A COMPARISON IN THE DALLAS-FORT WORTH METROPOLITAN AREA BETWEEN
THE STATE OF PUBLIC RELATIONS EDUCATION AND THE
VIEWS OF PUBLIC SCHOOL PUBLIC INFORMATION
DIRECTORS AND UNIVERSITY JOURNALISM
DEPARTMENT CHAIRMEN CONCERNING
PUBLIC RELATIONS EDUCATION

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

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Data obtained through interviews with eleven directors of school public information directors and four university chairmen in the Dallas-Fort Worth Metroplex indicated that they are generally satisfied with public relations education being housed in the journalism department, with course format, and with undergraduate study and specialization; and that they are dissatisfied with practitioner-educator relationships.

Some of their recommendations included that graduate-level study be offered more often, and that more emphasis be placed in the curriculum on specific areas of public relations, the social sciences, and the news-editing side of communications studies.
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INTRODUCTION

Raymond Wiley's statement that "a profession has come of age when it becomes concerned with education" (24, p. 6) can be applied to the present state of public relations. A major standard by which to evaluate the progress of a profession is in its efforts to educate future practitioners and those already in practice. Wiley gave much credit to the public relations professional organization for moving in that direction, saying:

The Public Relations Society of America has been active in the former area (education) since its inception, and for the past five years old pros like Ed VonderHaar, Don Cammond, Ward Stevenson, and Jon Riffel--to name a few--have propelled us into a unique practitioner-educator coalition similar to those existing in law and medicine (29, p. 6).

The most recent and important example of this is the model curriculum recommended by the Commission on Public Relations Education, under the auspices of the Public Relations Division of the Association for Education in Journalism, and co-sponsored by the Public Relations Society of America in 1975 (5). It was designed so that educators could compare it with existing programs and it could serve as a model for new curricula. In addition, the report recommends training for graduate students and public relations educators, and the use of practitioners in education.
Although the commission's recommendations may signal a new maturity in public relations, not many years have passed since the education of public relations was but an infant. The first course, entitled "Public Relations," was taught in 1923 by the public relations pioneer, Edward Bernays. However, more than twenty years later, educators and practitioners were still attempting to define the field. The Public Relations Directory and Yearbook, published in 1945 only, announced the results of a contest to define public relations counsel. Sponsored by Mary Furlong Moore, the contest was "an effort to find a concrete and specific definition to a heretofore vague term." The first prize was awarded to William G. Crane of the Department of English at the College of the City of New York for his definition: "The Public Relations Counselor is one who analyzes expertly the needs and desires of the public and of his client for the purpose of interpreting their common interest to the best advantage of both parties." The prize for the winning entry was "prestige and good publicity for the winners" (9, p. 162).

Two years later, the subject again arose, in Donald Krimel's article, "Problems in Public Relations Training." He said,

Although numerous universities now offer courses in public relations, there is little agreement as to what such courses should include. Instructors are consequently faced with the problem of defining the field of public relations . . . . There is considerable
disagreement on this score. If a considerable group of public relations men cannot agree on a very general definition of their field, it's logical to expect that teachers, given the job of originating courses on curricula in public relations, will work on some highly varied premises (12, p. 540).

The first yearnings of a vocation toward becoming a profession were expressed not only in the need to define the field, but also in deciding whether public relations should be taught at all in colleges and universities. Many public relations practitioners, as well as those in other fields, were openly critical of public relations education. When Byron Christian was pioneering with a course at the University of Washington in the 1940's, he dropped the course because of criticism from the state's newspaper editors and publishers, which he described,

In these early years newspaper men were bitterly critical of giving academic recognition to what they sneeringly derided as 'press agentry' or worse. This criticism of public relations education continues to this day but is less frequently heard and less vehemently voiced than in the 1920's and 1930's (8, p. 365).

Hale Nelson, who endeavored to advance the cause of public relations education, found very little interest among public relations practitioners concerning the need for training in the 1950's (9, p. 68). The editor of Public Relations News, Denny Griswold, found the same apathetic attitude among practitioners in a survey she conducted in 1956.

In discussing this issue, Howard Stephenson said that the skeptic of public relations education considers public
relations experience the best teacher. "I didn't learn public relations in college; therefore you can't," the skeptic would say. "I studied liberal arts (or journalism, or law, or business administration) and if you want to be trained as successfully, do just as I did" (24, p. 4).

Stephenson disagreed with the public relations pundit who says public relations is too special to be studied: "I reply that it is for the very reason of its differentness that its study separately is essential to its life and growth" (24, p. 4).

Even during these years, when those inside and outside the profession argued the need for public relations education, progress was being made toward professional training. Although the first academic major in public relations was introduced in 1942 at West Virginia's Bethany College, real growth in the subject did not begin until the years 1945-1960 (8, p. 368). Alfred McClung Lee, in a survey conducted in 1946, found thirty colleges and universities listing forty-seven courses labeled "public relations" (16, p. 83). Lee observed that often the courses listed as "public relations" stressed publicity and opinion management techniques. However, he said, "the growing body of literature on public opinion, mass communications, and social action brings more and more emphasis to bear upon the subject as an applied social science course" (16, p. 86).
Since Lee's survey, the Public Relations Society of America conducted many surveys on public relations teaching. The survey of 1956 revealed that in one decade, from 1945 to 1955, three times more colleges were offering the subject (21, p. 71).

Ninety-two schools affirmed that their courses were designed for students interested in public relations careers. Fourteen institutions listed a major in public relations: one in a school of public relations, two in departments of public relations and eleven in various schools and departments. A sequence in public relations was offered at twenty-nine institutions. A student could take two or more courses as electives at nineteen institutions, and thirty schools listed a single course.

In 1965, Ray Hiebert, of the University of Maryland, reported on a survey he conducted for the Public Relations Society of America (13). At least 280 colleges and universities provided courses in public relations. Five schools gave bachelor's and masters' degrees, and nine offered bachelor's degrees only. Twelve had bachelor's and master's sequences in public relations within another degree program, and seventeen offered only a bachelor's. Thirty-seven schools offered two or more courses in public relations as electives within other majors, and the remainder listed one course.

Although some critics of public relations training still exist today, the growth in the 1940's and 1950's
changed the question from "Should public relations be taught?" to "How should public relations be taught?" As Hiebert pointed out, "That question is particularly pertinent in view of the recently approved accreditation plan of the Public Relations Society of America, which presupposes a definite body of knowledge that can be learned on the job or in the classroom" (13, p. 22).

Scott Cutlip aptly described the uncertainty of the times as to how public relations should be taught when he said in 1961, "Though we have had forty years of public relations teaching, the pattern of education in this field remains fluid, experimental, somewhat fragmentary and still quite controversial" (8, p. 370).

During this time of vacillation, such questions were asked as: Should public relations be taught in the department of journalism or of business? Should the teacher concentrate on theory or the practical aspects of public relations? Should the student be trained according to a generalist or a specialist view? Should public relations be taught at the graduate or the undergraduate level?

By 1970, many of these questions had been answered, though not to everyone's satisfaction. Hiebert summarized the feelings of many about the state of public relations education, "There is no longer a question about whether the child should be saved or what home should adopt it, but rather how public relations education can continue to mature
and to make the best contribution to the profession and to society" (10, p. 6).

Douglas Ann Newsom of Texas Christian University recommended that practitioners and educators could contribute by working more closely because practitioners do not understand the state of public relations education. "The idea prevalent among some practitioners . . . is that we are not teaching much in the universities or that we are not serious about what we are doing," she said. "It would help if practitioners knew more about what to expect not only from colleges and universities in general, but certain ones in particular" (7, p. 36).

One of the facts Newsom thought merited the attention of practitioners was that in 1977 300 colleges and universities offered courses in public relations, but only 100 carried a public relations sequence. Of these 100, 37 schools have only one course in public relations.

A national survey conducted in 1964 by Daniel Costello and Walter Seifert among practitioners and educators who are members of the Public Relations Society of America and the Association for Education in Journalism indicated that those surveyed favored increased public relations study (5, p. 20).

