying literature pertinent to this study.

IV. DELIMITATION AND FURTHER STUDY

This study is presented as a broad overview of the importance and main functions of educational public relations as found in theory and practice. It was not intended as an intensive study of the field.

Topics concerning college public relations that presented themselves to the mind of the investigator as being worthy of further study were as follows:

1. Technics of public relations media
2. New publics and special services
3. Working through publics
4. Efficient utilization of the alumni association
5. Budgeting the college public relations department
6. Cooperative public relations between sister colleges.

V. DEFINITIONS OF TERMS

Public relations. Public relations may be defined as the best medium for building good will for an institution—good will which will eventuate in more generous support and patronage and thus increase the institution's capacity for service.

Publics. Publics may be defined as any group that comes in contact with the institution, such as Student's Community Contributors.

VI. CONCLUSIONS

In only one of the three Seventh-day Adventist colleges on the Pacific Coast was found a full-time director of public relations, and he was to be placed on a part-time basis the following year. The policies suggested in the literature, and the programs in existence were found to be much more complete in other private and state colleges than in Seventh-day Adventist colleges.
CHAPTER II

IMPORTANCE AND MAIN FUNCTIONS OF PUBLIC RELATIONS FROM A REVIEW OF THE LITERATURE

I. IMPORTANCE

Every institution that is dedicated to public service, whether it is a private enterprise or tax supported, must promote a mutual understanding between itself and the publics it serves. Grieder and Rosentengel emphasized this when they stated:

... a public, tax-supported institution in a private enterprise, is compelled, if its management is motivated by a spirit of service, first, to explain its goals, achievements, and needs to the public, and second, to ascertain from its clientele and possibly others how to improve its services or products.1

To fail to do this leaves only the alternatives of "possible loss of confidence, or deterioration of service, or both."2 Schoenfeld in "The University and Its Publics" stated:

Public relations is a two-way street, involving both outgoing teaching and incoming consumer research,


2Ibid.
so to speak. Public relations for higher education is at the heart, on the one hand, of the development of sound educational standards and services for American society, and on the other hand, of building and maintaining adequate public support for our educational agencies.\(^3\)

Everett Case, the president of Colgate University, wrote, "At no moment in history, perhaps, have our institutions of higher learning faced more staggering problems or more challenging opportunities."\(^4\) That the emphasis of this statement has by no means decreased since 1946, when it was written, is evidenced by many articles typified by the recent article in Look magazine which presented a revealing view of American education through the eyes of a typical student. The challenge of Russian education was outlined along with proposals for improving our schools.\(^5\) To reaffirm a truth by which colleges and universities may succeed in meeting these demands, Case further suggested:

\[
\ldots \text{success in meeting these demands is no mere matter of the assiduous cultivation of public good will. But if it is more than good public relations, it is assuredly not less . . . in the long run, the future of any institution or enterprise is secure only}
\]

\(^3\)See Appendix, p. 152


as it commands the fullest measure of public understanding and support. Of nothing is this more profoundly true than of higher education in--and for--a free society.6

The existing need for a thorough program of public relations in higher education is also evidenced in an article in Time magazine. It quoted Allen B. Crow, then president of Detroit's Economic Club, as saying, "Almost all of the 200-odd business and professional leaders he had questioned consider United States higher education a waste of time and money."7 Emmerson Reck believes this attitude on the part of the nation's important leaders stems undoubtedly from the excess amount of publicity which has emphasized the senseless activities that invariably take place on a college campus. Also not to be overlooked has been the stress placed on legitimate activities such as sports. True, the useless and legitimate activities may occupy a minute role as compared to academic progress, but the unwise use of publicity, one of the many facets of public relations, which is too often used as an end in itself, has helped cause this situation.8

Public relations is a broad activity. "Every institution has public relations whether it has a public relations

6 Reck, loc. cit.
7 Ibid., p. 2., 8 Ibid., p. 3.
department or not.⁹ These may be either good or bad, but definitely one or the other. "The public relations of any institution is the sum total of all the impressions made by the institution itself and by the various persons connected with it; and (2) public relations, therefore, is a way of life for an entire institution . . ."¹⁰ It is the interpretation of this way of life to the various publics and in turn the interpretation of these publics to the institution that constitute the real function of a public relations program. Unfortunately, in many of our smaller colleges, . . . the area of public relations is much neglected. This may be due in some instances to a lack of appreciation of the need. More frequently, however, it is due to budget and personnel limitations which conspire to make a public relations program a difficult assignment without in any way reducing the urgency of the need for constructive, and continuous effort to interpret these institutions to their constituencies.¹¹

Seventh-day Adventist colleges were founded not only for the purpose of developing the physical, the

⁹Ibid., p. 8., ¹⁰Ibid., p. 16.
mental, and the spiritual powers as a harmonious whole, but, also, "It prepares the student for the joy of service in this world, and for the higher joy of wider service in the world to come." In following the admonition of Christ, "Go ye, therefore, and teach all nations," evangelism is one of the key functions of the Seventh-day Adventist philosophy. It is no less important, then, that all the publics of these institutions have revealed before them the very essence of Seventh-day Adventist higher education. Evangelism must be effective on the home front to succeed elsewhere. This last point should not be overlooked if an institution has a program worthy of its calling, for good will is not an automatic return for good work.

Following is a summary of certain principles which should govern school public relations:

1. The Best Foundation for School Public Relations Is a Sound Educational Program . . .

2. Public Relations Should be Honest and Factual . . .

---

3. The Public Relations Program Should Be Comprehensive . . .

4. The Public Relations Program Should Be Well Balanced . . .

5. Public Relations Should Be Continuous . . .

6. All Public Relations Activities Should Be Presented in Terms That Are Readily Understood by Most Persons . . .

7. School Public Relations Should Be Conducted Throughout on a High Plane Appropriate to the Important Place Which Schools Hold in American Life . . .

8. Every Public Relations Program Should Be Examined Periodically To Determine How Effective It Is . . .

II. MAIN FUNCTIONS

Reck lists the following eleven steps in the establishment of an effective public relations program:

1. Employ a competent person to organize and direct the public relations work.

2. Make maximum use of the public relations director in a counseling capacity.

3. Determine the institution's publics.

4. Secure and analyze the reactions of the institution's various publics to its objectives, services, policies and ideals.

5. Study the needs of the institution.

---

6. Coordinate all public relations activities.

7. Educate members of the college family to their part in the public relations program.

8. Weigh every proposed policy to avoid hasty or unwise action.

9. Consider every possibility for improving public relations with each of the institution's various publics.

10. Consider every possibility for improving public relations through the various publics.

11. Provide adequate funds and personnel for the job.17

He states that these may be taken in any order depending on existing circumstances which vary with every institution.

The former joint committee on public relations for educational institutions of the Methodist Church has provided its institutions with an outline for public relations in small colleges. In it they stress that a public relations program must start at the top with officials responsible for the shaping of its policies, but in addition to this, "Planned public relations serves a specific responsibility--something to be administratively provided for--a key to the achievement of

---
17 Reck, op. cit., p. 16.
popular understanding and support—a job to be assigned, charted, coordinated and performed."18

In this same outline, two well defined organizational patterns exist. Plan I combines all public relations under one public relations director:

On some campuses this official is the vice president or the assistant to the president. An institution’s public relations may be greatly enhanced by attaching prestige to the assignment. The public relations officer, moreover, should be well acquainted with the policies of the institution. He is a more effective public relations officer if he can be received into the institution's inner councils.

Plan II distributes public relations responsibilities among staff and faculty, assigning publicity to one individual, student recruiting to one or more other members of the organization, etc.19

In using either plan, as the committee points out, qualified personnel is hard to find and is not numerous in faculty ranks. "Church college public relations officers need sense of educational and religious values. Need easy entree to all types of people."20 More will be said in a later section as to the qualifications.

---

18 Public Relations in Small Colleges, op. cit., p. 5.  
19 Ibid., p. 5. 
20 Ibid.
relations with its many "publics." Public Relations is of wide scope, as wide as the institution's program of service and as varied as its many contacts, both direct and indirect, with all its different "publics." Because of its scope and nature Public Relations should be recognized as the administrative function that it is and should be regarded as one of the major assignments within the campus organization.21

The same manual from which the above quotation was secured listed three diagrams illustrating suggested organizations which are shown on the following pages. Figure I illustrates the position of the Public Relations Director to the President's Cabinet. Figure II offers a program for small colleges in which no public relations activities have previously existed. Figure III suggests a plan for the larger institutions in which the awareness of public relations exists.

From the foregoing information the following outline, which is not proposed as an all-inclusive form, was formulated to serve as a guide in charting the organization and procedures being advocated in literature and followed in actual practice:

21 Boyd M. McKeown, and John O. Gross, College Public Relations, Leaflet 1036B (Nashville, Tennessee: Joint Committee on Public Relations for Educational Institutions of the Methodist Church), p. 3.
A SUGGESTED COLLEGE ORGANIZATION SHOWING THE PRESIDENT'S CABINET AND POSITION OF THE PUBLIC RELATIONS DIRECTOR
Solid lines indicate direct responsibility; broken lines, cooperation and coordinating relationships.

**FIGURE 2**

A PUBLIC RELATIONS ORGANIZATION RECOMMENDED FOR A SMALL COLLEGE IN WHICH NO PUBLIC RELATION SET-UP PREVIOUSLY EXISTED
Solid lines indicate direct responsibility; broken lines, cooperation and coordinating relationships.

FIGURE 3

A PUBLIC RELATIONS ORGANIZATION RECOMMENDED FOR A LARGER INSTITUTION OR FOR ONE IN WHICH A WELL-DEVELOPED PUBLIC RELATIONS AWARENESS EXISTS

---

Ibid., p. 7.
Organizational guide.

I. Introduction.
   A. To determine the administrative philosophy concerning the importance of public relations.

II. Personnel Qualifications.
   A. The director (or facsimile):
      1. Educational background
      2. Experience background
      3. Personality requirement
      4. Character traits
      5. Pertinent talents
   B. Secretarial:
      1. Educational background
      2. Experience background
      3. Other desirable requirements

III. Administrative composition.
   A. Authority, dignity and prestige of the office:
      1. Official title
      2. Status
      3. Main function
      4. To whom responsible (directly)
      5. Authority
      6. Suggestions for change
   B. Office structure:
      1. The director: full time, part time, faculty, etc.
      2. The secretary: full time, part time, other
      3. Other full time help; part time help and hours per week
      4. Office space
      5. Special office equipment
      6. Suggestions for improvement of structure
   C. Directors administrative relationships to:
      (eg: coordinator, supervisor, etc.)
      1. Registrar or director of admissions in regard to student promotion
      2. Department heads
      3. Fund raising
      4. Publicity and publications:
         a) General
         b) Academic
         c) Student
      5. Off campus and other services:
         a) Extension courses
         b) Student programs
         c) Deputation groups
d) Speakers or speakers bureau
e) Alumni association, local and national

D. Budget: (yearly)
1. Salaries
   a) Director
   b) Secretary
   c) Other
2. Office expenditures and promotion
3. What enrollment serves as basis
4. Are departmental publications included
5. Two or three areas of major expenditures

IV. Publics and special services.
   A. Students
   B. Faculty and Staff
   C. Parents and constituents
   D. Civic and social groups
   E. Alumni association
   F. Church
   G. Government
   H. Business and industry
   I. Convention groups
   J. Veterans
   K. Special

V. Media employed and amount
   A. Radio and television
   B. Films
   C. Magazines and newspapers
   D. Faculty and staff
   E. Student publications and programs
   F. Brochures and schedules
   G. Speakers bureau
   H. Alumni association
   I. High school testing program
   J. Publics

VI. Analysis of the program.
   A. Need
   B. Methods
   C. Check list

VII. Director's comments.

III. SUMMARY OF THE CHAPTER

According to the survey, public relations was considered an integral part of the college program. Reck's
list of eleven steps in the establishment of an effective public relations program presents an overview of the main functions of public relations which agrees with the programs suggested by the former committee on public relations for educational institutions of the Methodist Church.
CHAPTER III

ANALYSIS OF THE MAIN FUNCTIONS OF PUBLIC RELATIONS FROM A REVIEW OF THE LITERATURE

I. INTRODUCTION

In the foregoing material much emphasis has been placed upon the necessity of an organized public relations program. Since the president stands at the head of the institution his understanding of the problem is very necessary. Reck states, "Success of the public relations program . . . will depend . . . upon the relationships that exist between the president and director."¹ Reck then goes a step further and includes the entire staff, under the wise leadership of the president, in his emphasis on cooperation:

The president can do more than any other individual to secure the whole hearted cooperation of the faculty with the director, and this cooperation is extremely important--no, absolutely essential--to insure anything like success for the overall program.²

Case said, "Officials, specifically charged with public relations . . . can do little . . . without the

¹ Reck, op. cit., p. 31.
² Ibid., p. 32.
sympathetic support and, indeed, the active leadership of top administration.  

II. PERSONNEL QUALIFICATIONS

The director. Stress has been placed on the importance of selection of one who will lead out in the public relations program. Often this has not been deemed important and,

The belief that colleges and universities were little more than country clubs, all too prevalent until recent years and still extent in some sections, resulted from the short sightedness of administrators and publicists who failed to grasp the importance of publicity work and its potentialities for doing harm as well as doing good.

Reck points out that few college presidents would select an untried law student to handle an important legal problem, and yet,

Many of these same presidents have turned to a senior or a recent graduate when selecting the man whose work would guide and mold public opinion concerning their institutions.

He points out that administrators are coming to the realization of this situation, and the tide is turning toward efficient management of public relations programs.

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3 Ibid., p. 21. 4 Ibid. 5 Ibid.
Edward L. Bernays, one of the nation's leaders in the field of public relations, stated that the ideal public relations man does not exist. "One person cannot, for the simple reason that he is a human being conditioned by experience and environment, possess all the characteristics of the ideal." However, to establish standards and criteria by which to judge a person for the position, he presented the following:

I think that the ideal public relations man should first of all, be a man of character and integrity, who has acquired a sense of judgment and logic without having lost the ability to think creatively and imaginatively. He should be truthful and discreet; he should be objective, yet possessed of a deep interest in the solution of problems. From his broad cultural background, he should have developed considerably intellectual curiosity; and he should have effective powers of analysis and synthesis along with the rare quality of intuition. And with all these characteristics, he should be trained in the social sciences and in the mechanics of public relations.

A brief list, made in summary, of what characteristics are considered important for an individual who may find himself with this responsibility or for one

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7 Ibid.
who may aspire to this position, included:

1. Integrity.
2. Reliability.
3. Fairness.
4. Frankness.
5. General cultural background. At least the equivalent of a college education with a good background in English, history, science, sociology, economics and psychology.
6. He must read, observe, and converse widely.
7. An understanding of the philosophy of education.
8. Complete understanding of the history, ideals, aims and objectives of his own institution.
9. Interest in people, their achievements, their problems and their whims.
10. Possess a well developed news sense.
11. Ability as a writer and editor.
12. Imagination, originality, and dramatic sense.
13. Well developed business sense.
14. Must be an organizer.
15. Alert, initiative, resourcefulness.

In summary, the director's job demands, "Unflagging faith in the future of education and in his own institution, unwavering confidence in his own ability, boundless energy..."

Because of the nature and importance of the work, public relations is no job for a student or a teacher who has other duties. Neither is it to be given one who happens to have a flair for writing. Mc Keown and Gross advocated that, "The public relations director should

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9 Ibid., p. 28.
have a background of specific preparation in his field equal to that which the dean and business manager have in theirs."\(^{10}\)

A report as to the qualifications needed in a college public relations director was further outlined:

Among the personal qualities desired in a public relations director perhaps sincerity should head the list. Public relations is not a matter of mere propaganda or expediency, neither is it a matter of sensational ballyhoo and press agentry. A genuine program in this area demands first of all honesty on the part of the person giving leadership in that program.\(^{11}\)

Several other qualities that were considered essential were:\(^{12}\)

1. Tact
2. Energy
3. Enthusiasm
4. Loyalty
5. Imagination
6. Judgment
7. Discretion
8. Friendliness
9. A sound philosophy of education
10. Ability to meet people easily and to remember names and faces

In addition, the director should possess administrative talent with a reasonable degree of organizing ability. A bachelor's degree plus graduate study is also suggested, with courses in journalism, psychology,

\(^{10}\) Mc Keown and Gross, \textit{op. cit.}, p. 5.  
\(^{11}\) Ibid.  
\(^{12}\) Ibid.
sociology, economics, education, business and literature and other cultural subjects emphasized. Work experience could include the newspaper field, business, teaching, preaching, or any other job that "helps one to know people and to acquire insights into their characteristic reactions." These are considered valuable contributions to the success of a public relations officer.

A public relations officer thus equipped and given a degree of status and prestige on the campus is able, not only to justify his place in the president's cabinet but to use the information obtained in that relationship to interpret the institution comprehensively and effectively to its various constituencies.

The secretary. Not enough information concerning secretarial qualifications was given. However, it was assumed that one would need the necessary training in secretarial science, and, depending on the nature and scope of the work assigned, an adequate educational and work experience background in the field of public relations.

The staff and school. Since public relations is a way of life for an institution, all of the personnel play a part. "No college or university can expect to have good public relations unless it shows concern about
the personalities of the people who make up the staff."\(^{15}\)

The personality factor was considered vitally important for all who must meet the public. This included the executives, faculty, office help, students, and janitors.\(^ {16}\)

In referring especially to teachers and administrators, Reck stated:

> These men and women must be genuine and possess the highest concept of their college or university's functions in a world of needful people. Moreover, they must have balance and perspective and a crystallized character which is merged with the highest and best interests of the institution. Give an institution staff members of this type under the leadership of a president of true, noble, genuine personality, intellect and vision and its public relations will shortly approach perfection.\(^ {17}\)

Public relations is not to be considered a cure-all for an institution that is sub-standard, nor "a substitute for academic responsibility."\(^ {16}\) An institution must base its public relations program on a sound foundation of academic accomplishment. The Twenty-Eighth Yearbook published by the American Association of School Administrators was devoted entirely to the study of

\(^{15}\) Reck, op. cit., p. 151.

\(^{16}\) Public Relations in Small Colleges, op. cit., p. 3.

\(^{17}\) Reck, loc. cit.

\(^{18}\) Public Relations in Small Colleges, op. cit., p. 2.
educational public relations. Stress was placed on, "First--The Child in a Good School."\textsuperscript{19} After considering the fundamentals of a sound program, it said, "On the other hand the most systematic and skilfully devised publicity cannot maintain the public's confidence or win its approval for a school program that is fundamentally unsound."\textsuperscript{20} The accomplishments, ideals, and goals of a school must commensurate with its calling and the concern of the staff must be constantly to improve the educational process. "No matter what a college or university says, its publics will ultimately form their judgment of it on the basis of the things it does on the things it fails to do."\textsuperscript{21}

III. ADMINISTRATIVE COMPOSITION

Authority, dignity and prestige of office. The title of the office should be one which will give a true picture of what the individual in charge will do. If the main duty is to supply publicity and information then


\textsuperscript{20} Ibid.

\textsuperscript{21} Reck, op. cit., p. 9.
the office should be called the Office of Information or perhaps Director of Publicity. Reck clarifies the reason for this:

A man who is charged with publicity work only should not be burdened with the title of director of public relations. He should not have to take the blame for public relations mistakes unless he has the privilege of giving advice that might avert, alleviate or eliminate them.22

The prestige or standing, along with the title of office may have much to do with the respect and cooperation a director may receive from the many groups with whom he must work.23 It was considered most advantageous to title the office Director of Public Relations and be recognized as an administrative function. Mc Keown and Gross stated, "It is in reality one of the three ever present divisions or areas of administrative responsibility."24 The other two were the dean, in charge of academic service, and the treasurer or business manager in charge of business and finance. These three of course are listed under the president who stands at the head of the institution's entire program. "These three major officials then should comprise the president's cabinet,

22 Reck, op. cit., p. 31. 23 Ibid. 24 Mc Keown and Gross, op. cit., p. 5.
a most important policy-making and administrative body.”

His basic function should be the task of educating the campus personnel in the importance and technics of good public relations and coordinating all activities that hold major public relations possibilities. By the very nature of his office he should be considered as counsel to the president and any other individual or group that will affect the public relations program of the school.

In establishing the office of public relations, the administration must determine the needs, ideals and goals of the institution and align these to the policies of true public relations. These principles, in turn, must be included in the orientation program of the entire staff.

The late R. A. Kent of the University of Louisville summarized the relationship that should exist between the president and public relations director in five principles:

1. Matters of public relations should be centralized under the administration of a director of public relations.

2. The director of public relations should have close official connection with the president...

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3. He should be given aid sufficient to allow him ample time for planning the broad phases of public relations.

4. His salary should be ample to attract and hold a man who has desirable personal traits as well as academic training.

5. He should be the confidential advisor to the president on matters of policy which may result in favorable or unfavorable attitudes on the part of the constituency of the institution.27

These principles magnify the responsibility of the administration in choosing the proper person for the job. He should be selected with the same care as is the selection of the college president.28

Office structure. If one is to hold the responsibility advocated, he will have little time for added responsibilities. Because the nature of his work takes him away from the campus in his association with the various publics, it is desirable that he hold a full-time position. "Even in a small institution, public relations, if adequately done, is a full-time job for a competent staff member."29

Officers of the State Department of Education in Missouri advanced an ideal office plan for administrators

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27 Ibid., pp. 35, 36.  
28 Ibid., p. 36.  
29 Mc Keown and Gross, op. cit., p. 12.
of secondary education schools which emphasized four functions:

1. A contact room between the school and outside world.

2. A special place where the administrator could receive visitors privately or engage in study.

3. A place for storing records and reports as well as other essential materials.

4. A place for work where persons concerned could be supplied with the needed equipment and space.

Because these four points are basic to a public relations office, Figure IV is offered by the investigator as an example of office arrangement based on suggestions by the Missouri group.

**Director's administrative relationships.** In determining the relationships of the director to various departments and activities, the scope of educational public relations must be considered. Figures II and III illustrate five separate activities into which the general field of public relations divides itself in dealing with the specific types of work that an institution carries.

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on more or less constantly. These are listed by 
McKeown and Gross as: (1) student promotion, (2) alumni 
cultivation, (3) publicity, (4) off campus and other 
service projects, and (5) fund raising. They make it 
clear, however, that the public relations director could 
not and should not head all of these areas. Other than 
having a voice in their organization, he may head only 
one or two of them with a supervisory or coordinating 
relationship to the others. Public relations is a 
team job in which all connected with the institution 
play an active part. The responsibility of awakening 
and inspiring these people to play their part, however, 
is one of the primary functions of the director. It was 
stated, "As a consequence, the most important phase of 
the public relations director's work is almost certain 
to be that of co-worker with the administrators and 
faculty members." He continued:

In that capacity he must not only have a part in analyzing the needs and determining policies but 
must also hold himself in constant readiness to 
counsel individuals on their public relations 
problems and to assist them on phases of their work

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31 McKeown and Gross, op. cit., p. 8. 32 Ibid., pp. 9-11.
33 Ibid., p. 11.
34 Ibid., p. 49.
FIGURE 4
A SUGGESTED OFFICE PLAN FOR THE EFFICIENT UTILIZATION OF SPACE AND PERSONNEL
likely to influence the attitudes of one or more of the institution's various publics. Reck also believed that the public relations director should personally head a four division department, namely: (1) publicity, (2) special services, (3) fund raising, (4) alumni. Included, without executive responsibility, should be a special relationship with the office of admissions because of its many contacts with prospective students. These areas could be expanded or telescoped according to the size and needs of the institution. Various academic department heads or faculty members could be placed in charge of these divisions, thus forming a general public relations committee, which would be valuable in the formulation of policy and orientation of staff as well as sharing the load.

Budget. As previously stated, the budget should be adequate for the efficient operation of the public relations program. This would vary according to the size and needs of the school. Salaries should be commensurate with the position and amount of responsibility attached to it.

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35 Ibid. 36 Ibid., pp. 49, 50.
An inquiry sent to ten representative, small senior colleges of the Methodist Church brought seven replies which yielded the following outline of figures. A lack of material was noted in this area and is possibly due to the varying needs and practices found in every institution:

<table>
<thead>
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<th>Low</th>
<th>High</th>
<th>Average</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>$600</td>
<td>$4,800</td>
<td>$2,296</td>
</tr>
<tr>
<td>Travel</td>
<td>100</td>
<td>1,950</td>
<td>838</td>
</tr>
<tr>
<td>Printing (Catalogs, Bulletins and special literature)</td>
<td>648</td>
<td>2,700</td>
<td>1,559</td>
</tr>
<tr>
<td>Photography</td>
<td>25</td>
<td>120</td>
<td>91</td>
</tr>
<tr>
<td>Advertising</td>
<td>150</td>
<td>648</td>
<td>337</td>
</tr>
<tr>
<td>Office Expense</td>
<td>100</td>
<td>540</td>
<td>275</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>293</td>
<td>500</td>
<td>364</td>
</tr>
</tbody>
</table>

Total: $1,916 $11,258 $5,759

Direct student promotion (included in above figures) average ....$3,132

Replies from two junior colleges gave the following information:

<table>
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<th>Low</th>
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<th>Average</th>
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<tbody>
<tr>
<td>Salaries</td>
<td>$1,200</td>
<td>$1,000</td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>1,000</td>
<td>1,500</td>
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<tr>
<td>Printing</td>
<td>300</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Photography and Advertising</td>
<td>300</td>
<td>700</td>
<td></td>
</tr>
<tr>
<td>Office Expense</td>
<td>100</td>
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</tr>
<tr>
<td>Miscellaneous</td>
<td></td>
<td>200</td>
<td></td>
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</tbody>
</table>

Total: $2,900 $4,400

Direct Student Promotion (included in above figures) $2,500

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37 Mc Keown and Gross, op. cit., p. 13.
38 Ibid.
Further study of current budget practices will be given in a later chapter. The figures above do show, however, the areas of expenditure and the proportional relationship as found in those institutions. The Joint Committee on Public Relations for Educational Institutions of the Methodist Church urged their colleges which shared the same or adjoining area to explore the possibilities of cooperative public relations programs. This would possibly save money and "If a common approach to the public serves only to remove competition it should be abundantly worthwhile." 39

IV. PUBLIC AND SPECIAL SERVICES

Publics. Since the public relations of an institution are involved in every area of contact and influence, its public is plural and each must be considered individually. In a guide for school public relations committees, the California Teachers Association stressed, "There is no single entity we can identify as 'public opinion' as distinguished from personal opinion. You must influence individuals . . . not some vague

These individuals fall into characteristic groups, and identifying these different groups is an important step in building a program which would give maximum value to the public relations program. Without this knowledge no positive program of service or understanding can be launched. "Therefore, attention must be given to the opinions of many different public rather than to any general public opinion."[41]

In the analysis and organization of a public relations program, and examination of the school's publics were considered most essential and one of the first steps the director must consider. If he is new to the institution, or if an understanding of the public relations objectives, methods and procedures seems to be somewhat limited, the director might start by organizing a public relations committee of the school's leaders, men and women selected for their special abilities and interest in the school. In some cases, this selection might include those who are not part of staff but still members

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41 Public Relations For America's Schools, op. cit., p. 15.
42 Rock, op. cit., p. 38.
of the college family such as alumni. The group could supply not only information but act as a liaison to the various college departments and groups. With the aid and counsel of a committee of this type, ensuing policies and procedures would be based on a more sure foundation. The California Teacher's Association has published a manual to guide local school public relations committees, such was their belief in the wisdom of this type of organization.\footnote{Freeways to Friendships, op. cit. p. 1.}

Knowing that the list of publics would include anyone and everyone with whom the institution came in contact, Reck listed thirty publics that would need special attention:

1. Prospective students
2. Parents
3. Students
4. Staff members
5. Alumni
6. Honorary alumni
7. Trustees
8. Local citizens
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
16. Business and agriculture
17. Industry
18. Labor
19. Ministers and church people
20. Donors
21. Prospective donors and new 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 and their citizens.44

The above list was chosen because of its comprehensiveness, and not every college would necessarily be concerned with all of these. Neither is it stressed that this list was all inclusive, for some institutions could possibly add to the number. An examination of a list of publics most important to a church college revealed nine groups: (1) the church in general, (2) students, prospective students, (3) alumni, (4) business and professional men, service clubs, (5) women and women's clubs, (6) farmers, (7) labor and labor groups, (8) government, (9) the educational profession, including accrediting agencies.45

Although every institution must determine its own publics, the groups naturally divide themselves into two

45 Public Relations in Small Colleges, op. cit., p. 6.
main areas, **internal** and **external**. The internal publics are those within the college family, namely: administration and staff, students and prospective students, parents, alumni and constituents. In case of a sponsoring agency such as church, state or other, it stands with number one as being responsible for the administration. All other publics fall into the external category, such as community, government, business, industry and labor.

**Special services.** In this section, although some overlapping was unavoidable, services are not to be confused with media. The service that can be rendered and not the vehicle used in doing so was the object of this section. It must be made clear at this point that this study concerns itself with the organization of the public relations program and not the technics of carrying it out. However, it was felt that an inclusion of general areas of services would be in order.

McKeown and Gross felt that a good public relations director should "examine the needs of the college community and of near-by communities and to discover the services which the institution might render in
meeting these needs.\textsuperscript{46}

Of all the publics it was stressed that, "Pupils are among the most effective of all the school's public relations agents."\textsuperscript{47} Another book listed students as a number one public and medium by which to carry the message to others. Parents were listed as number two in importance.\textsuperscript{48} These were referring to public school children but the principle would be applicable in higher education.

The Twenty-Eighth Yearbook of the American Association of School Administrators listed nine avenues for better public relations with pupils in the schools. They encompassed the school's total relationship to its students and were selected to illustrate the inclusive background necessary for good public relations. They were:

1. Have a student body comprised, or for the most part, of enthusiastic boosters of the schools.

2. Give children specific instruction about the school as a social institution.

3. Have a curriculum which meets the needs of your community.

\textsuperscript{46} Mc Keown and Gross, \textit{op. cit.}, p. 10.  
\textsuperscript{47} \textit{Public Relations for America's Schools}, \textit{op. cit.}, p. 59.  
\textsuperscript{48} \textit{Freeways to Friendships}, \textit{op. cit.}, p. 5.
4. Give attention, thru a carefully planned program of pupil guidance, to the problems and needs of every child.

5. Keep adequate records of pupil's abilities, achievements, interests, and experiences.

6. Issue to parents the kinds of progress reports which they can understand and appreciate.

7. Have the kind of school program which develops in the pupils a wholesome pride and sense of responsibility as members of a school community.

8. Have a friendly school, in which the public regularly finds a cordial welcome.

9. Direct attention to the outstanding successes of pupils and former pupils.49

Along with these nine could be included the "open door policy" on behalf of the administration and staff, especially of the public relation director, toward any student or, for that matter, any public that might have a problem they wished to discuss.50

Much has been said as to the importance of the staff in carrying out the public relations program. In working directly with students and hence carrying an influence with the parents, the work of the faculty was considered of prime importance. E. D. Whittlesey, who

49 "Public Relations for America's Schools," op. cit., p. 58.