The roles that practitioners and journalism school educators should play in public relations education were delineated by Melvin Broadshaug, who said:
Leaders in public relations and higher education should work together. The profession must cooperate in defining the scope of public relations, in providing practical case studies, in encouraging research studies, in supporting professional education and in striving to advance public relations as a profession. The educator must assume the responsibility of designing the educational program which will meet the needs of the profession. He cannot expect the professional person to perform this task, because in theory and research, educational institutions must be in the vanguard (3, p. 26).

A growing number of articles, from two in the 1950's to three in the 1960's to five in the 1970's, discuss the liaison between public relations practitioners and journalism school teachers (4; 5; 6; 8, p. 370; 9; 17; 18; 19, p. 2; 22; 28).

However, in the specific public relations area of school public information, only one reference is available concerning the relationship of practitioners to educators. Lindley Stiles wrote The Present State of Neglect to report the findings of a 1966 survey of colleges and universities that prepare school public information personnel (25). This survey was a part of Project Public Information, a nationwide program of research, demonstration, service and training, established by the United States Office of Education.

One of his conclusions was that,

The field of educational public information is one of high demand and even higher deficits. Institutions of higher learning that prepare professional personnel for educational work have not yet recognized the need for specialized preparation in this field (25, p. 17).
Don Bagin, Frank Grazian and Charles Harrison, three academicians, recognized this need and spoke forcefully, "The administrator who doesn't think of communication when he considers accountability, bond issues, student riots, teacher demands, complaints at board meetings and community group pressures isn't prepared for today's challenges" (1, p. vi).

James Jones and Irving Stout's reasons for the necessity of school public information were more inclusive. They said,

The dividing line between the aspect of school administration known as 'school public relations' and other aspects of school administration is extremely elusive. Every segment of the work of the schools, as well as the influence of the people of the community on the work of the schools has some effect upon the working relationship of the schools and community. School public relations is at work whether the faculty and staff are cognizant of it or not (14, p. 5).

In his 1967 report, Stiles said that seven institutions had programs for public information specialists in journalism or education, or both: Indiana State University, Washington State University, Central Michigan University, Glassboro State College, University of Southern California, University of Wisconsin and Temple University (25, p. 27).

It is interesting to note that in 1977 Bagin of Glassboro State said that only six schools in the United States had programs for specialization in school information, although he did not list the schools (4).
Since that time, two students at Glassboro State have been working on a project to update Stiles' information. Representatives from twelve institutions replied to the students' questionnaire that their universities had a graduate degree program providing a major or minor in educational public information: University of Northern Colorado, Ball State University, Michigan State University, Glassboro State College, Fordham University, Queens College, Kent State University, University of Tennessee, Texas A&M University, University of Vermont, University of Wisconsin at Madison, and University of Wyoming (10).

North Texas State University instituted a program during the 1978-1979 school year designed to educate those interested in this field. The cross-discipline program for students in journalism, education or speech leads to a Master of Science in Public School Communications and Human Services (26).

Concerning the number of students graduating from such programs, Stiles concluded from his study, "Indications are that each of these institutions prepares only one or two candidates each year. Best estimates are that no more than twenty to thirty specialists in educational public information have been produced in the past five-year period" (25, p. 28).

However, ten years later Bagin reported that at Glassboro, twenty-five students graduate from their program each year.
Regardless of this varying information, the assumption can still be made that a small number of students graduate from such programs each year, and that the majority of those working in school public information graduate from general public relations or other programs, such as education.

Charles L. Willis, head of the Department of Educational Administration at Florida State University, said concerning this point,

Corporate organizations, universities, and many governmental agencies long have recognized the need to employ professional communicators to meet this important responsibility. Effective public relations requires individuals uniquely talented and prepared in the art of communications. I believe such individuals will come largely from the ranks of professional journalists whose preparation has included concepts in sociology and psychology as well as in technical aspects of their trade.

It may be that some classroom teachers (or administrators) have, or can develop, the skills needed. Excellent! However, I believe the potential for identifying a journalist and making him a related member of the professional education team is greater than locating teachers and administrators who have or can acquire necessary skills in public relations (25, p. 28).

The growing recognition of the need today for public relations, coupled with the need for school public information, call for increased study of the present situation and recommendations for improving the quality of public relations education. The existing void of research concerning school public information supports the need for a study of this nature.
Statement of Problem

This study is designed to compare the state of public relations education with the views of public school public information directors and university journalism chairmen concerning public relations education.

Purpose of Study

The purposes of this study were (a) to examine the desires and needs of public information directors in public school systems concerning academic preparation for public information employees in the Dallas-Fort Worth area, (b) to elicit suggestions from these directors about improving public relations education, (c) to elicit suggestions from journalism chairmen about improving public relations education, (d) to examine the expectations of university journalism and communications department chairmen about academic preparation, (e) to ascertain the preparation students receive in universities in the Dallas-Fort Worth area in the field of public relations, (f) to explore ways in which public information directors and public relations educators can work together in order to make a better contribution to education in public relations.

Questions

1. What is the status of public relations education in universities in the Dallas-Fort Worth Metroplex?
2. What suggestions can the public school public information practitioners and department chairmen offer for improving public relations education?

3. How does public relations education in universities in the Dallas-Fort Worth Metroplex compare with the suggestions of public school public information practitioners and department chairmen?

4. Are public information directors and university department chairmen satisfied that they are contributing to the improvement of public relations education?

5. In what ways can public relations educators and public school public information directors make more of a contribution to public relations education?

Review of Literature

*Journalism Abstracts* indicated that a very small amount of serious study has been undertaken on the subject of public relations education.

Raymond Simon, in his article, "Two Decades of Scholarly Research About Public Relations," observed that between 1950 and 1970, twelve doctoral dissertations and seven master's theses were written on the subject of public relations education (23, p. 34).

As mentioned earlier, the Public Relations Society of America has conducted surveys on the status of public relations education. The latest study, published in 1975,
under a grant from the Foundation for Public Relations Research and Education, was reported by Albert Walker. An important finding in his study was that more than 60 per cent of public relations programs are located in journalism or mass communications departments (28, p. 1). Fourteen per cent more are in departments or schools of communications. Those answering the survey reported that nearly one-half of the institutions carry undergraduate sequences or major programs. About 18 per cent have graduate sequences or major fields of concentration. Walker's other findings will be discussed in Chapters IV through VI in relation to this survey's responses.

Two surveys were conducted, according to the periodical literature, on the subject of public relations practitioners' views of public relations education. Daniel E. Costello and Walter W. Siefert questioned members of the Public Relations Society of America and the Association for Education in Journalism. The other survey, by Earl William Pease, was aimed at developing a skills course at the University of South Dakota. The public relations directors of the 1960 Fortune 500 lists were asked to name the top four or five skills a public relations major should acquire. Nearly 90 per cent of those surveyed said that the most valuable skill for a public relations applicant is writing proficiency. Knowledge of the graphic arts, ability to organize, ability to verbalize and ability to get along with people were the other four, in descending order of importance.
A large number of articles useful in researching this study appeared in Public Relations Journal, Public Opinion Quarterly, Journalism Quarterly, Journalism Educator, Public Relations Quarterly, and PR News. Each of the following contained one article: PR - The Quarterly Review, Public Relations Review, and Editor and Publisher.

The number of articles increased with each decade, two in the 1940's, six in the 1950's, six in the 1960's, and ten in the 1970's.

The general categories of the articles were (a) blueprints for model courses and curricula at the undergraduate and graduate levels, (b) suggestions about which departments public relations belongs in, (c) the state of public relations education, as observed and surveyed during various years, (d) the relationship of practitioners to educators, (e) the necessity for public relations education, (f) suggestions for the training of educators, and (g) the history of public relations education.

The authors were educators primarily, except for two, Bruce Watson, a public relations executive, and Denny Griswold, editor of Public Relations News.

Justification

This study would add to the body of knowledge because it would explore more areas of public relations education than has any previous survey. The survey by Costello and
Siefert asked questions concerning whether public relations should be taught in college, in what department it should be taught, and what communications courses should be included.

However, it did not explore what subject matter should be included in public relations courses, what courses in other disciplines should be recommended, or the professional relationship of public relations practitioners to educators, as this survey proposed.

The survey by Pease asked the corporate public relations directors only to list the five top skills they expected of public relations practitioners.

Another reason for the usefulness of this study is that it sought to discover the views of public school public information directors and public relations educators. Since the close relationship of the two is vital to the advancement of the education, and, ultimately, of the profession, it is important to study both sides.

Although research results exist that have disclosed the state of public relations education at colleges and universities, such as the 1975 Public Relations Society of America study, the author knows of no research that has sought to compare existing public relations education with what practitioners and department chairmen would recommend that that education be.

Another way in which this study would add to the body of knowledge concerns the specific area of school public information. As Cutlip and Allen Center noted in their book,
school public information is a growing field (6, p. 569). One evidence of its growth is in the number of theses and dissertations written from 1950 to 1970 on the subject of educational public relations. Fifty-five per cent of the doctoral dissertations, or sixty-nine, and 21 per cent, or 110, of the masters' theses were on this subject (20, pp. 34-35).

In recognition of the need for school public information, Stiles in his survey asked department chairmen in universities across the country about the state of their education in this specialized area. This study would go one step further, by not only ascertaining the state of the education, but also seeking to discern whether public relations training is meeting the needs of this growing segment of practitioners. As a consequence, the curricula of public relations might be improved.

**Definition of Terms**

**Public relations** is a planned effort to influence opinion through socially responsible, acceptable performance, based on mutually satisfactory two-way communication (6, p. 4).

**Public information** is a planned effort through socially responsible and acceptable performance to influence the opinions of the organization's publics, but not to influence the organization's policies.
Limitations of Study

The study will be limited to universities in the Dallas-Fort Worth Metroplex that offer a program aimed at preparing the student for a career in public relations. A sufficient number of universities exist to be studied and many of their graduates are employed in public relations and information work in the area.

The chairmen of journalism and communication departments will be surveyed because they will be most knowledgeable about requirements for their department and sequence in public relations and recommendations they make to students for course work and curriculum.

To examine the views of directors about preparation for public information positions, the study will be limited to public school districts in the Dallas-Fort Worth area. These districts have public information directors who are amenable to the study and are willing to make any information available.

None of the directors studied in the twelve aforementioned programs in the United States created specifically for careers in school public information. However, since most public information directors do not attend one of these institutions, the group being surveyed was more nearly representative of a cross section of public school public information directors. Their responsibilities in the area
of public information enabled them to speak to the needs of their profession.

Methodology

An interview schedule designed to elicit information from public information directors and chairmen of departments teaching public relations courses was used. The questions sought information concerning demographic data on those involved and their departments; their estimation of the degree of emphasis that should be placed on traditional areas of public relations; their estimation of the degree of emphasis that should be placed on various communications courses and courses in other disciplines of study; what level and in which department public relations should be or is taught; the degree a public information job applicant should have; how a course would best be or is taught; when specialization should take place; and about the professional relationship between practitioners and educators.

The interview schedule was pretested with two persons to check for accuracy and ease of understanding of each question. It was administered to Douglas P. Starr, journalism faculty member at North Texas State University, and Rodney Davis in the communications department of the Dallas Independent School District. The questions were found to be satisfactory as written.
Appointments for interviews were arranged by telephone with the directors in eleven public school systems and the department chairmen in four universities (see Appendix A). During the interview specific questions from the interview schedule were asked orally and the responses recorded on the schedule. Questions one to forty-one were asked of public information directors and questions one to fifty-eight were asked of the department chairmen, with time allowed after each question for comments. Questions twenty-one, twenty-four, twenty-five and forty-eight were answered on separate sheets by the interviewees, due to their length.

The groups were used to compare varying responses to questions one to thirty-four. Responses to questions twenty-one to thirty-four were separately compared with the state of public relations in the Dallas-Fort Worth area, as ascertained from chairmen's responses in questions forty-two to fifty-eight.

Questions thirty-five to forty-one, which were designed to determine the directors' and chairmen's views about, and methods of participation in, a working relationship, were used to draw conclusions about how the practitioner-educator relationships can be improved.

The responses were evaluated by percentages when applicable. The unstructured portions of the questionnaire, where respondents make comments, were analyzed for views not revealed in the structured portion. Additionally, replies to
the interviews were compared with what has been written by authors in the literature reviewed.

Organization of Study

The study is organized into six chapters. Chapter I introduces the study by explaining the purpose, nature, and procedure of the project; Chapter II gives demographic data on the respondents and their departments and compares the data of the public school public information directors and the department chairmen. Chapter III analyzes the educators' responses. Included in this chapter are a description of the state of public relations education as ascertained mainly from the chairmen, and their views concerning public relations education and the professional relationship of educators to directors. Chapter IV discusses the responses of the public school systems' public information directors, describing their views of public relations education and the professional relationship of educators to directors. Chapter V compares the state of public relations education in the Dallas-Fort Worth Metroplex with the responses of the educators and public information directors. The responses are also compared to each other. Chapter VI draws conclusions.
CHAPTER BIBLIOGRAPHY


CHAPTER II

DEMOGRAPHICS OF RESPONDENTS

Public Information Directors

The typical public information director is a 41-year-old male with two employees under his supervision. He has worked at his present job for 6.25 years but has worked in several other areas before accepting this position. One of these areas is education, in which he taught for 5.6 years. This is not the first public information position in which he has worked, as attested by his response of 8.5 years of experience in the field. His other work experience has been in some field traditionally related to journalism.

In his present job, his public information responsibilities take up 80.3 per cent of his time, while the remainder of his time is spent with responsibilities relating to school administration.

The typical director has a master's degree which he received in 1964 at a southwestern university in some area of education. He graduated with a bachelor's degree in journalism in 1959 but he has never studied in a formal public relations sequence nor does he now teach a public relations course.

His minor at the undergraduate level was in an area of liberal arts and at the master's level in an area of education.

Table I illustrates the specific information given by the directors concerning their demographic background.

25
The information given in Table I shows that six of the public information directors (54 per cent) are males. The directors range in age from the late twenties to middle fifties, with five (45 per cent) in their thirties, four
(36 per cent) in their fifties, one (9 per cent) in their
forties and one in the twenties.

Five of the eleven have one employee under them (45
per cent), four (36 per cent) have two employees, one (9
per cent) has four and one (9 per cent) has ten.

The directors gave diverse answers concerning their
job titles, suggesting the newness of the profession. Only
three (27 per cent) use the title, public information
director. Two (18 per cent) said their title is administra-
tive assistant. Each of the other six respondents gave a
different answer.

The number of years the directors have spent in their
present jobs ranges from one to eleven years. Five (45 per
cent) of the respondents have worked from one to five years,
four (36 per cent) from six to ten years, and two (18 per
cent) from eleven to fifteen years.

The possibility of the directors having responsibilities
outside of the area of public information prompted questions
in the interview relating to this. Figure 1 illustrates the
percentage of time the directors spend in public information
in their jobs.
Fig. 1--Percentage of time spent in job with public information responsibilities.

Other responsibilities the directors said they have outside the area of public information are quite varied, although they could be listed under the heading of administrative tasks. The only similarities appeared when three respondents (27 per cent) answered "printing" and two (18 per cent) listed general administrative duties. Don Agnew said that administrative printing accounts for 15 per cent of his time, and administrative management takes up 15 per cent. James Day listed administrative assistant duties as 35 per cent, and student safety, student transfers, parent conferences and
printing as 15 per cent. For Charles Hawkes, the print shop accounts for 40 per cent of his time. Jerry Smith said that 33 per cent of his job time is spent with lobbying for his school district in Austin at the state legislature, and the remaining time with duties relating to policy, elections and acting as a liaison with the city government. Sharon Cox said adult education and supervision of volunteers in the school district each account for 15 per cent of her time.