50 Reck, op. cit., p. 74.
stressed the importance of the faculty in public relations,\(^{51}\) felt that the best interests of the students came first, over which nothing took priority. Counseling was stressed as the main consideration: "This is one of the most precious privileges and gravest responsibilities which the faculty person may share with the student."\(^ {52}\) This counseling may be of the formal nature, but not to be overlooked are the opportunities of informal counseling on such occasions as a trip, campus stroll, or in the home. He also pointed out that the classroom was the best place for good public relations on the part of the faculty and, "Here he can make or break himself and his proteges."\(^ {53}\) His belief that each poor teacher is a definite public relations liability is born out by a study of 938 failures in four Michigan colleges. Four reasons were given for failure and, of these four, three were as a result of improper adherence to good public relations procedures.\(^ {54}\) The three faculty shortcomings were described as follows:

\[\text{References:}\]


\(^ {52}\) Ibid. \(^ {53}\) Ibid. \(^ {54}\) Ibid.
1. Some instructors gave assignments without giving consideration to other responsibilities of the students.

2. Some instructors became absorbed in their lectures and were neglectful of the orientation of students, or of student reactions to the lectures.

3. Students considered certain instructors unjust in grading and unwilling to admit mistakes. They felt that some instructors gave the impression that they were superior to their students. Cynicism, sarcasm, and ridicule were sometimes used. Some instructors were emotionally and socially mal-adjusted.\footnote{\textit{Ibid.}, p. 7.}

Just the opposite effect was noted when good public relations principles were followed, and it was found that three of the four reasons for student achievement were:

1. When the instructor stimulated permanent interests of the type which continued after the course was completed.

2. When instructors were acquainted with good teaching methods as well as with the subject matter of their courses.

3. When the instructors were friendly, and showed some personal interest in the student, his problems, and his out-of-class interests.\footnote{\textit{Ibid.}}

Further suggestions for faculty participation were grouped under four points: (1) enthusiastic participation on student-faculty committees, (2) keeping in touch with former students, (3) keeping parents advised of news from their sons and daughters, and (4) cultivating alumni interest.\footnote{\textit{Ibid.}}
"Everybody agrees that the most staunch friends of schools are the parents,"\textsuperscript{58} and they are vitally concerned with the progress and welfare of their children. In the public schools, most parents' only contact with the school is through a teacher, and although this is not completely true on the college level, the influence of teachers with parents cannot be overlooked. Graciousness and tact should be the byword of not only faculty but anyone who deals with the parents. A summary of this has been stated, "Public relations with parents . . . can be reduced to an application of the Golden Rule."\textsuperscript{59} Since most administrators and staff are parents, a little careful thought on their part would reveal to them what they would desire for their own children. This would present a clear cut guide of action.

The foregoing material on staff-student-parent relationship was presented to stress the importance of this area of service. Following is a summary\textsuperscript{60} of ideals for special services by the college in general:

\textsuperscript{58} Freeways to Friendships, \textit{op. cit.}, p. 6.
\textsuperscript{59} Reck, \textit{op. cit.}, p. 92.
\textsuperscript{60} Reck, \textit{op. cit.}, pp. 6-63.
A. Students.
1. Freshman orientation
2. Comfortable housing
3. Good food
4. Promote student government
5. Vocational guidance and placement
6. Promote student publications
7. Promote student sponsored convocations and special events.

B. Prospective students.
1. Personal contacts
2. Information publications
3. Student publications--special issues
4. Yearbook for libraries of secondary schools
5. Scholarships
6. Special events

C. Parents.
1. Letters of information concerning children and school
2. Health reports of children
3. Open house--parents as guests of the college
4. Opportunities for conferences with administration and faculty

D. Trustees.
1. Annual luncheons, etc., with the faculty
2. Periodical bulletins and letters
3. Copies of annual reports
4. Copies of important news releases
5. Alumni and student publications
6. Special seats at games or concerts

E. Staff members.
1. Pleasant working conditions
2. Equitable salary scale and promotion policy
3. Sabbatical leaves
4. Exchange professorships
5. Health, accident and hospital insurance
6. Retirement fund
7. Special tuition rates for children
8. Cooperation on books and magazine articles
9. Newsletters
10. Copies of important news releases and home town stories

F. Alumni.
1. Placement service
2. Letters of information, explanation, etc.
3. Homecoming
4. Promote alumni publications
5. Promote meetings with college centered program

G. Constituents and local community
1. Exhibits and displays
2. Social functions
3. Assistance in drives and campaigns
4. Staff membership in community organizations
5. Speakers and entertainment for meetings
6. Placement service
7. Good will advertising
8. Letters of information, etc.

H. Church.
1. Supply pastors and workers
2. Church centered campus events
3. Ministerial conferences
4. Supply facilities and staff for conventions

I. Government.
1. Cooperation with government officials on programs
2. Invitations to speak on campus
3. Conferences and short courses
4. Letters of information, etc.

J. Business and industry.
1. Placement service
2. Letters and special bulletins
3. Aid in research and special projects
4. Night courses
5. Conferences
6. Use of college facilities
7. Invitation to participate in campus events related to their profession or group

K. Veterans.

1. Provide office space for the counseling service of the veteran's administration
2. Fair evaluation of work done in service
3. Special scholarships and loan funds
4. Adequate housing
5. Social and cultural activities for wives of veterans
6. Vocational guidance, aptitude testing, counseling, etc.

The above list of publics and services is by no means complete but serves merely as an example. Special services that might be rendered are limited only by the imagination of those concerned in the public relations program, and the list of publics might be limited or extended. It was observed that many of these special services, though listed first under one public, were adaptable to many groups. Whatever the college situation may demand, the administration must realize that a "current task of public relations is the discovery of new 'publics'."

The book listed in the following footnote contains "practical suggestions for possible inclusion in a public relations program directed toward the general constituency."

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61 Mc Keown and Gross, op. cit., p. 15.
V. MEDIA

"The effectiveness of school public relations is determined in part by the media selected and the way they are used." Just having a large number of media available does not alone make a safe or wise program. The proper technics in using these media are an important study in itself, too broad to include in this work.

If the public relations program is effective it will work through as well as to an institution's publics. As an example, much has been said as to the importance of using the faculty as a channel for effective public relations, and yet, they also were listed as a public. However, it must be remembered that before an institution can achieve good public relations through its publics, "It must have good public relations with them." This means that:

1. It must understand these publics and their interests.

2. It must key its policies and activities to serve the interest of its publics to the greatest possible degree.

3. It must interpret its policies and program so

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63 Public Relations for America's Schools, op. cit., p. 275.
64 Heck, op. cit., p. 67.
that its publics will have complete understanding of
their worth both to them and to society in general.65

When these objectives have been reached the various
publics will become enthusiastic supporters, "and only
then can it be said that the program is succeeding."66

Some brief examples will serve to show how
publics may be used as media:67

A. Staff members.
   1. Good workmanship
   2. Honest attitude
   3. Interest in others
   4. Courtesy
   5. Good grooming
   6. Punctuality
   7. Familiarity with college history
   8. Leadership in professional organizations

B. Students.
   1. Familiarity with history, traditions, ideals,
      etc., of the school
   2. Respectful
   3. Courtesy
   4. Orientation in programming
   5. Guide service
   6. Christmas caroling

C. Alumni.
   1. Meeting with prospective students
   2. Introducing the president to community, etc.
   3. Job placement and rehabilitation work
   4. Sponsoring the college programs

65 Reck, op. cit., p. 67.
66 Ibid. 67 Ibid., p. 64.
D. Parents.

1. Nomination of replacements for graduating sons and daughters
2. Parents association with projects in behalf of the college.

E. Local citizens.

1. Council of business men to work with the president
2. Cooperation in sponsorship of concerts, conferences, etc.
3. Employment of students and alumni

The effectiveness of personal contact was stressed and should be accomplished when and whenever possible.

Using the term "media" in a more narrow sense exposed a multitude of vehicles with which to reach the various publics. Although the agencies or media through which the publics may be reached are almost unlimited, "Rather arbitrarily they can be divided into four classes: written, oral, visual, social."68 The Twenty-Eighth Yearbook of the American Association of School Administrators listed the following:69

1. The speech
2. The newspaper
3. Radio and television
4. Slide films and motion pictures
5. Graphic and pictorial materials
6. The letter

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68 Reck, op. cit., p. 58.
69 Public Relations for America's Schools, op. cit., pp. 281-301.
7. Messages to parents
8. Student publications
9. Miscellaneous publications
10. Reports
11. Exhibits, excursions, and observances

Also, not to be overlooked, were the simple day-to-day media that were not usually thought of as having public relation value. Two that were used most commonly were general letters of correspondence and the telephone. Simple, appropriate letterheads, promptness in reply, neatness, and cordiality were a few of the suggestions for better relation through correspondence. As the Bell Telephone Company stated, "Everytime you pick up the phone, you are doing a public relations job. It may be good, bad, or indifferent . . . "70 This company felt the public relations value of the phone so important that several films, film strips, and booklets were produced for use in schools and general instruction. An eighty-seven page teachers' guide in the area of telephone communications was available along with posters to all teachers presenting the subject. One hour lectures utilizing films, booklets, and discussion were provided for firms who desired their employees to use the telephone properly.

According to George Creighton, Manager of the Lodi

Bell Telephone Office, in an interview, the requests from firms for this service were many. All these services were provided by the telephone company as a public relations feature at no cost to the public. Table X71 is an excerpt from the office manager's manual "Telephone Facts" which further shows the emphasis placed on the public relations value of this medium. As they summed it:

The impressions we make over the telephone are important... more important perhaps than most of us realize. In both business and social life, our voices over the wire reflect our personalities. When meeting people face to face, poor diction may often be excused because of a winning smile or a warm personality. But when you talk over the telephone, your voice... and your voice alone... is you.72

The above media deal to a great extent with a phase of public relations that has caused concern--publicity. Since public relations is "both the base and the objective of publicity,"73 it was thought appropriate to stress again the importance of a sound public relations program in this section. Before any thought of expanding publicity efforts can be given consideration, a re-evaluation of the public relations program should be

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71 See Appendix, p. 169.
72 How To Make Friends By Telephone (Pacific Telephone and Telegraph Company), p. 3.
made to see if its policies, services, and activities are geared to the best interests of those individuals and groups from whom the institution seeks confidence. "Only when this . . . process has been accomplished through thoughtful discussion, investigation, and action can publicity be sought with safety." 74

Below are listed nine suggestions considered important in the use of all media:

1. Balance your program so that all types of media and all staff members are used in public relations.

2. Always select the best media for the specific purpose to be achieved.

3. Distribute information throughout the year, with a few good stories each week.

4. Release information to the public while it is still news.

5. Publicize some of the "little things" around the school.

6. Give space in publications to the work and accomplishments of many teachers, many departments, and many students.

7. Start planning early so that you have time to even out a good job.

8. Give every item for publication one last check by a second staff member before its release.

74 Ibid., p. 3.
9. Try to be simple, honest, direct, and punctual in the use of all media.\textsuperscript{75}

In summary, publicity should endeavor to "give the college's publics the information necessary to maintain opinion which is intelligent, informed, and favorable."\textsuperscript{76}

VI. ANALYSIS OF THE PROGRAM

Importance. Evaluation is a vital and integral part of the total public relations program and should be regarded as such. A knowledge of the strengths and weaknesses of the program, "sore spots" which cause criticism that must be remedied, and effectiveness of each of the components of the program, are a few of the items a director must know in order to maintain a strong and progressive program. As was stated earlier, a new director should make an analysis of the effectiveness of the entire program as one of his first tasks. "Nevertheless, every public relations program needs careful examination and redirection from time to time to keep it

\textsuperscript{75} Public Relations for America's Schools, op. cit., p. 274.
\textsuperscript{76} Reck, op. cit., p. 3.
in step with educational and social changes."  

Hundreds of elements may enter into the total public relations endeavor, many of which should be evaluated from time to time to enhance the program. A survey revealed more than 800 activities that might be included in a public relations program.

Method. A number of methods varying from casual observance to carefully applied measurements were used in evaluation of public relations programs. Informal methods such as observation, or discussion groups in which laymen and school personnel participated, produced useful pictures even though the material was highly subjective.

Hand discusses the value and methods of public opinion polling as applied to school systems. The discussion is comprehensive and would be a valuable guide in determining an adequate program of analysis.

To reduce subjectivity in evaluation, more formal and scientific methods were used; for instance, evaluation criteria. A fairly comprehensive set of questions

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77 Public Relations for America's Schools, op. cit., p. 251.  
78 Ibid., p. 258.
based upon criteria or principles, may be developed by the staff or public relations committee, which would serve as a check list in evaluation. These would "of necessity be quite general ...", and would pertain to such phases as (1) plan of organization, (2) philosophy, purposes, or point of view, (3) activities employed, (4) results achieved such as improved attitude, increased understanding, etc., and (5) personal growth of the staff in community understanding. Although the above has reference to the over-all program, evaluative criteria can also be used to measure successes of activities or processes or applied to the effects and outcomes of the program. Other methods are, (1) opinion polls, (2) Hand's Inventory Poll, and (3) check lists and rating scales. A study of virtues, shortcomings and availability of these different methods was too extensive to include here but a rather complete coverage was found in the chapter on evaluation in the Twenty-Eighth Yearbook of American Association of School Administrators which is listed in the bibliography.


80 Ibid., p. 265.
Checklist. Also, provided in the Twenty-Eighth Yearbook of American Association of School Administrators were eight questions an institution might ask to check its evaluation program. Does it:

1. Systematically appraise the schools' public relations program?

2. Evaluate each major factor that contributes to success or failure in public relations, such as, the plans and planning procedures, personal relationships, the school program, pupil's attitudes, staff participation in community affairs, lay leadership, and support of the press?

3. Weigh the activities that have positive effects against those that produce negative results?

4. Capitalize on the help which the school board and school staff can give in evaluating school public relations?

5. Make full use of the information collected incidentally through observation, conversation, correspondence, and other informal methods?

6. Take occasional polls of the opinion of pupils, teachers, and various groups of laymen with respect to items that reflect school public relations?

7. Use objective methods, as well as informal procedures, to evaluate public relations activities and processes, effects and outcomes, and the overall program?

8. Adapt the practices followed in evaluation to the essential purposes of your own program and to the local situation in which it operates? [81]
VII. SUMMARY OF THE CHAPTER

This analysis of the main functions of public relations revealed the involved nature of this activity. A review of the personnel qualifications, administrative composition, publics and special services, media, and analysis of the program of public relations disclosed the importance placed upon the many phases involved in a comprehensive program.
CHAPTER IV

CURRENT PUBLIC RELATIONS PROGRAMS

IN TWO STATE COLLEGES

1. SACRAMENTO STATE COLLEGE

The material for Chapters IV, V, and VI was obtained through a survey gathered from personnel concerned with the public relations programs of these colleges. The introductory chapter presented an explanation of the methods used.

Introduction

Sacramento State College placed full emphasis on the importance of public relations as one of the major assignments within the campus organization and recognized it as an administrative function. F. Blair Mayne, Executive Dean of Sacramento State College, from whom this information was secured through interview, stressed, however, that public relations was an administration position only if the director was a qualified administrator and the title of the office, Director of Public Relations, meant just that. He felt that one who only handled

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1 Opinions by F. Blair Mayne, personal interview
publicity or some other phase of public relations under a mis-titled office, should not have administrative authority.

**Personnel Qualifications**

**The Director.** Mayne's personal qualifications included a bachelor's degree in Business Administration, master's degree in Educational Administration, and a doctorate in Educational Sociology. He did not stress all of these as necessary but felt that training in Business Administration and Educational Administration were important.

Experience should include a general educational administrative background, the more, the better, and also college and teaching experience. Mayne's experience ranged from lecturer at Rutgers to State Director of Business Education in Wyoming.

Tact, pleasantness, and congeniality were considered very important, along with the ability to get along with people. Some character traits included, (1) honesty, (2) sincerity, and (3) organizational and administrative ability. Also, the individual must be able to supervise and direct efficiently.