Most public information directors in the public schools do not study in educational programs designed specifically for their field, since only a few exist in the nation. To ascertain the extent of their training, the directors in this study were questioned about their educational background.
### TABLE II

**EDUCATIONAL BACKGROUND OF PUBLIC INFORMATION DIRECTORS**

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<th>Name</th>
<th>Degree(s) Received</th>
<th>Year Graduated</th>
<th>University Attended</th>
<th>Major Field Under-Graduate</th>
<th>Major Field Graduate</th>
<th>Minor Field Under-Graduate</th>
<th>Minor Field Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ascough</td>
<td>B.S./M.A.</td>
<td>1963/1966</td>
<td>Marshall</td>
<td>Advertising Journalism</td>
<td>Communication Arts</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Cox</td>
<td>B.J.</td>
<td>1971</td>
<td>Kansas</td>
<td>Journalism</td>
<td>None</td>
<td>Education, Psychology, Sociology</td>
<td>None</td>
</tr>
<tr>
<td>Dacus</td>
<td>B.A./M.A.</td>
<td>1971/1977</td>
<td>East Texas State/ Southern Methodist</td>
<td>English, Journalism</td>
<td>English Literature</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Day</td>
<td>B.S./M.E.</td>
<td>1947/1952</td>
<td>East Texas State</td>
<td>English</td>
<td>Elementary Education</td>
<td>Education</td>
<td>None</td>
</tr>
<tr>
<td>Hawkes</td>
<td>B.A.</td>
<td>1943</td>
<td>Baylor</td>
<td>Journalism</td>
<td>None</td>
<td>Spanish, History</td>
<td>None</td>
</tr>
<tr>
<td>Nugent</td>
<td>B.S.</td>
<td>1967</td>
<td>Texas Women's</td>
<td>Journalism</td>
<td>None</td>
<td>History</td>
<td>None</td>
</tr>
<tr>
<td>Name</td>
<td>Degree(s) Received</td>
<td>Year Graduated</td>
<td>University Attended</td>
<td>Major Field Under-Graduate</td>
<td>Major Field Graduate</td>
<td>Minor Field Under-Graduate</td>
<td>Minor Field Graduate</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
<td>----------------</td>
<td>---------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Sherrod</td>
<td>B.A./M.A.</td>
<td>1948/1950</td>
<td>Texas Christian</td>
<td>English, History</td>
<td>English</td>
<td>None</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>Smith</td>
<td>B.A.</td>
<td>1969</td>
<td>North Texas State</td>
<td>Journalism</td>
<td>None</td>
<td>Social Studies</td>
<td>None</td>
</tr>
<tr>
<td>Williams</td>
<td>B.A./M.S.</td>
<td>1951/1971</td>
<td>U. of Tulsa/North Texas State</td>
<td>History, Secondary Education</td>
<td>English</td>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Government, Journalism</td>
<td>supervision</td>
<td>Journal Club</td>
<td></td>
</tr>
</tbody>
</table>
Table II indicates that five directors (45 per cent) have B.S. degrees, five (45 per cent), B.A. degrees, and one has a bachelor of journalism (9 per cent). Journalism was the major field of study at the undergraduate level for seven respondents (64 per cent).

Seven directors (64 per cent) have a master’s degree, and four of these (57 per cent) studied education or one of its areas.

One of the eleven directors, Williams, studied public relations at the graduate level at North Texas State, minoring in journalism. However, two directors, Cox and Nugent, said they are studying at North Texas State University, with plans to receive a master’s degree in journalism with a concentration of study in public relations.

The work experience of the directors, as shown in Table III, is centered mainly on teaching and public information, as might be expected from knowledge of their fields of study and present positions.
<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching</th>
<th>Public Information</th>
<th>Daily Newspaper</th>
<th>Advertising Firm</th>
<th>Radio</th>
<th>TV</th>
<th>Agency</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agnew</td>
<td>5</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Ascough</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Cox</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Dacus</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Public Relations-.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Magazine Writer-.5</td>
</tr>
<tr>
<td>Day</td>
<td>6</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Teaching in Armed Forces-2</td>
</tr>
<tr>
<td>Hawkes</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Army Public Relations-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Semi Weekly Newspaper-29</td>
</tr>
<tr>
<td>Nugent</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Department Store</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Training Coordinator-3</td>
</tr>
<tr>
<td>Ruff</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>Research for Education Foundation-1</td>
</tr>
<tr>
<td>Sherrod</td>
<td>20</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Free Lance Writing-6</td>
</tr>
<tr>
<td>Smith</td>
<td>3 (half day)</td>
<td>10</td>
<td>.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Weekly Newspaper-.25</td>
</tr>
<tr>
<td>Williams</td>
<td>19</td>
<td>11 (full time)</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 (part time)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eight of the respondents (73 per cent) have taught for a total of sixty-two years. Five of the eight (63 per cent) have taught for five years or less, one (13 per cent) for six to ten years and two (25 per cent) for more than ten years.

In the area of public information, four (36 per cent) have worked up to five years, three (27 per cent) from six to ten years, two (18 per cent) from eleven to fifteen years, and two (18 per cent) from sixteen to twenty years. Included in these figures is the part-time work of Williams.

Four (36 per cent) have experience on a daily newspaper. The average number of years they have worked is three. Two others also have experience with working in some capacity on a newspaper, although one was with a weekly and the other with a semi weekly.

The directors indicated that they did not teach public relations courses now. However, Ascough added that he is on the national consulting team for the National School Public Relations Association, which sets up workshops for practitioners on public relations. Agnew said that he had previously taught public relations.

Journalism Department Chairmen

The typical department chairman is a forty-four-year-old male. His title is chairman of the Department of Journalism, a position he has held for three years. Under
him are two persons who work full time teaching public relations courses and one who teaches part time.

He spends 31 per cent of his time in public relations or public information work, 45 per cent in teaching and the remainder with responsibilities relating to his teaching or administrative duties.

The "average" chairman received his bachelor's degree from a university in the Southwest in 1957, his master's from the Southwest in 1961 and his Ph.D. in 1970. At all three levels, his major field of study was journalism. His minor at the Ph.D. level was history.

His work experience includes 5.4 years in the public relations or public information field, teaching for fifteen years, and daily newspaper for six years. However, he has not worked for an advertising firm, radio, television or an agency.

He does not teach a public relations course now, nor did he study in a formal public relations sequence.
### Table IV

**DEMOGRAPHIC BACKGROUND OF DEPARTMENT CHAIRMEN**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Age</th>
<th>Number of PR Teachers</th>
<th>Job Title</th>
<th>Number of Years on Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>McHam</td>
<td>M</td>
<td>45</td>
<td>1 full time</td>
<td>Acting Director, Department of Journalism</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 part time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rawlings</td>
<td>M</td>
<td>45</td>
<td>5</td>
<td>Chairman of Journalism Department</td>
<td>4</td>
</tr>
<tr>
<td>Shuford</td>
<td>M</td>
<td>34</td>
<td>2 part time</td>
<td>Journalism Division Coordinator Dept. of Communications</td>
<td>1</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>M</td>
<td>53</td>
<td>2</td>
<td>Chairman, Department of Journalism</td>
<td>5</td>
</tr>
</tbody>
</table>

Table IV indicates that Shuford's title differs from that of the other chairmen. He explained in the interview that the duties of journalism coordinator are transferred from one journalism professor to another each year. Shuford's year as coordinator ended with the beginning of the fall semester, 1979. The Department of Communications at the University of Texas at Arlington, which houses the division of journalism, is headed by a professor of speech. Since the public relations
sequence eminates from journalism, not speech, the division coordinator seemed more qualified to respond in the interview.

The chairmen were asked how much time they spend doing public information or public relations work in their jobs. McHam responded 75 per cent, Rawlings and Westmoreland said 25 per cent, and Shuford said none. The answers seemed to be dependent on the individual interpretation of public information or public relations. For example, the remaining 25 per cent of McHam's time, he said, is spent with teaching. Therefore, the 75 per cent he listed as time he spends doing public information must include administrative duties.

On the other hand, Rawlings and Westmoreland included departmental administration in the category, "other responsibilities outside the area of public information or public relations." Rawlings said that teaching accounts for 50 per cent of his time and administrative duties, 25 per cent. Westmoreland said that teaching takes up 25 per cent and administrative duties, 50 per cent. Shuford's other responsibilities include attending conferences, scheduling workshops and advising students for 20 per cent of his time, and teaching, 80 per cent.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
<th>Years Graduated</th>
<th>Universities</th>
<th>Major Field</th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Rawlings</td>
<td>B.A./M. A./Ph.D.</td>
<td>1957/1960</td>
<td>East New Mexico/Oklahoma/Syracuse</td>
<td>Journalism</td>
<td>Liberal Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1971</td>
<td></td>
<td>Journalism</td>
<td>English</td>
</tr>
<tr>
<td>Shuford</td>
<td>B.A./M. A./Ph.D.</td>
<td>1966</td>
<td>North Texas State/Texas</td>
<td>Journalism</td>
<td>English History</td>
</tr>
<tr>
<td></td>
<td>1969</td>
<td>1979</td>
<td></td>
<td>Communication</td>
<td>English</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>B.A./M. A./Ph.D.</td>
<td>1947</td>
<td>North Texas State/Missouri</td>
<td>Journalism</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>1956</td>
<td>1961</td>
<td></td>
<td>English Journalism</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>None</td>
<td>U.S. History</td>
</tr>
</tbody>
</table>
None of the chairmen has studied in a formal public relations sequence. Westmoreland is the only one who teaches a public relations course.

The work experience of the chairmen mainly covers three areas: teaching, public information and daily newspapers, as shown in Table VI.

TABLE VI

WORK EXPERIENCE IN YEARS OF DEPARTMENT CHAIRMEN

<table>
<thead>
<tr>
<th>Name</th>
<th>Teaching</th>
<th>Public Information</th>
<th>Daily Newspaper</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>McHam</td>
<td>18</td>
<td>5</td>
<td>10</td>
<td>Magazine-1</td>
</tr>
<tr>
<td>Rawlings</td>
<td>11</td>
<td>0</td>
<td>5</td>
<td>Public Relations-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Magazine-4</td>
</tr>
<tr>
<td>Shuford</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>Public Relations-1.5</td>
</tr>
<tr>
<td>Westmoreland</td>
<td>24</td>
<td>11</td>
<td>8</td>
<td>Free Lance Writing-Indefinite Period</td>
</tr>
</tbody>
</table>

Although Westmoreland said he worked in public information for eleven years, he added that he actually did more than public information in his job, such as advertising and promotion.

The chairmen said that they had not worked in the areas of television, radio, advertising firm, or agency.
Summary

In reviewing the demographic information given in interviews with the public information directors, it becomes clear that their positions in the public school systems are relatively new and growing. Take, for example, that none studied in a program created specifically for those in school public information and only one in a public relations sequence. Agnew said that instead of studying in a formal sequence, he "got experience on the road of hard knocks. It would have made my getting into the field a little easier if some basic specialized courses had been offered for someone seeking a degree in public information" (1).

The diverse titles used by the directors are another indication of the field's youth. Hawkes, the first person to serve his school system of Arlington in this capacity, said that the school board spent more time considering his new title than they did in deciding to create the position and hire him. This reflects the ambiguity prevalent about the definition and boundaries of the position, not only in school public information, but in the public relations/public information profession in general.

As a group, they are fairly new in their jobs, with five of the eleven (45 per cent) having worked in their present positions for five years or less. Four have held their jobs for six to ten years and two for eleven years.
The division of the directors' time between public information and other responsibilities reveals that they have administrative duties not generally associated with public information. Although six of them do 100 per cent public information, five have a varying percentage of public information work. Their other responsibilities are wide and varied and in some instances have little relation, if any, to duties related to public information, such as student transfers and supervision of volunteers.

The importance of journalism and education to their jobs is evident through their fields of study in college and through their work experience. Eight of the fields of study among the directors at the undergraduate and graduate levels were related to journalism and six were in areas of education.

Included in their work experience were sixty-two years of teaching by eight directors and ninety-four years of public information by all eleven directors.

The department chairmen exhibited in the interviews that they are qualified to discuss public relation or public information. Their institutions offer courses in public relations and the chairmen have several public relations teachers under their supervision, the average being three. One of the chairmen, Westmoreland, teaches a public relations course now. All four chairmen have worked in either the public information or public relations field for a total of
16.5 years, so they are familiar with the general requirements of the jobs.

Three of the four, McHam, Rawlings, and Westmoreland, consider part of their jobs as chairmen to be public information or public relations, with McHam considering that aspect to be 75 per cent of his job.

The chairmen all have strong backgrounds in journalism, traditionally considered the backbone for public relations or information work. Journalism was the major field for most of their degrees.

Some of the similarities between the demographics of the directors and chairmen are that they are mostly males, with an average age in the forties, graduated from a Southwest university, did not study in a formal public relations sequence, studied journalism at the undergraduate level, do not teach public relations, but have worked in the field of public relations or information, and have not worked for radio or television. Two worked in an advertising firm, one worked in an agency and three directors and all chairmen have taught. The field of study for the majority of the directors and all chairmen at the undergraduate level was journalism.

Two basic differences between the two groups are that the majority of chairmen have doctoral degrees but none of the directors does. The chairmen all have newspaper experience, but the majority of the directors do not.
Interview, Don Agnew, Director of Communications/Community Relations, Garland Independent School District, April 23, 1979.
CHAPTER III

CHAIRMEN'S RESPONSES

State of Public Relations Education

Four of six universities in the Dallas-Fort Worth Metroplex have programs for students interested in a career in public relations. Information about these programs was obtained from interviews with the department chairmen primarily.

Students at all four universities may follow a course of study leading to a degree in journalism with a public relations sequence at the undergraduate level.

Specific courses at North Texas State University are Public Relations and the Public Relations Practicum at the undergraduate level. Westmoreland said that in 1980 a case studies course will be added to the undergraduate curriculum.

At Southern Methodist University, students who elect to take a general public relations sequence or combined advertising-public relations sequence choose from among eight courses: Survey of Public Relations, Public Relations and Non-Profit Institutions, Corporate Public Relations, Problems in Public Relations, Public Relations Seminar, Public Relations Workshop, Public Relations Practicum, and Internship in Public Relations.
At Texas Christian University, the curriculum for advertising and public relations is combined. "We operate on the premise that someone does not work long in PR before he gets involved in advertising and vice versa, so he needs to learn skills in both areas," Rawlings said (5). He said the department's two courses are Public Relations Principles and Public Relations Cases and Problems. A student could also do individual study, such as a public relations internship, through the course, Special Projects and Studies.

At the University of Texas at Arlington the sequence is a joint one between public relations and advertising. Shuford reasoned that advertising and public relations share a core of newswriting skills. One course, Public Relations Principles and Practices, is offered, although Shuford said the department plans to expand the curriculum to stress campaign strategy and evaluation and analysis.

The Commission on Public Relations Education recommended at the undergraduate level as the minimum courses: Introduction to Public Relations, Publicity Media and Campaigns, Public Relations Case Problems and Internship or Practicum (9, p. 309).

At the graduate level, a student interested in a career in public relations may receive a master's degree in journalism at North Texas State University with a concentration of study in public relations. One course is offered, Case Problems
in Public Relations. Study and research are encouraged at the graduate level in advanced problems courses.

If interested in the specialized area of school public information, a student could obtain an Interdisciplinary Master of Science in Public School Communications and Human Services at North Texas State University (10). The three disciplines from which the courses would emanate are journalism, education, and speech communication and drama. Therefore, the student would be offered the same, aforementioned public relations courses from journalism, plus a course entitled Education and Public Relations from the College of Education.