**The secretary.** Secretarial help in state colleges
were divided into three groups, (1) junior, (2) intermediate, and (3) senior. A secretary was placed according to education, experience, and ability. Secretarial qualifications for this office demanded higher standards than the usual because of the nature of the work. Two to four years college work in secretarial were required, with an experience background and personality requirement that placed the secretary in the senior classification.

It was noted that both the Executive Dean and his secretary were very well groomed and cordial. A feeling of friendliness and sincere desire to be of service was prevalent. A very good impression was received.

**Administrative Composition**

**Authority.** The administrative composition of state colleges varied somewhat from that of private schools. Vice presidencies were nonexistent, the position of Executive Dean or Assistant to the President being somewhat the equivalent. Figure V on the following page was taken from the **Personnel Manual** of Sacramento State College and shows the administrative relationships of the school. For added information and clarification, notes on administration and duties of administrative offices of Sacramento State College were included in this
investigation, Table III.²

The office of Executive Dean, in addition to other duties, was responsible for the public relations of the college. Dr. Mayne, as Executive Dean, was directly responsible to the president and a member of the president's cabinet. The six duties of the Executive Dean were listed as:

1. Has responsibility for general planning and promotion.
2. Directs preparation and organization of the college catalog and other publications.
3. Assists in promoting building program.
4. Makes special studies of administrative problems.
5. Coordinates public relations activities.
6. Serves in such other capacities as the president may direct.³

Office structure. To help the Executive Dean carry this responsibility he was furnished with a full-time Administrative Assistant, one full-time secretary, and one half-time secretary. Relief secretaries were provided when extra load demanded. A suite of three air-conditioned,

²See Appendix, p. 147
³See Appendix, p. 149
neat, attractive offices comprised the physical structure.

**Administrative relationships.** The primary function of the Executive Dean as to public relations, was to direct and coordinate the program, delegating responsibility of the various phases of public relations to subordinates in respective college departments.

A public relations committee composed of these department heads, and others, were under the direction of the Executive Dean. It was established to help in the general carrying out of the program. They were listed as:

1. Administrative officer
2. Athletic Director
3. Publications Manager
4. Chairman of the department of Fine Arts and Humanities
5. Dean of Educational Services
6. Supervisor of student publications
7. Faculty radio and television director
8. Editor of the student paper
9. Alumni Executive Secretary
10. President

This committee met from five to six times a year to check and establish policy, coordinate, and evaluate the program. The Executive Dean's office was not concerned with details but the over all picture of the program.

Because of the prestige of his office, the Executive Dean's position was generally one of
supervision, assistance or counseling with regards to other college departments, in areas that held public relations aspects. He worked on an associate basis with the Director of Admissions, and assisted in development with other department heads. Fund raising was a direct function of the office along with the development of some scholarships, but loan funds were handled by the Associate Dean of Students. A Publications Manager, directly responsible to the Executive Dean, handled the school publicity and publications, while the Student Publications Manager took care of student publications. Off campus and other services were under the supervision of the Dean of Educational Services who was responsible directly to the president. No Speaker's Bureau existed but contacts for speakers were made through Mayne's office. Not many student programs were sent out but his office coordinated and supervised such endeavors. No direct contact was existent with the Alumni Association which had an executive office on the campus, but the two offices worked together on a cooperative basis, and a staff member served as part-time Alumni Executive Secretary.

Budget. Because of the widespread divisional structure of the program, no conclusive study of the
budget was possible, since each department was budgeted as to its individual needs. This was because the enrollment exceeded 3000 full-time students and 2900 part-time students.

Public and special services. News of interest and importance was provided for the students through their own publication, while a college calendar listing special events were supplied for faculty and staff. Regular faculty meetings supplied the needs of old faculty, but in addition, a series of seven monthly meetings were initiated to orientate new faculty members. Further assistance was offered by the respective division chairmen. This appeared to be a very effective program of educating the staff members to their responsibilities in public relations as well as a special service to them. In addition, a comprehensive personnel manual was provided designed for orientation. News items were sent to parents and constituents, and speakers, workshops, and educational and professional conferences were provided for the general community. Also teachers were urged to join a professional organization in their subject area.

For business and industry, a placement officer was utilized, and occupational curriculum, internships
and advisory councils were provided. A veterans service also was established. A further clarification of publics is listed in Tables II and IV.4

**Media.** In 1957, two hundred twenty-five radio and television programs were presented. A television and radio committee assisted the division chairman. No movies were used and there was very little magazine coverage. However, the newspapers were used extensively. Student publications were circulated on campus and an average mailing list to other colleges was used.

Many brochures, schedules and bulletins were published, but very few student programs were used. A measure of caution in the use of news releases was exercised by the Executive Dean regarding faculty and staff. Great care was taken that not too much or superfluous news appeared about any one person or department, thus avoiding possible "grandstanding."

**Analysis of the program.** Table II5 contains the guide sheets used in evaluating the internal program at

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4 See Appendix, p. 141, p. 151.
5 See Appendix, p. 141.
Sacramento State College. It was stressed that all of
the items listed were not used and this list was merely
used as a method of evaluation and not a criteria for the
program. The Executive Dean, in a speech given at the
regional meeting of the American College Public Relations
Association, clearly stated:

Although this approach serves our purposes in
helping us to keep a balance of activities with all of
the "publics," it does not, obviously, give us an
evaluation of the real effectiveness of our public
relations program.

He further stated that no study had been made to answer
this need. In a summary Mayne listed three questions
that should be answered, concerning the opinions of the
various publics, if an evaluation is to be effective:

1. Do the opinions expressed indicate the true
situation as it exists?

2. Are these conditions desirable?
   (a) If not, what changes shall we make?
   (b) If so, what must we do to get the
       complete story across to our publics?

3. How do we go about changing the prevalent
   opinions?

Director's comments. Mayne felt the organiza-
tional pattern for Sacramento State College was very
adequate and satisfactory and the only complaint was a
lack of time for planning research, analysis, and follow-up.

See Appendix, p. 151.
II. SAN FRANCISCO STATE COLLEGE

Introduction

Glen Smith, who is in charge of public relations at San Francisco State College, emphasized that the administration was very conscious of the importance of public relations. It was recognized as an administrative function and considered a very vital part of the campus organization. Special emphasis was placed on service, the need of the community of San Francisco, about which the administration was very sensitive. 7

Personnel Qualifications

The director. A bachelor's and master's degree in History are held by Smith. He felt that the academic background of a director should be broad, especially in liberal arts, but since there were such few constants the most important thing was the type of person and not his academic background.

Smith had spent five and one-half years as a teacher and counselor and teacher of special programs in Los Angeles city schools, and had also served as an associate director of admissions at Occidental College.

7 Opinions expressed by Glen Smith, personal interview, July, 1958.
In his opinion, too much back slapping and insincerity had dominated the scene in public relations and he re-stressed the importance of service. One must be sincerely honest and have a burden to give the message, springing from an earnest desire to serve the people. A pleasant, congenial personality accented by ease of manner were considered essential attributes of personality. Administrative and organizational abilities were necessary talents.

The secretary. The secretary to the Director of Public Relations had a two-year liberal arts background. Here again, he did not consider academic subjectivity as important as personality and adaptability. A secretary must also have managerial ability as she often must take over alone. In short, he felt that a secretary should almost be as well qualified as the director in organizational and diplomatic ability.

The Director's secretary had worked in the Library of Congress and with Central Intelligence in Washington. She had experience in management, newswriting and public relations, all of which were considered good background requirements.
Administrative Composition

Authority. The California State Board of Education has established a criteria for administrative organization which, however, is interpreted to fit specific needs of the different state colleges. For this reason, some procedures found at San Francisco State College will not be the same as those found at Sacramento State College.

The official title of the Director of Public Relations' office was Publications Manager and Assistant to the President. In this case the Executive Dean concerned himself primarily with the huge building program that was in progress, while the Director personally handled the college publicity and acted as a liaison officer for the president, in addition to serving as his "right-hand man." Smith was a member of the president's council, which was the policy forming group. The president's cabinet contained a larger number of officers, including the division chairman. On the following page is a diagram of the administrative line and staff taken from the faculty handbook of San Francisco State College. Tables VI - VII

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contain additional material concerning administrative and public relations procedures.

Office structure. The Director's office structure provided for a full-time director and secretary with other part-time student help as needed. Two rooms comprised the office space and no special equipment was noted. However, as was the case in all the other colleges, access to special equipment was provided. Smith felt the physical structure of his office was quite adequate.

Administrative relationships. The Director's relationship to the major deans of the college was through the president's council, and to the division chairmen through the president's cabinet. In this way he had a voice in the shaping of policies and the coordinating of activities.

In California, state colleges are not primarily concerned with fund raising except for special activities not provided for by the state, such as a lecture fund. The securing of these funds was one of the Director's functions. Supervision of general publicity and publications also came under his jurisdiction, but academic and student publications were not his concern. He had little to do with off-campus activities such as extension
courses and student programs, since the director of Educational and Special Services and the chairman of the division of Drama and Creative Arts handle these areas respectively. It was noted that all division chairmen were responsible for their own public relations publications and activities. These, of course, were coordinated through the president's cabinet. There was no speaker's bureau, and most requests for this sort of activity were channeled through the president. As was the case in most of the colleges interviewed, the director of public relations activities did considerable field contact work as a representative of the president. Smith intimated that although there was little relationship between the college and the alumni, it was his responsibility to work out closer ties with their organization.

Budget. As was the case at Sacramento State College, money for publications, radio, television and other media was allocated to the various divisions in charge, and not through this office. Smith was classified as a full-time professor, Class I, which meant that he received $930 for the three summer months. His secretary received the standard Civil Service wage for a senior-class
secretary, but this amount was not readily available. Office supplies were given $150, and $200 more was allowed for part-time help. Only $150 was budgeted for travel and Smith considered this very inadequate. However, he was given the use of a state car, with gasoline furnished. Office supplies, travel and salaries were the major expenditures of this office since all other expenses were distributed departmentally. These figures are based on an enrollment of approximately 10,000 students.

Publics and special services. Cultural service and leadership was the objective of San Francisco State College, and student, staff, parents, and the community in general were recipients of what the Director considered outstanding programs and activities. The Drama and Creative Arts division has produced some of the works of classic and modern authors, and the Summer Concert Series has been well received. The college has become so well known for these contributions that Mrs. Sigmund Sterns, who established a park and a summer concert series to the memory of her husband, handed the responsibility of the summer concert series over to San Francisco State College because she appreciated and had confidence in the work that the college was doing.
In addition to these activities, a program of experimental education was pursued in which exceptional children were trained, allowing excellent experience for prospective teachers as well as benefits to parents and participating children. The facilities of a Cerebral Palsy school adjoining the San Francisco State College campus, allowed the same benefits. The Director was pleased at the contributions made to research in this field of Experimental Education. A demonstration school also added to the list of special educational services.

The Executive Dean of the college was interested in faculty activities and he published a paper entitled, "Faculty Foot-notes," which came out every two weeks as a service to this group. The faculty manual is comprehensive and outlines an entire program for faculty welfare. One of the jobs of the Director for the president was to circulate among the students and faculty and detect "sore spots" and areas of concern in order that a more suitable program for these groups might be forthcoming. The good relationship enjoyed between the administration and the staff was considered to be a resultant of the practice of staff participation in the formulation of policy through a faculty senate and various staff committees. A further
explanation of this is found in Table VII.

Many conventions were held on the campus but poor parking facilities were felt to be a hindrance to this program. The Citizen's Advisory Board sponsored by the college, offered advice to the president concerning services to business, industry and the community. In addition to all this, a wide program of research in many fields was carried on.

Media. The Director pointed out that educational television was born at San Francisco State College and much was done through this medium. Radio, however, was used very little and no movies were utilized. Considerable magazine coverage, especially in Life and Reader's Digest, was noted and a tremendous amount of newspaper coverage also was listed.

Faculty members were sometimes used in deputation work such as counseling various publics in a common field. The student newspaper was given help on news coverage, and many brochures and schedules were published. Student programs were used extensively through the Drama and Creative Arts division, and research was the key medium used in other departments.

See Appendix, p. 161
Analysis. The Director knew of no program of evaluation in existence, but he looked forward to one being developed in the future.

Director's comments. Smith admitted that his job was too broad and should be divided into two offices—the office of Publications and Publicity and the office of Assistant to the President.

III. SUMMARY OF THE CHAPTER

Sacramento State College and San Francisco State College had established organized public relations programs. Procedures in California State Colleges were based on criteria issued by the California State Board of Education. Recognition of variations necessary within these criteria was evidenced by the differences in administrative composition and procedures of the two colleges.
achieved.

Nearly all of Farey's experience had been in this department, having served College of the Pacific for twenty-five years in this capacity. At his own convenience, he had worked considerably in commercial radio with some free-lance activities in the same field. He had done some writing which had been published in the areas of short-story fiction and general articles.

He considered honesty and sincerity as very important character traits for one considering a public relations job. A pleasant, congenial personality, a flair for writing, plus the ability to win people, were other prerequisites.

The secretary. The Director's secretary was a former office manager and society writer for a Lodi newspaper. Her advanced education consisted of two years at a business college. Farey felt that ideally a good secretary in public relations should have a bachelor's degree, but experience often could make up for any deficiency, such as in the case of his present secretary. Another requirement that he found desirable in a secretary was managerial ability—-one who could take over and carry on alone.
CHAPTER V

CURRENT PUBLIC RELATIONS PROGRAMS
IN TWO PRIVATE COLLEGES

1. COLLEGE OF THE PACIFIC

Introduction

During an interview with Arthur R. Farey, the Director of Public Relations, he expressed his opinion that public relations was recognized as an administrative function and regarded as one of the major assignments within the campus organization.¹

Personnel Qualifications

The director. The Director held a bachelor's degree in speech and a master's degree in dramatic arts. He considered a study of liberal arts and humanities and a general broad background in education necessary, emphasis being placed on English, journalism, and subjects related to public relations such as radio, television and movies. He felt that a baccalaureate degree would be sufficient if the desired background had, for the most part, been

The official title of the Director's office was Office of Public Relations, but he felt this to be a misnomer and that it might better have read Office of Public Information. This was because the two main functions of his office were publicity and special services.

He was considered an administrative officer but was not a member of the Board of Trustees. He assisted all the administrative offices. Although the Director held this relationship, he was directly responsible to the president and simply worked with the assistant to the president. This did not agree in practice with the administrative policy established in the faculty handbook concerning duties of administrative officers. It listed the assistant to the president as the one in charge of public relations. Farey thought his status was adequate in theory, but he actually did not do much to shape administrative policy and was more of a "utility infielder."

On the following page is a chart taken from the faculty handbook of the College of the Pacific which shows the administrative composition.

Office structure. The Director was a full-time director and employed a full-time secretary. A local
newspaper man, who instructed classes in journalism at the college, was at the Director's disposal for assistance, and an additional twelve hours per week were allowed for other part-time assistance. Only one room comprised the office space for this department.

**Administrative relationships.** The Director worked in an advisory and services capacity with the director of admissions and other departmental heads in areas with public relations value. He directly supervised general publicity and publications and worked as an advisor—coordinator for departmental publications. His office provided supplementary services for such activities as extension courses, student programs, deputation groups, alumni association, speaker appointments, and the Pacific Associates. He added that he also worked in an advisory capacity in any or all of these if his advice was requested. He was very careful not to assume a managerial attitude with anyone as he felt it was incompatible with his job.

**Budget.** The yearly budget amounted to $19,000. Of this amount, $11,480 was allocated for salaries of which the director and secretary received $9,680; the assistant newspaperman, $600; and $1,200, additional part-time help.
publicity were given $3,270. This figure did not include any other departmental publications such as the college bulletin and brochures which were charged to college advertising expense. The Pacific Review, a thirty-six page magazine published quarterly, received $4,240 and is managed and edited by the Director. Three major expenditures were listed as (1) the Pacific Review, (2) office expense and publicity, and (3) salaries.

Publics And Special Services

A weekly newsletter serves the faculty of the college, while the Pacific Review specifically refers to the staff. Interesting news items and articles about faculty affairs is included in this magazine, which also is an alumni issue with pertinent news. A special program calendar, edited by the dean of women, kept the college family informed as to special events. A parent's day was provided for parents and constituents and speakers were provided for civic and social groups. Services were offered to the Pacific Associates and the alumni association, while two placement officers--one for teacher placement, and one for general placement--served the graduates. The parent's day activity and the placement services were
not part of the public relations office as such.

Many annual conventions were hosted. First and foremost was the Annual Conference of the California-Nevada Conference of the Methodist Church. The northwest regional meeting of the National Music Therapy Association, various music associations, the conference of the California Historical Societies (who are provided an executive office on the campus), and the Western College Association were other educational groups that have enjoyed convention facilities and services.

Student field studies in business and industry were provided, and extensive research in Chemistry, Pharmacology, and Marine Biology was carried on.

Media

Radio and television were utilized to some extent and three motion pictures on (1) the college generally, (2) the Pacific Marine Station, and (3) the Pacific Music Camp, have been used widely during the past four years. Magazine coverage was small but much newspaper coverage was noted. A few speakers were provided upon request but there was no official speaker's bureau. Brochures and schedules were used extensively. A new pattern of organization is now making the alumni of the college of
much greater public relations value.

A rather unique group known as the Pacific Associates, independent of the college administration, elected its own officers from its membership of parents and constituents. This independent group, working with the college, concentrated mostly on fund raising and student recruitment. Pacific Associates was a tangible example of good relations with publics who actually became a medium by which to reach others.

Analysis

The Director felt that the importance of public relations still had not been completely realized; therefore, no time had been allotted for a study of evaluation. He refused to believe that just measuring column inches published in newspapers was any sort of evaluation.

Director's Comments

Too much time was absorbed by clerical jobs, and there was not enough division of labor to improve all possibilities. These, along with a lack of time for planning, research, and analysis, were the main criticisms by the Director. The main suggestion for improvement was to establish the public relations office to be what the
name implies. This would help eliminate the problems listed above.

II. MILLS COLLEGE

Introduction

Miss Margaret Williams, the director of the Office of Public Information, was interviewed for the following information. She stated that the administration at Mills College was very conscious of the importance of public relations. Being an administrative function, it was considered one of the major assignments within the campus organization. 2

Personnel Qualifications

The director. The Director of the Office of Public Information considered a bachelor's degree as a minimum educational standard. Also, it would be very helpful if the degree were in Journalism, but this was not felt to be essential. It was important to have a good liberal arts background. Visiting newsmen, who were on the campus answering queries from students interested in newspaper work, also considered a good liberal arts background, with a specialty field, as of prime importance.

2Opinions expressed by Miss Margaret Williams, personal interview, June 1958.
Experience was considered a determining factor which might override the education requirements in some cases. Newspaper work, educational experience and business experience were recognized as very important.

The ability to get along with people was stressed as being more important than the ability to write a good story, if a choice between the two had to be made. Pleasantness and congeniality were musts, with four main attributes being listed as indespensible. They were, (1) enthusiasm, (2) initiative (the self-starter), (3) imagination, and (4) drive. If a person did not show an extreme interest in his work he was not considered for the job. Administrative talents were desired, but caution was expressed in becoming too involved in the mechanics of administration to the detriment of public service.

The secretary. The secretary preferably should hold a college degree with emphasis on liberal arts and, naturally, Secretarial Science. The Director expressed the opinion that the secretary should hold about the same qualifications and abilities as the director, with emphasis on newswriting talents. She required writing tests to prove the ability of an applicant for a secretarial position on her staff, since much of the writing of home-town articles, which the Director considered the lifeline of the college, was assigned to the secretary.
Administrative Composition

Authority. Two offices actually were concerned in the program of public relations at Mills College. The Vice President of the college was the actual head of the public relations department, but in practice he concerned himself with being a presidential assistant in charge of development. Therefore, all fund raising activities were his responsibility. He was a member of the president's cabinet, but the Director in name, was not, although she was considered an administrative officer. Her official capacity was as director of the Office of Public Information. Table VIII\(^3\) contains an outline of administrative organization and duties. There was no Office of Public Relations in name, but all calls requesting this title were directed to the Director's office, which supervised and coordinated most of the remaining public relations activities.

Office structure. The Director's office space included three rooms which adequately housed the activities. She was a full-time director and had one full-time assistant plus a half-time secretary three days a week.

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\(^3\) See Appendix, p. 165.
She expressed the need of a full-time secretary. Students were granted some part-time employment to carry on such functions as guides for visitors and chauffeurs for dignitaries.

**Administrative relationships.** No public relations committee was in existence but a program of informal visits and counseling with department heads and faculty was carried on by the Director. She also held an orientation program once a year for new students in which she acquainted them with the college in regards to the function of her office.

The individual departments were responsible for their own publications and activities while the Director cooperated through services and publicity, or in an advisory capacity if the need arose and the request was made for her counsel. She did prefer that her office be responsible for any photography, however, because of the need of professional skill. All events were coordinated through the College Events Committee, who scheduled the programs a year in advance and published an activities calendar containing the information. The college employed a well-known industrial designer to assist the various departments in the layout of their publications, and students also did some work through the various
departments in this capacity. The writer was impressed by the artistic quality of all the publications issued by Mills College, most of which were produced by the admissions office.

A well organized speaker's bureau is operated by the office of public information. An up-to-date folder containing the biography of each faculty member was kept on file, and a speaker's brochure was published which contained the names, information, and special fields of each. These were mailed directly to the Chamber of Commerce and all civic and social organizations that might be interested. Speaker's fees were promoted but not pressed as in the case of a worthy organization.

The very efficient student government, coordinated and supervised by the dean of students, had its own public relations committee, which handled student affairs.

A highly organized and efficient alumni association had its headquarters at Reinhardt House on the campus of Mills College. Although it operated independently it was under the jurisdiction of the college. The Director worked closely with the two national public relations chairmen of the Mills Alumni Association in an advisory and consulting capacity. In regards to the general relationship that must exist between the public relations
department and the rest of the college family, the Director emphasized several times the necessity of good internal relations. The old stigma of "press agentry," connected with the public relations office, had not been entirely erased from the minds of the administration and staff. This necessitated a continuous program of information and education concerning the real functions of public relations and their part in it. Keeping the staff informed as to new ideas and activities and, at the same time, receiving their counsel and measuring their reactions, was a policy considered vital by the Director.

**Budget.** The budget for this office was divided into five main areas. They were (1) salaries (which she considered in line with regular policy at Mills College) approximately $8,100; (2) transportation, $250; (3) hospitality, $200; (4) cost of publicity (photography, cuts, and prints,), $900; and (5) general office expense (which contained the publications of the President's Letter), $1,000. As was the policy at all the other colleges, publicity received through the various media was to cost nothing. The above budget was based on an enrollment of 685 students.
Publics And Special Services

The students were allowed a highly organized student association, the purpose of which was to promote independent thinking and action. An outline of the complex organization appears on the following page. It was taken from the student handbook that was edited and published by the Associated Students of Mills College as a service to them in nine areas. They were (1) Freshmen orientation, (2) explanation of the Honor Code, (3) housing, (4) student organization, (5) campus organization, (6) campus red tape, (7) dictionary, (8) the community, and (9) a chart of freshmen privileges. The special events calendar, mentioned earlier, served the entire college family and friends.

Both the student government, handbook, and activities calendar were under the direct supervision of the dean of students. A placement and personnel service encouraged and coordinated student employment. An "open door" policy on the part of the administration toward the students and faculty encouraged good relations, as did the efficient chapel and counseling program which utilized a student chapel committee under supervision of George Hedley, Doctor of Theology. Hedley’s home, on the campus, was always open to students.

Domonick Rotunda, Professor of Foreign Languages,
is director of the English Language Institute held during six weeks of the summer. Ryukyuin students from the South Pacific are brought over, under the auspices of the government, and receive an orientation on American life during this session.

A heavily-supported grant from the Carnegie Corporation allowed a unique pilot venture into new methods of presenting American Studies. A child guidance clinic, for exceptional children, and a nursery school provided excellent teacher training experience, as well as furnishing a vital public service.

Conventions were permitted if they had educational value but because of the many requests the college has had to discourage this program somewhat.

Media

Situated as it was, Mills College had some opportunity to take advantage of public-service time on radio and television. Participation of students and staff on panel and interview show was also encouraged, but lack of funds prevented much further endeavor in this field.

A promotional movie has been made but is out dated.

See Appendix, p. 167
and plans for a new color and sound film were being formulated, copies of which will be sent to the various alumni regional offices. Standard Oil Company and other organizations have used scenes of the campus in several films.

The magazines that have published articles about Mills include Life, Time, Saturday Evening Post, and Mademoiselle. Newspaper coverage was quite extensive.

The family was used to a considerable degree through the speaker's bureau. Many brochures and schedules were used and some student programs served the community.

One of the features of the Mills College promotion program was the efficient use of the alumni association. The association, which consisted of a national executive board and many regional executive boards over the nation, included a chairman of public relations as part of the administrative organization of each group. These officers worked through the national public relations chairmen, who, in turn, worked closely with the Director. Local television and radio time, as well as newspaper and magazine coverage, over the entire nation has resulted in the effective work of these groups within the association.

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5 John W. Noble, "These College Girls Can Cook," The Saturday Evening Post, 229:40, September 15, 1956.
Analysis

The only type of analysis that was carried on at Mills College was the informal visit and observation. Efficiency experts have been utilized to study the entire college program, however.

Director's Comments

The Director felt that more clerical help was needed to allow ample time for planning and analysis. More money was a continual need, as was a more thorough program of education by which to stress the importance of public relations to the administration and staff.

III. SUMMARY OF THE CHAPTER

College of the Pacific and Mills College recognized the value of public relations. A director, staff, space, and funds were provided for the public relations organizations established by the colleges. However, an organized system of evaluation was lacking in these colleges, and both directors expressed the opinion that too many clerical duties in their schedule were injurious to the over-all program of planning and analysis.
CHAPTER VI

CURRENT PUBLIC RELATIONS PROGRAMS
IN THREE SEVENTH-DAY ADVENTIST COLLEGES

1. PACIFIC UNION COLLEGE

Introduction

R. L. Reynolds, the Director of Public Relations at Pacific Union College, from whom this information was secured through interview, affirmed that the administration recognized the importance of public relations. It was regarded as one of the major assignments within the campus organization and was an administrative function.¹

Personnel Qualifications

The director. The Director held a bachelor's degree in history and also a master's degree in history—plus work toward the doctorate in the same field. He stressed the importance of such studies as journalism and related courses, along with a major in public relations and general education.

The Director has served as a secondary school principal, assistant business manager, college teacher, and college dean of men. He felt that experience in the general field of education was necessary with emphasis on teaching and administration. A pleasant and positive personality plus a sincere and honest character were considered important.

The secretary. For the secretary, he recommended a bachelor's degree in secretarial with related courses in public relations. His secretary was a two-year graduate. Too much emphasis could not be placed on dependability and "know how."

Administrative Composition

Authority. The official title of the Director's office was Director of Development and Public Relations. He was an administrative officer holding a seat in the administrative council, which he felt to be adequate status. No diagram of administrative line and staff was available since the new personnel handbook will not be available until the 1958-59 school year.

Office structure. The physical structure of the Director's office called for a full-time director, which
he was, a full-time secretary, and other part-time student help as was needed. The amount of space was limited to one office and it was the director’s plan to appropriate at least another badly needed office.

**Administrative relationships.** The Director worked as an associate with the director of admissions and other department heads in regard to student promotion and other endeavors that held public relations value. He directed efforts in fund raising, general publicity and publications, student programs, speaker's bureau, and was the Executive Vice President of the Alumni Association. Also, many college sponsored student programs were sent into the field under his direction.

Student publications and extension courses were not under the jurisdiction of the public relations office.

**Budget.** The Director’s salary was $4,100 and the secretary’s, $2,500. Other student help was allowed for as needed. No breakdown as to office expenditures, promotion, departmental publications (which were included in the budget), were defined or available, but the areas of major expenditures were listed as (1) bulletins, (2) promotional material, and (3) brochures. All allotments were figured on the basis of an 825 student enrollment.
Publics And Special Services

Visitation and counseling of prospective students was an extensive service. Testing of I.Q.'s aptitudes and preferences of twelfth-grade students, was carried on in several secondary schools. A "scoop sheet" containing news of internal interest was published for the benefit of the faculty. Sponsored programs at the college, as well as field programs, were listed as the main service for parents and constituents.

Pleasant and attractive guest rooms and complimentary meal tickets were provided for guests of the college by way of his personal greeting. Speaker's and other programs were provided for such groups as Rotary, Lions Club, Soroptomists, and Kiwanis. Editing of the alumni paper and handling of alumni fund drives were also administered by this office. Teacher's conventions, workshops and special meetings were held on the campus. Since Pacific Union College is a Seventh-day Adventist institution, it promotes the work of the church in every way possible.

An activities calendar is provided for all students, staff and friends of the college. A publication called "The Funnybook," which contained pictures and pertinent facts about all the students, was given moral support by the college but handled through the student association.
Some radio work was done but no television promotion; however, a few movies have been utilized. No magazine coverage was used but average contact with the newspapers was reported. An example of student programs which were sent into the field was the Hawaiian program produced by an all Hawaiian cast. The Director felt programs of this type, which featured students, did much to promote student recruitment. Another type of effective program was the "booster" trip featuring the talents of students coming from the area in which the program was to be given. An annual talent program in which outstanding young people from various secondary schools were invited to the college campus to perform had become a major event during the college year.

The faculty and staff availed themselves for speeches, special classes, programs, research and any other area in which they could help. A broad mailing list of the student newspaper included secondary schools, sister institutions, constituents, parents, and friends.

Brochures, schedules, and bulletins were used extensively as were student programs, such as the band and choir. Departmental programs featuring the staff were sometimes presented and speakers were always
available.

The outstanding method of reaching prospective students seemed to be the effective testing and counseling program.

Analysis

The Director admitted that time had not permitted him to delve into the broad study of methods of analysis to formulate a program of evaluation.

Director's Comments

Not enough help and little realization of the importance of public relations by the staff were two main complaints. Additional clerical help and one man to assist the director was specified as the main need in addition to more office space in which to work.

II. LA SIERRA COLLEGE

Introduction

Donald Dick, Director of Public Relations at La Sierra College, reported that his institution recognized the administrative function of public relations and considered it one of the major assignments within the campus organization. However, there is no
full-time director of public relations.  

Personnel Qualifications

The director. The Director held a bachelor's degree in English with a minor in Journalism, and a master's degree in Speech. His experience background included being an editor of a school paper and a private business venturer in which he owned and operated a printing shop for seven years.

The Director stressed a pleasant, friendly, "interested in you" personality as a requirement for the director whose character traits must include sincerity and thoughtfulness. Organizing, literary, and administrative abilities were considered important talents for this position.

The secretary. The secretary to the Director did not hold a bachelor's degree although he felt it would be desirable but not essential. Secretarial experience was a necessity coupled with emphasis on dependability.

Administrative Composition

Authority. The official title of the Director's
office was listed as Assistant Director of Development and Public Relations, and he was considered as an assistant administrative officer responsible directly to the president. He felt this status was quite satisfactory.