The only other area university offering graduate study is Southern Methodist University, where a student would major in a program of broadcast journalism and take a concentrated study of special problems in public relations. No specific graduate courses in public relations are offered.

The survey sought to discover not only what courses are offered, but also how these courses are taught. Rawlings described the format of classes according to the types. For a course teaching theoretical information, the format is lecture, field trips, videotapes and speakers. For cases and problems Rawlings said the format "would be more interactive" between teacher and student. "They are ready to apply what they've learned to reality" (5). He said that writing is an important part of format. In another part of
the interview he referred to campaigns, in which the students work with outside organizations.

Shuford and McHam described the format of public relations courses as a combination of lectures and guest speakers and internships.

Westmoreland said the introductory course is taught by lecture. The graduate case studies course is taught by lecture and guest speakers, and there is discussion of case problems and a design of a real life public relations campaign. An internship program at the undergraduate level is another example of the format. Classroom activities are supplemented with films, he said.

Recent periodical literature discusses the idea of internships. Westmoreland and Starr (11, p. 58) wrote in *Journalism Educator* that the purpose of the internship program at North Texas State University is twofold: "Put the students in situations where they would do actual public relations tasks, and second, keep a close check on the students so they could learn as much as possible and not grow lax during the semester."

Warren K. Agee of the University of Georgia noted, "Schools and departments of journalism and mass communication in the U. S. are adding internships to their instructional programs in public relations at a far greater rate than for any other subject area in the field" (1, p. 6).

Important to this study is an understanding of when specialized courses, such as in school public information,
are offered. Shuford and Rawlings said they are offered at the undergraduate level and McHam and Westmoreland said the undergraduate or graduate level.

The question of the determination of the curriculum brought similar responses from the chairmen who said the program is determined by a journalism faculty committee.

To gain specific information about the formulation of the public relations curriculum, the chairmen were asked about influences on the curriculum, such as department chairmen, faculty, alumni, accrediting team and other. All said the department chairmen have a say. Shuford qualified his answer by saying that the chairman of the communications department has the power to veto but has never used it. However, Shuford, the division coordinator, does influence curriculum.

The chairmen agreed that the faculty plays a role, but answers differed concerning alumni. Rawlings and Westmoreland said there was some feedback from alumni. Shuford said that their sequence had not been in existence long enough to receive any except informally from a few students. McHam said his university receives feedback from alumni. The only university curriculum receiving feedback from an accrediting team is North Texas State.

In the category, "other" influences, Rawlings placed public relations practitioners. "We have a great deal of interaction between professionals and faculty," he said (5).
Shuford included practitioners and the liberal arts dean, who he said makes suggestions for changes in curriculum. McHam said students have input. At North Texas, a professional advisory committee, containing at least one public relations person, gives advice.

The chairmen rated the amount of emphasis as they perceived it, that is placed on areas of public relations in their curricula. They ranked the areas using a scale from one to five, with five being the highest, or most emphasis.

**TABLE VII**

**EMPHASIS PLACED ON PUBLIC RELATIONS AREAS**

<table>
<thead>
<tr>
<th>Chairman</th>
<th>Campaign Planning</th>
<th>Press and Media Relations</th>
<th>Evaluation and Analysis</th>
<th>Research</th>
<th>History of Public Relations</th>
<th>Ethics</th>
<th>Professional Development</th>
<th>Role of Public Relations</th>
<th>Publicity Techniques</th>
<th>Role of Media</th>
<th>Role of Publics</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>McHam</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Rawlings</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Shuford</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
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Table VII indicates that much emphasis (four and above) was given to Professional Development, Publicity Techniques, Role of Public and Campaign Planning.

Chairmen's Views on Public Relations Education

Each of the four department chairmen considers a degree in journalism sufficient for a person applying for a public information position. Rawlings said that the applicant's degree could be in public relations or journalism. "Public information is to a large extent writing; that's why either of these fields would be helpful," Rawlings said (5). The other chairmen's responses concurred with Rawlings' about the need for writing skills.

As to the level of the degree, two of the chairmen, Rawlings and McHam, said that the applicant should have a bachelor's or master's degree. Westmoreland and Shuford consider the bachelor's degree adequate for the requirements of the job.

The chairmen said the student interested in a career in public information should major in journalism and that the public relations courses should be taught in the journalism department. Westmoreland added that public relations courses could be in the mass communication department. Shuford explained why he chose journalism as the department for public relations, "Public information requires a basic set of skills closely aligned to news writing which is taught in
journalism" (6). All of the chairmen's responses to this question were basically the same.

Addressing himself to the question of where public relations courses should be taught, Cutlip said in 1957,

Let's get two facts straight: the heart of mature public relations practice is empathetic listening and persuasive communication. And today's school of journalism is the center of communication study and research. What is taught and investigated in today's good school of journalism goes far beyond the teaching of press relations or publicity writing contrary to the erroneous notions you may have read (3, p. 70).

If public relations continues to remain a part of the department of journalism as these chairmen and Cutlip recommended, the Association for Education in Journalism will maintain some authority over it. Edward Bernays (2, p. 18) recently objected strongly to this continuing control, saying,

One immediate step is to remove accreditation of courses and sequences in public relations from supervision of the Association for Education in Journalism. From the publishers' standpoint, having a body with that name accredit public relations courses and sequences is like having a surgical instrument manufacturers association accredit courses in surgery at medical college or a law book publishers association accredit law courses. Assuredly, communication is an adjunct or ancillary activity in public relations. But the social sciences are its basis. If any outside body is to be concerned besides the Public Relations Society of America it might be some group like the Society for the Psychological Study of Social Issues (2, p. 18).

On the issue concerning the level at which public relations should be taught, the chairmen again agreed: public relations should be taught at the undergraduate level. Rawlings' comment was, "Some of the nuances can be appreciated more
when dealing with a more mature student, but this is not to say a student could not gain a great deal at the undergraduate level" (5).

Three of the four responded that public relations should be taught at the graduate level. The dissenting view came from Shuford who contended that he thought a few graduate programs in the United States would be fine but did not like the idea of many programs.

Once the backbone decisions have been reached about the degree and level of training, other facets of the students' training must be considered, such as the degree of stress to be placed on areas of communications.
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The table indicates that seven areas received much emphasis (four and above), including news reporting and writing, magazine production, news editing, public affairs reporting, public opinion, feature writing and photography. In the category "other," McHam placed public relations, four.

A general responsibility of the chairman of the journalism department would be to recommend courses in other disciplines for the student preparing for a career in public information or public relations.
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<th>Name</th>
<th>Business Management</th>
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<th>Composition</th>
<th>American Literature</th>
<th>Foreign Language</th>
<th>History of Western Culture</th>
<th>Philosophy</th>
<th>Fine Arts</th>
<th>Music</th>
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In the category, "other" courses in disciplines outside journalism, Westmoreland listed Computer Science with a rating of "three" and Shuford placed a rating of "four" on education. Shuford explained his addition,

    When a person is dealing with a public information job for a school or university, you need every bit of information—not that I think they'll learn all that much in an education class. But they need to learn all that education jargon to be able to get along (6).

If the interdisciplinary courses listed on the questionnaire were divided into sections, social sciences, fine arts and natural sciences would be the main divisions. The greatest emphasis of the three sections was placed on the social sciences, with 3.8 being the mean emphasis of all the courses in this area. The fine arts was second, receiving a mean emphasis of 3.14. Lowest was the natural sciences with a mean emphasis of 3.06.

Courses receiving the most emphasis (four and above) included English composition, psychology, speech and business management.

The chairmen were asked to rate not only the amount of emphasis that is actually placed on public relations areas in their curricula, but also their own recommendations of emphasis on public relations areas.
TABLE X

CHAIRMEN'S VIEWS ON AMOUNT OF EMPHASIS IMPORTANT TO PUBLIC RELATIONS AREAS

<table>
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<th>Chairman</th>
<th>Campaign Planning</th>
<th>Press and Media Relations</th>
<th>Evaluation and Analysis</th>
<th>Research</th>
<th>History of Public Relations</th>
<th>Ethics</th>
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Rawlings, who rated "Press and Media Relations" a two, commented,

Press and media relations is not as important as one might think. If you're just grinding out news releases, you're in the wrong business. By that I'm not saying media relations is not important, but trying to place stories simply to make you look good should not be occupying a large part of your time. The emphasis should be on the analytical (5).

The greatest emphasis (four and above) was placed on campaign planning, press and media relations, evaluation and
analysis, ethics of public relations, professional development and publicity techniques.

The format for teaching a public relations class, all agreed, should be lecture, guest speakers and internships. Westmoreland said he considers the ideal format to be a lecture seminar. He also recommended films.

Rawlings said the way the courses are taught at Texas Christian University (as explained in the first part of this chapter) is the format he would recommend. He added that courses other than Public Relations and Public Relations Cases and Problems should be in a seminar setting.

Shuford said the instructional methods should allow students to participate, such as in problem solving techniques and lab courses.

McHam recommended lecture, guest speakers and internships, "assuming the students already know the skills" (6).

The chairmen were asked when specialized courses in a certain area, such as school public information, should be offered. They responded in basically the same way, saying yes to the undergraduate level, in the junior and senior year. All but Shuford agreed that specialized courses should be offered on the graduate level. Shuford recommended that the student obtain a journalism degree at the undergraduate level and then at the graduate level major in the specialized content area.
Chairmen's Views on Practitioner-Educator Relationships

When asked if a working relationship exists between public school public information practitioners and university faculty teaching public relations in the Dallas-Fort Worth Metroplex, McHam and Shuford said they did not feel qualified to answer, because they had little contact with public school public information practitioners. However, they both added comments, shedding light on practitioner-educator relationships. McHam said that through Southern Methodist University's practicum program, they have good relationships with professionals. Shuford said he personally did not know of an existing relationship, except that one of the university graduates took a job in public information with the Fort Worth Independent School District.

Rawlings said no relationship exists, adding that Texas Christian University has more interaction with practitioners from agencies, business and industry than those in public school systems. He did say, though, that the Fort Worth School district had been used as an account for a public relations/advertising course in which students formed an "agency." They then developed a campaign to encourage students to buy their food more frequently in the cafeterias.

Westmoreland was the only chairman to say that a relationship does exist, explaining that he invites public school public information practitioners as speakers to public relations classes and places student interns in the school districts.
The most useful methods of cooperation between practitioners and educators to improve university programs, Rawlings replied, would be "practitioners' appearances in classes as lecturers or to react to strategies and campaigns" (5). McHam suggested that practitioners should in some way communicate the requirements of their jobs to the students and help students find out what they can do best.

Workshops would be an important contribution, Shuford said, "so practitioners can express their problems and tell us what we in the universities need to do to help" (6).

Westmoreland's recommendations were to invite practitioners as speakers to universities, offer internships and sponsor occasional meetings for practitioners and educators to discuss the strengths and weaknesses of university programs.

Westmoreland was the only chairman replying affirmatively to the question of whether any organization has been helpful in improving relations between public school public information practitioners and public relations education to advance public relations education. Generally the organization, the National School Public Relations Association, has tried to "make more people aware that this is a growing field and tell students about what they do," Westmoreland said (7).

Shuford and McHam said they did not know. To the specific question concerning public school public information, Rawlings said no, but he added that other organizations had helped to advance public relations education, such as the Public Relations Society of America, International Association of
Business Communicators, Fort Worth Ad Club, Dallas Ad League, Texas Public Relations Society of America, Women in Communications and Sigma Delta Chi. "They have all made us in education feel a part by using us as resource people, by coming to class, supplying audio-visual aids, funds and internships," he said (5).

Three of the four chairmen are not members of any professional organization relating to public relations or public information. Rawlings cited his membership in the Fort Worth Ad Club.

Summary

It is interesting to compare these data about the Dallas-Fort Worth Metroplex universities with the data in the introduction from a survey discussed by Newsom (8). She stated that in 1977, 100 universities in the United States had public relations sequences, yet the Metroplex has 4 universities with public relations sequences. This is a high number, considering the total number of universities is six.

She stated that a little more than a third of these universities had only one public relations course. In the Dallas-Fort Worth area, three of the four have more than one course. In fact, the average number of courses offered is 3.5.

A comparison can be drawn between Table VII, revealing emphasis placed on public relations in the curriculum, with Table X, the chairmen's views on the amount of emphasis that should be placed on public relations areas. The average amount
of emphasis given to specific areas differs from one chart to the other in all areas except Role of Public Relations, which received a 3.2 on both.

The largest difference in degree of emphasis between any category on the two charts was .5 for Role of the Media, Role of the Publics, Evaluation and Analysis and Applied Research.

In Table VII, four areas received much emphasis (four and above) and on Table X, six areas received much emphasis.

The university programs are alike in many ways. The formats are a combination of several methods, such as lecture and guest speakers. Their curricula are determined by a journalism faculty committee and the chairmen, faculty and alumni play some role in determining curricula. However, North Texas State was the only university where the curriculum is influenced by an accrediting team.

The chairmen's views concur on many issues on public relations education, such as recommending the applicant's degree to be in journalism, that courses in public relations be taught in journalism, and that public relations be taught at the undergraduate level.

Table VIII, the chairmen's views on degree of emphasis necessary on areas of communications, revealed that there was little agreement. News Reporting and Writing, which received a five rating, was the only area on which there was total agreement. The next highest emphasis was given to feature writing and news editing, with a mean emphasis of 4.5.
The chairmen indicated, when asked their views on emphasis on courses in other disciplines, that the highest rating should be given to English composition, which received a 4.7 mean emphasis. Following that, business management received a 4.2.

For the most part, the chairmen said a practitioner-educator relationship does not exist, nor has any organization tried to aid the relationship. However, each made suggestions about ways the relationship could be improved.


4. Interview, David McHam, Acting Director, Department of Journalism, Southern Methodist University, April 25, 1979.

5. Interview, Elden Rawlings, Chairman, Journalism Department, Texas Christian University, May 1, 1979.


7. Interview, Reg Westmoreland, Chairman, Department of Journalism, North Texas State University, April 19, 1979.


CHAPTER IV

PUBLIC INFORMATION DIRECTORS' RESPONSES

Views on Public Relations Education

A person applying for a public information position should have a bachelor's degree in journalism, replied four of the public information directors, Nugent, Smith, Williams and Dacus. Williams' comment, similar to the others, was, "Journalism training is more valuable to the public information person in schools because the job usually involves very heavily getting information to the news media and the internal newsletter to the employees" (8).

Three others, Ascough, Day, and Agnew, consider a bachelor's in communications sufficient. The remaining four called for various combinations of majors and levels. Ruff recommended that the applicant have a bachelor's degree in speech or journalism with a master's in school administration; Sherrod, a bachelor's degree in English, journalism or public relations; Cox, a bachelor's or master's in journalism or English; and Hawkes, a bachelor's or master's in journalism or communications.

In the book, PR for School Board Members, the authors recommended that the director have "earned a master's degree in English, journalism or school administration" with "experience as a teacher and/or administrator, and experience in public relations and/or journalism" (1, p. 13).
The directors were asked in which department public relations courses should be taught. Nugent and Smith said journalism; Sherrod and Ascough said communications; Day said education; Agnew, Ducas, Hawkes, Williams, and Cox said journalism or education or both; and Ruff said education or communication or both.

Nugent said she chose journalism because "a course in public relations would entail more skills relating to journalism. It would be easier to incorporate a course in business or speech or education into a core in journalism than to house it in one of those departments" (6).

Day, the only director to choose education as the exclusive department to teach public relations courses for those in school public information, said, "A good education course can include information from English and journalism" (5).