Office structure. The office structure established his position as one of half-time employment, the other half-time to be devoted to teaching in the Speech Department. Only a part-time secretary, chosen from qualified students, was allowed plus ten hours a week for other part-time help. The physical layout included a large outer office and two small inner offices. No special office equipment was listed other than typewriters which in the study are not considered special. The Director suggested the employment of a full-time secretary-newswriter to improve the office structure.

Administrative relationships. The Director listed himself as an unofficial advisor to other departments such as the registrar's, in regard to student promotion. He held no responsibility for fund raising or academic or student publications, but was supervisor of general publicity and publications by being in charge of the News Bureau and several school publicity publications.

As to off-campus activities, he served as a
publicity director for extension courses, was in charge of scheduling student programs and deputation groups, was coordinator of the Speaker's Bureau, and the official school representative of the alumni association.

Budget. Budget-wise, $3,795 was allotted for this position, while $1,000 was allotted for the secretary and $1,000 for other part-time help. Promotion was given $8,810 based on an enrollment of 675. These figures did not include the publications of other departments. Five areas of major expenditures were listed as (1) promotion, (2) tours, of student groups such as band and choir, (3) yearbook advertising, (4) college day, and (5) mileage.

Publics And Special Services

In addition to an activities calendar, which was a service to all staff, parents, and constituents as well, the student association received various subsidies for the school paper and yearbook. Special events also were provided such as special recreation and cultural programs. A monthly newsletter to the faculty and staff was utilized to keep them informed, and news releases in hometown papers about students served the parents and constituents. Campus programs of a cultural nature served the community as well as the students.
Civic and social groups were conducted on campus tours while the Speaker's Bureau furnished programs for their meetings. The alumni were treated to an annual homecoming and the facilities of the college were always available to them. Attractive guest rooms in the dormitories were provided for all guests as well as courtesy meal tickets. La Sierra College is also a Seventh-day Adventist school and its facilities were open to the church organization at any time. Teacher's conventions for the denomination were given full support with the use of facilities and staff. Facilities for conventions and sponsorship of workshops were other special services. The local Chamber of Commerce and various industries also were treated to the use of college facilities, while local and college organizations such as the Missionary Club and Campus Women's Club were provided for. Weddings and receptions found open doors.

Media

Television was used relatively little, but radio was used quite extensively. Movies have been used but not recently, and some magazine coverage was noted along with a great deal of newspaper coverage. The faculty and staff were used in deputation groups and by the Speaker's
Bureau, and student publications were utilized in the usual way of including secondary schools, friends, parents and officials on the mailing list.

Many brochures, schedules, student programs, departmental programs, and speakers were used, but little was done through the alumni association. The same type of testing program for prospective students that was so effective at Pacific Union College was also in operation at La Sierra, with the added emphasis of going into lower grades. As was the case at Pacific Union College, student programs were used extensively.

Analysis

No organized program of evaluation was noted.

Director's Comments

Lack of time for planning, research, analysis, and follow-up was noted along with the complaint of being understaffed. The purchase of a duplicating machine and the addition of a full-time secretary-newswriter were the two desires of the Director.

III. WALLA WALLA COLLEGE

Walla Walla College reported that no department of public relations was existent there and the president
assumed the responsibility for any promotion. They did, however, take part in a unique experiment in cooperative public relations. A special program called Tri-School Workshop was carried on annually by La Sierra College, Pacific Union College and Walla Walla College.

The student association officers, the publications staff of the school paper and of the yearbook, student delegates, the student association sponsor and the president of each college meet together once a year to discuss relative problems, solutions and new ideas and goals for their student bodies.

Many problems have been solved resulting from recommendations by these student representatives to the various administrations. Such areas as religious activities, social activities, problems of publications, reorganization of student associations, current discipline measures, better inter-school relationships were a few of the topics considered.

These meetings, which lasted several days, held on each of the three campuses alternately, were subsidized entirely by the different student associations but were fostered by the colleges.

Above the apparent contributions of these workshops were the goals of better understanding, less friction and
cooperation.

IV. SUMMARY OF THE CHAPTER

Pacific Union College had established an office of public relations similar to those of College of the Pacific and Mills College. An awareness of the value of public relations was developing. Although La Sierra College did not have a full-time director, a staff member assumed some of the public relations activities as a part of his duties. Little awareness of the scope and value of public relations existed. Walla Walla College lacked an organized public relations program.
CHAPTER VII

INTERPRETATION OF THE DATA
AND A SUGGESTED PROGRAM

This chapter deals with an interpretation of the
foregoing data in terms of adapting them to a program of
development in organizing the office of Public Relations
in Seventh-day Adventist Colleges.

1. INTRODUCTION

As was stressed by the former committee for public
relations of the educational institutions of the Methodist
Church, a knowledge of the importance and nature of
public relations is essential in order to have a founda-
tion from which to build a stable program. It follows
that public relations will be only as effective as the
corresponding appreciation it commands.

Necessity of public relations. As was stated,
every institution has public relations whether it has a
public relations department or not, and it may be good,
bad or indifferent--or, better still, outstanding. It
was pointed out that every institution that is dedicated
to public service must promote a mutual understanding.
between itself and the publics it serves.

Nature and principles of public relations. It was previously stated that the nature of public relations is bilateral—an interaction of school and community.

An understanding of all that the above statement implies, together with a knowledge of the principles of public relations, should provide a foundation on which to build an effective public relations program.

It is important that the administration realize the necessity and place of public relations, for it is the president who holds the influence to make or break the program. As Case pointed out, public relations must be regarded as an administrative function.

II PERSONNEL QUALIFICATIONS

The director. Because public relations is an administrative function and so comprehensive, great care should be taken in the selection of one who will direct the program.

The survey indicated that the educational background should contain a bachelor's degree and preferably a master's degree. Studies should cover a broad area especially in the fields of Liberal Arts and Humanities, plus subjects
relative to the field of Public Relations. Content, however, is not as important as is the personality and integrity of the person being considered. Honesty and a sincere desire to serve are elements that cannot be overlooked. Also, as each director indicated, one's natural ability and past experience plays a very important role. Administrative and organizational ability, ease with people, tact, and understanding are vital and great confidence can be placed in one who has successfully "passed this way" before. In each college studied, which reported a public relations program, not one director had majored in Public Relations in college. The Public Relations Director at Sacramento State College held degrees in Business Administration, Educational Administration and Educational Sociology; the major field of the Public Relations Director at San Francisco State College was History; the major field of the Public Relations Director at College of the Pacific was Speech and Dramatic Arts; the Public Relations Director at Mills College, because of her extensive background in journalism, achieved her position through experience; the Public Relations Director at Pacific Union College majored in History; and the Public Relations Director at La Sierra College held
degrees in English and Speech. They were people of broad educational background who, for the most part, had had successful administrative experience, and were chosen for their integrity and ability. It is not meant to imply that study in the field of Public Relations is not valuable, but that it is not a determining factor.

No criteria can be developed by which to judge all people, for no two people are alike. However, a director should come somewhere near the description set down by Bernays.¹

The secretary. Here again, the survey seemed to show that personality, adaptability, integrity, and experience are the most important elements, although training in secretarial should naturally be a prerequisite. The various college representatives interviewed agreed that a bachelor's degree would be desireable with training in courses related to public relations, but in at least four of the colleges interviewed, all secretaries held the equivalent of a two-year secretarial certificate and no more. All had, however, pleasing personalities, wide range of abilities, and sufficient experience in dealing

with people to qualify them for their job.

**Summary.** The investigation indicated that the backgrounds of the different directors varied as did the needs and the goals of their institutions. A set of criteria by which to establish personnel qualifications would be an institutional matter. Practice as well as theory bears out, however, that certain fundamentals such as integrity, administrative ability, personality, a broad educational background with considerable experience in the same field, are universal. These, accented by a desire to be of service to mankind, are essentials for both the director and his secretary. Of the directors interviewed, one held a doctorate and five held a master's degree. This would indicate a master's degree to be a minimum standard.

III. ADMINISTRATIVE COMPOSITION

**Authority, dignity and prestige of office.** The administration of the college should first decide what the functions of the director are going to be and then title the office accordingly, being careful not to misrepresent its purpose. The main functions suggested for the director are listed in the eleven steps previously
mentioned. In the smaller colleges, the title Director of Public Relations seemed to be most appropriate. This means, however, that the director should be an assistant to the president and directly responsible to him. Because of the nature and scope of his work, the director should also be a member of the president's policy-forming cabinet. The advocated relationship that should exist between the president and the public relations director was stated by Kent, previously quoted. Figure 2 contains the diagram of organization suggested by the investigator.

**Office structure.** It is apparent from the foregoing material that a full-time director and secretary are considered necessary. Also, other part-time student help should be available as load demands. It is suggested that for the small college, average part-time assistance of three to four hours per week should be adequate.

An office for the director and a reception room combined with the secretary's office would be considered the minimum. Special equipment, such as a duplicator or computer, should be available in rooms where adequate work may be done.

**Relationships.** To re-emphasize, the director's
main function should be the task of educating college personnel as to the importance and technics of good public relations and coordinating all activities that hold major public relations responsibilities. For this reason his relationship to the president, department heads, or any other individual or group that will affect the public relations program of the school, would be one of counsel. This could be very effectively accomplished through a public relations committee composed chiefly of the administration and department heads. This committee would be invaluable in shaping and administering the public relations program. More specifically, an advisory relationship would exist with the director of admissions as to student promotion, and a coordinating relationship with alumni officers and all off-campus activities. Publicity and general publications would be the director's direct responsibility with the individual departments carrying the load of their own publications and programs under the director's counsel and assistance. Fund raising activities could enlist the assistance and cooperation of the director with the president directly in charge. All of the colleges investigated used the director in an advisory capacity to the various departments. In two
of the colleges, the directors had a responsibility in instituting policy.

**Budget.** The salary of the director should be in line with his position. It should be enough to attract one having the desirable personal traits, abilities, and necessary academic training. The same rule could apply to the secretary. The size, needs, and policies of the institution would be the determining factor in this matter. As was mentioned, some part-time student labor should also be considered. All of the colleges interviewed, with the exception of La Sierra College and Walla Walla College, utilized the minimum of a full-time director and secretary, but the salaries varied considerably.

In all the colleges reporting a public relations department, salaries, travel allowance, and office expense (which in some cases included the cost of publicity, such as photographs), were then listed as major expenditures. For the small Seventh-day Adventist Colleges, it is suggested that the cost of general college promotion be added to these three, as it is at La Sierra College and Pacific Union College. The four main areas of expenditure to be considered in budgeting would then be (1) salaries, (2) travel, (3) office expense, including cost of general
publicity, and (4) general college promotion, including brochures. Departmental publications and programs or activities that reach the public could be budgeted directly to the departments involved, thus relieving the director of a mass of financial interpretation which would detract from the main object of his work. In budgeting these items departmentally, however, care must be taken to label the amount as advertising or publications to insure that it is not spent on equipment or other items, thus detracting from the public relations program. The cost of the college bulletin and other related items could be carried through the business office as a regular college advertising expense.

This discussion on budget has been very general because of its undefinable nature. However, the amount budgeted should be proportionate to the scope of the program, and be in harmony with it at the end. A well planned program backed up by reasonable and defensible requests will enable the director to receive adequate funds with which to work.

Summary. The title of the office should adequately portray its function. If the pattern outlined is to be followed, then Director of Public Relations would be an appropriate title. The director would hold an important
full-time administrative position, his main functions being counsel, supervision, coordination, and service accomplished, to a great degree, through a public relations committee.

Adequate assistance of at least one full-time secretary, space designed to accommodate the work and visiting public, plus funds adequate for the effective execution of the program are needs to be considered.

IV. PUBLICS AND SPECIAL SERVICES

Publics. The publics of an institution are limited only by the direct or indirect contacts which the college makes. For this reason, the list of publics for every institution will differ, and each must make an analysis of its own to determine just what individuals or groups will be concerned.

Since all colleges are concerned with certain basic functions and activities, some publics are universal. A list of these, adapted to the Seventh-day Adventist college follows:

I. The church
   A. The governing board
   B. The lay member
   C. Sister institutions, and organizations
II. The college family
   A. The administration
   B. Faculty and staff
   C. Students
   D. Prospective students

III. Constituents
   A. Parents
   B. Friends and supporters
   C. Alumni

IV. The community
   A. Civic and social groups
   B. Business and industry
   C. Farmers
   D. News agencies

V. Broad area publics
   A. The government--local, state, national
   B. The general educational profession, including
      accrediting associations and professional
      organization
   C. Convention groups
   D. Research foundations
   E. News agencies

VI. Special public
   A. Veterans
   B. Any individuals or groups peculiar to the
      local situation

   This is by no means an exhaustive list but would
   serve as a basis for organizational planning. The impor-
   tance of an analysis, to determine an institution's publics,
   at the very outset, has already been stressed.

   Special services. The range of special services
   that may be rendered to an institution's publics is
   limited only by ingenuity and physical structures, such
   as budget and facilities. To repeat the previous
discussions on special services would be needless duplication, for all the suggestions plus many more not yet thought of would be applicable. The important factor for a director to consider is that the rich rewards of a good public relations program, stem from public service.

Summary. One of the first duties of the director is to make an analysis of the public relations program in reference to its publics. These must be determined in order to establish an effective program based on service.

V. MEDIA

Successful public relations will result in an institution's publics actually becoming supporters, or media, by which others are reached. The importance of the college family relative to this has been stressed, and to promote an awareness of its part and a knowledge of methods would be one of the first and continuing functions of the director. It is assumed that the entire college program is worthy of these efforts.

Local conditions would determine the use of some media such as television and radio, but if they are available, they can be used very effectively. This was the case in six of the seven colleges studied. Great care must be taken to insure professional quality production,
however, and good results have been obtained by utilizing college specialists and committees to supervise these areas.

Great care must be observed in using newspaper coverage. This was the most used tool by the non-Seventh-day Adventist colleges, and their directors stressed over and over again the necessity of promoting good professional relations with newsmen and carefully screening the material. Magazine publishers are very particular about accepting articles but efforts should be made to promote a program worthy of recognition. Many articles may be refused but one accepted story could result in thousands of dollars worth of publicity. A good example is Mills College. Only reputable magazines, whose influence would enhance the prestige and ideals of the college, should be considered.

A speaker's bureau would be an expedient aid to coordinating the ever-present flow of appointments. Four of the colleges investigated had some type of speaker's bureau, and all furnished speakers by appointment. Movies (which are difficult and costly to obtain), slide films, graphic and pictorial materials, exhibits, and miscellaneous publications, would be decided aids to all deputation groups and representatives. The college
bulletin and schedules are by nature a necessity, but much could be done, as with all printed material, to make it more attractive and interesting.

The successful student and departmental programs featuring home town talent in an interesting presentation, which have been used by La Sierra College and Pacific Union College, are very effective in student promotion and building good relations. Here again close coordination and discretion are suggested. Another effective student promotion feature is the secondary school testing program carried on by these two colleges. Guidance has been greatly appreciated by young people who were being faced with decisions. It is suggested that these items be included in the college program. Special mention should be made here about the potentialities existent through an organized alumni association. For an example, a review of the cooperative alumni program carried on through Mills College is suggested. The time spent in research, planning and organization of a coordinated program with the alumni association would pay rich dividends.

Another area that should be wisely utilized is the field of indirect media. The Bell Telephone Company would be very happy to furnish a program of instruction
for the college staff on the proper use of the telephone. Emphasis should be placed on punctuality and neatness in regard to correspondence. Also, attitudes of students toward strangers on the campus is just another of the many indirect media that can be used to great advantage. The importance of a continuing program of instruction for the staff is evident, and the director, through the cooperation of a public relations committee, could accomplish this. Eight rules considered basic by the investigator are as follows:

1. Use all possible media and the entire staff in a balanced program.
2. Select the best media for the purpose.
3. Release information to the public while it is still news.
4. Publicize the "little things" around the school.
5. Publicize the work of all departments.
6. Plan the public relations program early.
7. Re-check all news releases.
8. Be simple, honest, direct and punctual in the use of all media.

**Summary.** For a successful program of public relations, an institution must work for and through its publics, as they are the most effective media. In the use of all media, care and discretion must be exercised.
and a continuous program of staff indoctrination in the importance, procedures, and technics of good public relations is imperative.

VI. ANALYSIS OF THE PROGRAM

Importance. The importance of a program of evaluation is apparent and nothing need be said here except that an analysis should be made at the beginning, and from time-to-time thereafter, in order to establish direction and redirection of the program. Only in this way can an institution’s public relations keep pace with educational and social changes. Five of the seven directors interviewed stated the need for a program of evaluation.

Methods. A review of methods is a study in itself and too broad to include here. Briefly, the subjective, informal type of examination can be carried on almost continuously to some profit. However, scientific methods should be utilized to obtain a more complete picture. Care must be taken not to become too much engrossed in the mechanics of such a program, thus detracting from the main functions of the office.

Summary. The need for a program of evaluation is apparent but it is an involved process that must be
formulated through research and administered in a concise, scientific manner.

VII CONCLUSIONS

On the basis of the readings and the survey, the investigator has arrived at the following three conclusions:

1. An awareness of the nature, scope, and importance of public relations is necessary for an effective program. The personnel concerned in this activity represent the institution to its publics and, therefore, must be chosen with discretion, the prestige of the office being commensurate with the program it is expected to fulfill.

2. A survey of the publics of an institution, special services that could be rendered these publics, and the available media is necessary.

3. A system of evaluating the effectiveness of the institution's public relations program must determine whether or not the responsibilities, needs and goals of the college are being realized.
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APPENDIX A

TABLE I
QUESTIONNAIRE

I. Emphasis

"Because of its scope and nature Public Relations should be recognized as the administrative function that it is and should be regarded as one of the major assignments within the campus organization."

The foregoing quotation was taken from the manual entitled College Public Relations. Does the administrative philosophy of your college emphasize: (underline) a. All of the above. b. Only part (explain below). c. None. d. More.

Notation

II. Personnel Qualifications

A. The Director: (or facsimile)

1. Educational Background
   eg: BA-Journalism etc.

2. Experience Background

3. Personality Requirement
   eg: Pleasant, congenial, etc.

4. Character Traits
   eg: Honesty, sincerity, etc.

5. Talents-pertinent to job

B. Secretarial:

1. Education

2. Experience

C. Other requirements you have found desirable

III. Administrative Composition

A. Authority, Dignity, and Prestige of Office:

1. Official title of your office
2. Underline your status: a. Member of the president's cabinet.
b. Assistant to the president. c. Executive vice president.
d. Administrative officer. e. Other. (underline any or all)
3. To whom are you directly responsible?

4. What position do you think your office should hold?

B. Office Structure: (underline one or more each)
3. Other full time help___; Part time___,
   no. no. & hrs. per wk.
4. Office space: a. one. b. two. c. more
   c. Other.
6. What would you desire to improve your office structure?

C. Your Relationship to: (answer coordinator, advisor, supervisor,
   services, none, etc.)
1. Registrar or director of admissions in regard to student
   promotion

2. Department heads

3. Fund raising: endowments, scholarships, etc.

4. Publicity and publications: general
   academic , student

5. Off-campus and other services: extension courses
   student programs , department groups ,
   band, choir
   speakers or speaker's bureau , alumni as-
   sociation.
D. Budget: (yearly)

1. Salaries: director_________, secretary_________, other_________.
2. Office expenditures_________, promotion_________.
3. These figures based on what enrollment?_________.
4. Are departmental publications included?_________.
5. List two or three areas of major expenditures:_________.

IV. Publics and Special Services: (list special services such as: student scoop sheet, faculty doings, open house, homecomings, information, use of facilities, etc.)

A. Students________________________________________
B. Faculty and Staff__________________________________
C. Parents and Constituents______________________________
D. Civic and Social Groups_______________________________
E. Alumni Association________________________________
F. Church___________________________________________
G. Conventions, etc.__________________________________
H. Government________________________________________
I. Industry___________________________________________
J. Veterans and Other Special Groups (list)
   ____________________________________________________
   ____________________________________________________

V. Mediums Employed (to what extent: eg: much, little, none, average, etc.)

A. Radio and Television_______________________________
B. Movies___________________________________________
C. Magazines__________________________, Newspapers__________________________
D. Faculty and Staff_________________________, Student Publications____________________
VI. Main Complaints (if any, underline)

A. Work too clerical—Not enough help
B. Not enough division of labor to catch all possibilities
C. Lack of time for planning, research, analysis, and follow-up
D. Other (list)

VII. Suggestions For Improvement (one or two main ideas)

A. 
B. 
APPENDIX B
TABLE II
CHECK LIST FOR PUBLIC RELATIONS FOR SACRAMENTO STATE COLLEGE (FROM THE OFFICE OF THE EXECUTIVE DEAN)

I. Public Relations Directed Toward:
   A. Prospective students
   B. Students
   C. Parents and friends of students
   D. Alumni
   E. Faculty
   F. Schools in the area
   G. Business and professional groups in the area
   H. Legislators
   I. Community

II. Media That May be Used:
   A. Newspaper releases
   B. Radio and Television
   C. Conferences
   D. Special programs, speakers, etc.
   E. Personal contact
   F. College activities - Student productions, special lecturers, special programs (Cornerstone Laying, etc.)
   G. Publications
   H. Participation of administration and faculty in community organizations, activities, etc.

   ***

I. A. Activities directed toward prospective students
   1. Special programs by college students in the schools
   2. Special events on campus for groups of students
   3. Direct contact with counselors of the schools
   4. Direct contact with teachers - preferably by members of the faculty of the college in the same subject matter areas
   5. College publications sent to schools and seniors
6. Letters to seniors
7. Special athletic events, music festivals, etc.
8. Campus tours for graduating classes

B. Activities directed toward students

1. Public relations developed through admissions procedure
2. Registration procedure
3. The advisory system
4. Student participation in college programs
5. Information supplied through college newspaper, special announcements, assemblies, etc.

C. Activities directed toward parents and friends of students

1. Newspaper releases about students
2. Special events for parents - Dad's Day, receptions, etc.
3. Invitations to student activities, dramatic productions, musical performances, etc.

D. Activities directed toward alumni

1. Keeping alumni informed of college activities
2. Activities sponsored by the Alumni Association
3. Use of alumni on programs in the community
4. Professional meetings for alumni by divisions
5. Alumni participation in programs of the college, such as graduation, cornerstone laying, etc.
6. Special letters, alumni bulletin, school paper
E. Activities directed toward the faculty
1. Keeping the faculty informed on major
tivities of the college so that they
will give an intelligent and unified
picture to those persons with whom they
come into contact, such as: building
program, curricular offerings, legis-
lative program, college activities
2. Faculty participation in community
organizations' activities
3. Faculty talks to community groups
4. Faculty participation in professional
associations
5. Faculty publications

F. Activities directed toward schools in the area
1. Visits to schools by college repre-
dentatives to explain college programs
to counselors, etc.
2. Special programs on campus for school
groups: counselors, teachers, adminis-
trators, etc.
3. Invitations to certain college functions

G. Activities directed toward business and
professional groups in the area
1. Encourage business and professional
groups to visit campus, such as service
group luncheons: Kiwanis, Rotary, Lions,
Exchange Club, 20-30 Club, etc.
2. Provide speakers for meetings
3. Musical and dramatic programs
4. Active participation by college repre-
sentatives in community organizations and
activities

H. Activities directed toward legislators
1. Direct contact for discussion of problems
of interest
2. Invitations to college functions
I. Activities directed toward the community

1. Newspaper releases to keep community informed of college activities

II. Media

A. Material for newspaper releases

1. Enrollment
2. New or interesting curricular offerings
3. Announcements or reports on college activities, sports, dramatics, musicals, etc.
4. Conferences held by college or groups in the college
5. Commencement and baccalaureate
6. Announcement of opening dates
7. Special activities of students
8. Releases to home town paper of accomplishments of students
9. New faculty
10. Faculty accomplishments
11. Special items, such as budget, new buildings, accreditation, etc.
12. Special visitors to campus

B. Material for radio and television

1. Dramatics recordings
2. On the spot events, such as sports, dramatics, music
3. Interviews with visitors, student groups, faculty
4. Commencement

C. Sponsoring professional conferences on campus

1. C. T. A.
2. Elementary supervisors
3. Administrators: City and county superintendents, elementary and secondary principals
4. P. T. A.
5. Teachers of Social Studies, English, Business, Health and Physical Education, Science, etc.


7. Nursing groups

8. Government groups

D. Special programs, speakers, etc.

E. Personal contact

F. College activities - Student productions, special lecturers, special programs (Cornerstone Laying, etc.)

G. Publications

1. Catalog
2. Summer Session catalog
3. Newspaper
4. Special brochures
   a. "Looking Ahead" - Teacher Education
   b. Occupational opportunities
   c. Liberal arts program
   d. All-College
   e. Graduate program
5. Yearbook
6. Professional publications: Education, Science, Social Science
7. Public relations folder for general public
8. Special
9. Programs, commencement invitations, etc.
10. Special announcements

H. Participation of administration and faculty in community organizations, activities, etc.
APPENDIX C

TABLE III
NOTES ON ADMINISTRATION FOR SACRAMENTO STATE COLLEGE (FROM THE PERSONNEL MANUAL)

The College is a part of the California State College system and is, therefore, under the control of the State Director of Education and the State Board of Education. The President of the College is appointed by the Director subject to the approval of the State Board of Education. He is the administrative head of the College. As such, he is charged with the responsibility and commensurate authority for administering all branches of the College.

A state law provides a local advisory board of seven to thirteen members whose function is to serve in an advisory capacity.

On this campus, provision has been made for a democratic administration within the limits of responsibility and authority prescribed or permitted under existing laws; regulations, and controls. Since the most important functions of individual members of the faculty are instruction and guidance, it is recognized that teachers must be freed from most of the duties of a noninstructional character which over a long period of years have come to be considered administrative functions -- a trend which, of course, is not restricted to educational institutions. However, every effort is made to familiarize the faculty and staff with the major administrative problems and to have them participate in decisions through faculty meetings, faculty committees, and through expression of opinion to the President and other administrative officers.

It is recognized that, since members of the faculty do not regularly report for duty during several weeks or months of the year, it is impractical for them to assume certain kinds of responsibilities, which frequently require immediate action during vacation periods. But it is most important that the faculty give consideration to more fundamental issues with a view to assisting in the development of institutional policies. The peculiar structure, organization and procedures of the State government must, of course, be recognized and the resulting restrictions
observed in our own organization and operations.

Authority and Responsibility

The major phases of the administrative organization are shown on the organization chart on page 4. It is generally expected that faculty members will refer problems, proposals, and requests to their division chairman as the officer having immediate authority and responsibility. Such matters, when necessary, will be passed from the chairman to the appropriate dean and thence, when advisable, to the President. It is expected that this procedure will be followed in matters relating to the performance of duties, interpretation or improvement of the curriculum, material needs of the classroom, and the like. Faculty members are assured, however, that the President and the deans are always glad to discuss matters of personal importance. Employees not members of the instructional staff will refer problems, proposals, and requests to their respective supervisors or office heads.

President

Performs the following duties:

a. Serves as administrative head of the College.
b. Reports to and takes directions from the State Director of Education and Associate Superintendent of Public Instruction on matters of policy and general administration of the College.
c. Recommends all faculty and staff appointments, promotions, etc.
d. Prepares and submits the College budget and administers all financial affairs.
e. Organizes and coordinates the staff, assigns duties, exercises general over-all supervision and leadership.
f. Directs the public relations program.
Executive Dean

Under the direction of the President:

a. Has responsibility for general planning and promotion.
b. Directs preparation and organization of the College catalog and other publications.
c. Assists in promoting building program.
d. Makes special studies of administrative problems.
e. Coordinates public relations activities.
f. Serves in such other capacities as the President may direct.

Dean of the College

Under the direction of the President:

a. Has general responsibility for and coordinates all aspects of the instructional program.
b. Determines faculty staffing needs and supervises preparation of position specifications.
c. Directs the program for selection and supervision of faculty members.
d. Directs the orientation and in-service education programs for members of the instructional staff.
e. Performs such other duties as the President may assign.

Dean of Instruction

Under the general supervision of the Dean of the College:

a. Stimulates and coordinates the curriculum development activities of the various instructional divisions.
b. Coordinates studies of instructional procedures.
c. Supervises preparation of the schedule of classes, outlines of curriculums, and related materials.
APPENDIX D

TABLE IV
EVALUATING THE PUBLIC RELATIONS PROGRAM  
(NOTES OF THE LECTURE GIVEN BY MAYNE)

In responding to Mr. Carmody's check list which he sent to the members of the Association, I sent him a copy of a simple "check list for public relations" which we had developed at the College. Since I had given him a written document, he must have assumed that I knew something about evaluating public relations programs and invited me to participate on this panel. The check list which we developed, serves its purpose well. However, I must hasten to say that it was not designed to determine the effectiveness of a public program. The check list which we developed consists of a list of the various publics which we feel should be considered in our public relations program and the kinds of mediums that we use for each group. The "publics" include:

1. Prospective students--high school and junior college graduates.
2. Our students.
3. Parents of students.
4. Alumni.
5. Faculty and nonacademic staff.
6. Public schools in our service area--school administrators, teachers, etc.
7. Business and professional groups in the area.
8. Legislators, State officials, etc.
9. The general community.

Under each of these publics, we have listed the various activities that are appropriate for our relations with the groups. At regular intervals, usually each fall, we check the activities that we carried on during the past year to determine whether our program seemed adequate and to make plans for the current year.

Although this approach serves our purpose in helping us keep a balance of activities with all of the "publics", it does not, obviously, give us an evaluation of the real effectiveness of our public relations program.
We have not made a study to attempt to answer the all important question of "What influence does our public relations program exert?" or to answer such questions as "What have we done that cause certain students to attend the College or not to do so?" "What have we done to cause certain donors to make gifts to the College and to discourage others?" "Or as a publicly-supported institution, what have we done that provides support or lack of support by legislators, State officials, and others in the community?" I agree very much with the following statement of Clarence A. Schoenfeld in "The University and Its Publics":

"Public relations is a two-way street, involving both outgoing teaching and incoming consumer research, so to speak. Public relations for higher education is at the heart, on the one hand, of the development of sound educational standards and services for American society, and on the other hand, of building and maintaining adequate public support for our educational agencies."

Schoenfeld further vividly illustrates the depth of the meaning of public relations by an illustration of a University that called in a group of representative citizens to advise it on how to improve its public relations expecting to be told such things as, "You need a fancy movie about the university," or "You need smoother lobbying in the capitol." The consultants pin-pointed the real public relations problems when they said, "The university's difficulties are basic in their origins. There is widespread dissatisfaction with freshman counseling and student housing. There is a lack of sympathy with the university's building policies. There is a lack of understanding of the role and results of academic research. There is a nagging suspicion that some professors are subversives."

To me, this analysis by these consultants with all of their resulting implications indicate the type of results that we should expect to get from an evaluation of the public relations program. It means, in fact, that we must evaluate more than just the superficial results of the public relations program, but obtain a real evaluation of the effectiveness of the college
in carrying out its functions. To obtain an evaluation of this type requires a considerable amount of time, planning and work. It requires the development of opinionnaires to be used for a survey of large numbers of people as well as personal interviews. It requires obtaining the points of view of faculty, of students, of employers and of the community at large. Public relations then becomes a two-way street. If the results of the evaluation point up undesirable items and facts that actually exist in the college, it is necessary to take steps to improve those areas of the program.

On the other hand, if the opinions do not express true facts regarding the college, then it becomes necessary to plan an effective program that will bring the true facts and an understanding of the program to the various publics that are involved. In summary, the following questions should be answered:

1. Do the opinions expressed indicate the true situation as it exists?
2. Are these conditions desirable?
   (a) If not, what changes shall we make?
   (b) If so, what must we do to get the complete story across to our publics?
3. How do we go about changing the prevalent opinions?
APPENDIX E

TABLE V
PUBLIC RELATIONS
(FROM THE PERSONNEL MANUAL)

Public relations is a most important aspect of college administration. We are obligated to the public which supports the college and which utilizes it to give necessary information and reports concerning the nature and services of the college and its problems and needs. Each faculty and staff member is, therefore, and important representative of the institution and will inevitably influence the mind and action of the public with respect to the college. The nature and quality of our service may best be made known through the regular activities of our teachers, librarians, office assistants, deans, registrar, and other staff members. Those who utilize the college will speak for it or against it as their impressions dictate.

The plans, policies, programs, and needs of the college, however, ought to be presented in an authoritative and consistent manner. For obvious reasons the President cannot delegate full responsibility in such matters, but he has established a committee whose function is to advise as to public relations and publicity policies. Other members of the faculty and staff are therefore requested to submit ideas and items to the committee or to the President's office rather than to make independent releases.

There are three types of news usually released to newspapers and radio stations:

1. Official college publicity (curriculum, building program, enrollment, staff appointments, etc.) which is to be released through the President's office or other delegated administrative office.

2. Student activities publicity which may be released by faculty advisers and directors or released by students appointed by the faculty sponsors to handle publicity. Athletics, music, drama, clubs, and student government are included in the student activities category.
3. Publicity about campus chapter organizations which are comprised of faculty and staff members but are not official college groups may be released at the discretion of chapter officers.

Official college publicity is to be released only through the administrative offices in order to insure the accuracy of material and appropriate timing of releases. Publicity of the type described in items No. 2 and 3 may be released by persons indicated. However, it is requested that the publications manager be advised of the plans for the release of publicity in order to avoid duplication of effort. The publications manager will be glad to advise and assist with the release of publications in these two categories.

Speakers' List

In order to assist both the faculty and outside groups who desire speakers from the college, the Executive Dean administers an outside speakers' list. Members of the faculty who are willing to participate in this service should submit a list of topics upon which they will speak and the type of group for which the talks are appropriate.

Upon receiving a request for a speaker, the name of an appropriate person is suggested. Arrangements are then concluded between the inquiring group and the faculty member. The faculty member should notify the Executive Dean of his acceptance.

The procedure has as its objective an orderly and quick method of clearing requests, rotating assignments so that the burden may be more evenly distributed, and providing a record of speaking engagements by the faculty.
GENERAL STATEMENT

Public institutions have long recognized that good public relations are essential to lasting success. In the ultimate analysis, the objectives of our public relations program is to win friends for the College. A spirit of friendliness, helpfulness, and service should characterize this institution. We all must strive for better public understanding. The public's attitude must be the concern of everybody in this College.

PUBLIC INFORMATION

Off-Campus Publicity

Media. Local and regional press, radio and television, Alumni Bulletin, Speakers Bureau, Special Events, Catalogs and Bulletins.

Policy. All news releases from the College should be distributed through the Public Information Office. This unified editorial policy will assist the College in providing a permanent and known press contact on campus. If press releases (student and faculty) are not distributed through this Office, copies of same should be forwarded to this Office for the records and follow-up service to the press.

On-Campus Publicity

Media. Golden Gater, Faculty Footnotes, division minutes, official bulletins.

Procedure. The Public Information Office does not handle on-campus publicity. Persons desiring to insert notices in any of the above bulletins should contact the respective editors.
CAMPUS VISITORS, AND SPECIAL MEETINGS

Tours. All requests for campus tours by public groups should be referred to the Public Information Office. Campus guides and tour information will be provided. As a general policy, visitors are not allowed in classrooms while classes are in session.

Special Lecture Fund. This fund is administered by the Public Information Office for special lectures during the regular College year. Funds are quite limited and no commitments should be made without clearance from the Information Officer.

Special Guests. Sponsoring or hosting groups should notify the switchboard whenever special guests are on campus. Frequently campus guests receive phone calls, and the switchboard operators receive inquiries about visits; they should, therefore, be informed of names and points of contact of all visitors.

Special Meetings and Conferences. Sponsoring groups should keep the Office of Public Information and the switchboard informed of the time, purpose, and location of all campus meetings. Quite frequently these services are contacted for information by arriving guests. Naturally, all rooms and equipment must be cleared with the appropriate agencies.
APPENDIX G

TABLE VII
NOTES ON ADMINISTRATION FOR
SAN FRANCISCO STATE COLLEGE
(FROM THE FACULTY HANDBOOK)

ADMINISTRATIVE STAFF

The President is responsible for the administration of the College in all aspects. Working with him are a group of administrative officers, having specific responsibilities, as follows:

Executive Dean

Responsibility for planning and construction of buildings, use of facilities by outside groups, commencement, Faculty Footnotes, catalog, Faculty Manual, college calendars, special research and reports for the College, and other assignments by the President.

Dean of Instruction

Responsibility for the instructional program of the institution, in cooperation with the chairmen of the divisions; with the Coordinator of Graduate Studies, supervising the operating of the graduate program of the College; with the Coordinator of Curriculum Evaluation, planning, advising and organizing evaluation of the curriculum.

Dean of Students

General responsibility for all activities pertaining to student welfare, such as counseling, student organizations, admissions and records, placement, and health services, specific responsibilities for which are delegated to the Associate Dean of Students (Counseling); the Associate Dean of Students (Activities) who is assisted by the Activities Counselor; and the Admissions Officer who is assisted by the Registrar.
Dean of Educational Services

Responsibility for summer sessions, extension division, late afternoon and evening classes, off-campus centers, limited students program, and direction of the audio-visual program.

Business Manager

Responsibility for finances of the College, expenditure of all funds, purchase of equipment, maintenance and operation of buildings and grounds, non-academic personnel.

Publications Officer and Assistant to the President

Responsibility to the President for keeping the public informed about the activities of the College, and for working with the entire staff on community relations for the institution; assisting the President with the various foundation boards, special reports on college activities, and representing the President at assigned functions.

Librarian

Responsibility for the management, budget, and personnel of the college library.

Division Chairmen

Responsibility for administering the program of their divisions, for supervising and assigning the activities of the staffs, and for recommending changes to the respective deans or the President.

COMMITTEES - ADMINISTRATIVE

President's Council

Composed of the major deans, Business Manager, Public Information Officer, and the President
of the College. It approves administrative policies which are referred to the faculty for final action.

President's Cabinet

Composed of all deans, Business Manager, Public Information officer, College Librarian, Graduate Study Coordinator, division chairmen, and the President of the College. It coordinates the administrative activities of the College.

Representative Staff Council

An advisory body to the President on institutional policies and staff welfare, is composed of one non-administrative faculty member from each division, one non-administrative member from the library staff, two members from the maintenance staff, and three members from the clerical staff. Any member of the college staff should feel free to communicate on any problem to his Council representative who will then submit anonymously the communication to the Chairman of the Council for consideration.

Deans' Committee

Composed of the deans and major personnel officers of the College. It interprets College policy in matters of student records and relations; reviews and acts on student petitions for waiving rules and regulations; such as cases of graduation of students with minor deficiencies, re-admission of disqualified students, etc.; investigates and acts on cases of alleged discrimination in grades; investigates cases of student misconduct and recommends presidential action of suspension or expulsion where justified; sets college calendar and class schedule.
APPENDIX H

TABLE VIII
THE ADMINISTRATION

The President of the College is the chief executive officer of the College, is responsible for the enforcement of rules and regulations of the college, and makes such recommendations to the Board and Faculty as are deemed desirable for the proper conduct and development of college work.

The Dean of the Faculty is the advisor and executive officer for those who teach. She is the Acting President of the College during the President's absence.

The Dean of Students is Chairman of Residence and administers the counseling and guidance services of the College; she is chairman of the faculty advisers to freshmen and sophomore students.

The Vice-President and Treasurer of the College is the executive officer of the business administration of the College. He also supervises and manages endowment funds.

The Vice-President and Secretary of the College is responsible for the administration and coordination of all fund-raising and promotional activities of the College.

The Office of Public Information interprets the objectives, purposes, programs and needs of the College to the general public. It handles all matters pertaining to press, radio, television, film, and other public information.

The Office of Admissions implements the procedures and requirements for undergraduate entrance established through faculty legislation; and puts into effect the decisions made by the faculty Committee on Admissions and Student Aid in regard to undergraduate applications for admission. It also administers the awarding of scholarship grants and student employment contracts to both entering and continuing students. It interprets the requirements and opportunities at Mills to schools, junior colleges, prospective students, and parents. In maintaining community relations and relations with prospective students the Office has strong cooperation from the Alumnae Student Recommendation program. The Office of Admissions welcomes recommendation of desirable candidates by students in attendance.

The Office of Record is in charge of student registration and is responsible for the keeping of permanent academic records. The office receives student petitions, issues official progress reports, grade reports, and transcripts of student records; has charge of examinations not otherwise provided for; answers questions of accreditation; and evaluates transcripts of applicants for advanced standing and for admission to teacher-training courses.

The Comptroller's Office handles business transactions of the College. Personal checks of $20 or less may be cashed at the cashier's window, open from 1:00 to 4:00 p.m.

The Office of Placement is maintained for students and alumnae. Information and literature on occupational fields and counseling on vocational choice is available. Students in attendance are assisted in locating part-time work during the college year and employment during the summer. Assistance in obtaining full-time employment is given seniors, former students, and alumnae who file permanent cumulative references and other materials with the Office.

The Department of Institution Administration is responsible for housing on campus and for the management of college kitchens and dining halls. The department conducts a training course for graduate dietitians. The student waitresses are under the supervision of the staff of the department.

The Stenographic Bureau serves the departments of the College in the typing and mimeographing of department material, examinations, syllabi, book lists, and laboratory exercises.

OFFICERS OF ADMINISTRATION

Mary Woods Bennett, Ph.D. . . . . Dean of the Faculty, Provost
Barbara M. Garcia, Ph.D. . . . . Director of Graduate Study
Patricia A. Brauel, M.A. . Dean of Students, Chairman of Residence
Mary Jo Clark, M.A. . . . . Assistant to the Dean of Students and Director of Placement
Robert F. Hitchcock, M.B.A. . . . . Vice-President and Treasurer of the College
Fred M. Livingston, B.A. . . . . Comptroller
John G. Brown . . . . Plant Manager
Paul Naton . . . . Vice-President and Secretary of the College
Margaret Williams . . . . Director of Public Information
Elizabeth Reynolds, M.A. . . . . College Librarian
George Hedley, D.Theol. . . . . Chaplain
Helen R. Demsey, M.A. . . . . Director of Institution Administration
Jeanne McConaghy, B.A. . . . . Director of Admissions
Eunice Lemkul, B.A. . . . . Recorder
Evelyn R. Urrère, M.D. . . . . College Physician
Evelyn Deane, B.A. . . . . Executive Secretary, Alumnae Association
Margot Pekar . . . . Manager of the College Shop

DEPARTMENTS

MILLS COLLEGE LIBRARY

Librarian: Elizabeth Reynolds

Library—Hours: Monday through Thursday: 8:00 a.m.-6:00 p.m.,
7:30-10 p.m.; Friday: 8:00 a.m.-5:00 p.m.; Saturday: 8:30 a.m.-
12 noon, 1:00-5:00 p.m. Sunday: 1-4, 7:30-10 p.m.
APPENDIX I

TABLE IX
PRESS RELEASE DESCRIBING A PILOT VENTURE AT MILLS COLLEGE
(FROM THE OFFICE OF PUBLIC INFORMATION)

July 19, 1955 . . . A pilot venture in co-operative teaching was announced by Mills College President Lynn White, Jr., today upon receipt of a $70,000 grant from the Carnegie Corporation of New York to strengthen the Oakland campus program of American Studies. Terms of the Carnegie gift provide for a five-year expansion of the current Mills plan for the study of American Civilization, and the financing of a large-scale experimentation program which may very well stimulate important educational trends of the future.

The new plan, which is to be launched at the start of the forthcoming Fall term, will establish Mills as the West Coast college with the most completely integrated program in the American Studies field.

The over-all aim is to break down the barriers of departmental lines. Instead of attending a class conducted by one professor, Mills students enrolled in pilot humanities courses will study under several professors of varied fields -- all of whom will teach the same class at the same time, using special discussion methods for students and faculty.

In addition to the introduction of experimental group teaching methods, other major features of the long-range integration project, which will be organized as the Institute of American Studies, will include a pioneer post-doctoral seminar for professors. This will enable instructors to step out of their specialized areas, take intensive six-week courses from one another, and acquire better perspectives of their colleagues' lines of interest.
When Alexander Graham Bell invented the telephone, many people thought it was just "an impractical toy". Yet today it is almost impossible to imagine our lives without it.

Eight out of ten homes in most American cities now have telephone service. Americans use the telephone almost as soon as they learn to talk, and they take telephone service for granted. That is just the difficulty. It is so easy to become careless with a convenience we use so often and so casually. It is so easy to form bad telephone habits... even bad telephone manners.

While this is not a great drawback in contacts with friends and family, it is certainly no asset to one’s personality. In the business world, bad telephone habits are a positive liability. So much business is transacted by telephone today that a person who uses the telephone improperly is badly handicapped.

Fundamentals of Telephone Technique

In order to drive an automobile you should know how it operates. You should learn all the traffic rules, take lessons from a good instructor and practice until you acquire enough skill to pass a driver’s test.

Similarly, in order to use the telephone skillfully, you must learn the fundamentals of correct telephone technique, then practice these rules until they become second nature to you. Good telephone habits and pleasant telephone manners are valuable in both business and social life.

Answer Promptly

When your telephone rings, answer promptly, before the second ring if possible. Your telephone caller is entitled to the courtesy of a prompt answer. In business it is expected.

The continued ringing of a telephone in an office or store or any place of business is disturbing to everyone.

A prompt answer saves time. It helps prevent irritation and impatience on the part of the caller and makes your job easier.

Use the Telephone Instrument Correctly

Just as you must use any mechanical device properly to get the best results, you must use the telephone instrument correctly. Hold the telephone so that the voice is directed straight into the transmitter. Keep the transmitter not more than one inch from your lips. Letting it drop to chin level or propping it up with your shoulder makes your voice sound weak and far away.

If you hold the transmitter properly you will be easily understood, and the life and sparkle which you put into your voice will not be lost.

Talk Immediately and Identify Yourself

The calling party can hear you pick up the receiver, so talk immediately and identify yourself.

It is just as unbusinesslike and discourteous to continue a conversation with someone else after you pick up the receiver as it is to operate the typewriter while talking to a visitor. If the calling party overhears something not intended for his ears, it might prove embarrassing. Therefore, give prompt identification in a pleasant, cheerful manner as soon as you pick up the receiver.

Give the Caller Your Undivided Attention

Be a good listener and give the caller your undivided attention. Concentrate on the caller’s opening statement or you may miss some valuable information.

Inattention on your part may make it necessary for you to ask for information already volunteered by the caller and give him the impression that you are not interested and don’t care to be helpful.

Have the Necessary Materials Available

You will find that if you have the necessary materials available to properly handle telephone calls you will save time and make your job easier. It is annoying to the caller if you keep him waiting while you find a pencil to take an order or record a message. It is more businesslike and efficient to be prepared at all times with pad and pencil. Records or reference material frequently consulted should be at hand.

Take Notes

You know how important it is to be a good listener and to give your undivided attention. It is just as important to take notes during a conversation.