Williams said, "Some applications of the job apply directly to education. For example, you have to know what school finance is all about; likewise, in order to get information to the news media, you need to know something about that" (8).

All of the directors agreed that public relations should be taught on the undergraduate and graduate levels. Many of them said that at the undergraduate level, courses should be taken in the junior or senior year.

Smith said that a public information student should take courses at the graduate level, if not taken at the undergraduate level.
Only two of the eleven, Nugent and Ruff, said they would not recommend that a student planning to pursue a particular type of public relations career, such as school public information, take courses at the undergraduate level. Nugent's reason was that a student needs a broad background at the undergraduate level, instead of specializing. Ruff said that a person could not get a director's job without a master's degree; therefore, the specialized courses should be taken at the graduate level only.

The eleven directors said that specialized courses should be taught at the graduate level.

Comments throughout the interviews revealed the directors' views of the importance of mastering skills in various areas of communications. Table XI indicates their views on the specific areas, with the directors ranking them on a scale from one to five. Five is the highest, or most emphasis.
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The respondents gave a variety of answers in the interviews when asked if there were other areas of communications besides those listed, which they recommended: Ascough--organization communications, five, management and planning skills, five; Nugent--public relations, five; Ruff--layout, four, staff development and organization, five; Smith--internships, five; Sherrod--graphics, four.

Five areas listed on Table XI received much emphasis (four and above): news reporting and writing, news editing, feature writing, public opinion and photography.

Ruff said that human relations is as important an area as any listed in the communications area. James Jones, in School Public Relations, expressed the same view when he said,

School public relations has become a much broader concept than mere publicity or interpretation. It involves human relations or the way in which one relates himself to his surroundings. Since many publics, rather than one general opinion, must be satisfied, the school must always keep the child's welfare as its focus, along with the essential needs of society (9, p. 9).

The directors, like the chairmen, were asked to rate courses which they recommended for a student interested in a career similar to theirs.
### TABLE XII

PUBLIC INFORMATION DIRECTORS’ VIEWS ON AMOUNT OF EMPHASIS NECESSARY ON COURSES IN OTHER DISCIPLINES

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Courses receiving much emphasis (four and above) were English composition, speech and business management. Courses added to the category, "other," included law, four, and finance, four, by Ruff. If the interdisciplinary courses were divided into the main divisions of social sciences, fine arts and natural sciences, the greatest emphasis was placed on the social sciences, with a 3.4 rating. Physical sciences received a 2.4 and fine arts, 2.8.

The directors rated the importance of public relations areas in the study of public relations.

**TABLE XIII**

PUBLIC INFORMATION DIRECTORS' VIEWS ON AMOUNT OF EMPHASIS IMPORTANT TO PUBLIC RELATIONS AREAS

| Name  | Campaign Planning | Press and Media Relations | Evaluation and Analysis | Research | History of Public Relations | Ethics | Professional Development | Role of Public Relations | Publicity Techniques | Role of Media | Role of Public
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Areas of public relations receiving much emphasis (four and above) were campaign planning, press and media relations, evaluation and analysis, publicity techniques, role of news media and role of publics.

Smith placed internships under the category, "other," rating it five, and Ruff added human relations, five.

The area of ethics, which received a 3.7 rating, has received increasing attention in recent years, as attested by the efforts of the National School Public Relations Association. A code of ethics was adopted March 28, 1970, by the organization after a task force created to study the need for a statement of ethics concluded that, because of the growth of the profession, it was important (2).

Jones, who devoted a chapter of his book, *School Public Relations*, to the topic of evaluation and analysis, concurred with the directors about the importance of this area. "Every public relations program needs continuous examination and study in order for it to be kept in line with educational and social changes," he said (9, p. 94).

The directors recommended that the class format for a public relations course should be primarily lecture, guest speakers and internships. Eight said lecture, nine said guest speakers and eight said internships. One director suggested field trips and one suggested class projects.

Agnew said, "Guest speakers are more important than lecture because then the class is geared more towards what
is going on in the profession instead of what the professor says" (3).

Smith said that he gave his recommendations for class format from most important to least: internship, guest speakers and lectures. "In a classroom, it is so sterile," he said. "The student is missing the interaction of other factors in the community that make it a reality. PR is not black and white; there is so much interaction involved" (7).

Directors' Views on Practitioner-Educator Relationships

The directors' views differed concerning whether a relationship exists between school public information directors and faculty teaching public relations.

Four directors said a relationship exists. Cox and Williams named internships as evidence of a relationship; Williams and Sherrod, guest speakers; and Day, workshops for practitioners at universities.

Smith and Ascough gave a qualified yes to that question. Smith cited as evidence guest speakers and internships. However, he said, the relationship "is not strong. The universities do not do effective PR for their internship program. They call us up and say, 'Would you like to participate?' but they need to tell us more about it" (7). Ascough, who said a loose relationship exists, cited guest speakers as evidence.

Agnew and Dacus gave a qualified no. Agnew said, "They give lip service, but really there's not much of a relationship"
(3). Guest speakers was the only example he cited. Dacus said there was some evidence of a relationship between practitioners and North Texas State University, specifically between the Texas School Public Relations Association and Roy Busby, vice-president for university relations at North Texas. Hawkes, Nugent and Ruff said there is no relationship.

To improve the practitioner-educator relationship, the directors called for a wide variety of measures. Two areas that received the greatest number of recommendations, three each, were workshops and universities consulting with practitioners about curriculum. Day, Hawkes and Ruff suggested workshops, and Ascough, Sherrod and Smith suggested consultations. "I'm not sure people who teach in the universities keep in touch with what is going on in the field," Ascough said. "It would be helpful if they called on practitioners to review their programs" (4).

Guest speakers were suggested by Hawkes and Ruff. Internships were suggested by Dacus and Nugent. Practitioners teaching at the universities and field trips would help the relationships, Smith said.

Instituting university programs in school public information, such as the one at Glassboro, New Jersey, was recommended by Agnew and Williams. In a related answer, Cox suggested that courses be offered in school communications.

Field service by the universities would be helpful, Ascough said, elaborating that a graduate student could be
assigned to look into resource material that could be made available to school districts. "It would be helpful to both because the university would be more aware of the profession and the districts would have more expertise," he said (4).

Concerning the helpfulness of a professional organization in improving relationships, nine of the directors said the National School Public Relations Association and its Texas chapter have served in the profession in a variety of ways. Ascough said the organization had encouraged its members to cooperate with local institutions and encourage people to pursue a career in school public information.

Ascough, Cox, Williams and Smith said the organization had been instrumental in initiating a school communications program at North Texas State University. Dacus said the organization's survey to find out the need for such a program had been helpful.

Agnew said national and state organizations have worked to upgrade the skills and positions.

Hawkes and Ruff said workshops. Sherrod said the organization works directly with the school communications program at Glassboro, New Jersey, to encourage classes.

Day, one of two who did not cite the National School Public Relations Association or its Texas chapter, replied an organization at North Texas State, but he could not
remember its name. He said it brings together superintendents and administrative staff.

Nugent said no organization had been helpful.

The Texas Association of School Boards and the Texas Association of School Administrators, Williams said, have been "cooperating in some joint efforts to increase the acceptance and understanding of public information officers in public schools" (8).

Smith, who listed the Texas Association of School Boards, said the organization "has served as a vehicle for displaying public relations practices and techniques, gives us in the field more visibility, and focuses the attention of administrators and school board members on this area" (7).

All of the directors are members of the National School Public Relations Association and its Texas chapter. Williams and Ascough are members of the Public Relations Society of America. Williams is a member of Women in Communications, Inc. Sherrod is a member of the Education Writers Association. Ascough is in the International Association of Business Communicators and the International Communications Association. Ruff is a member of the Speech Communication Association, the International Association of Business Communicators and the International Communications Association.
CHAPTER BIBLIOGRAPHY


8. Interview, Veda Williams, Public Information Director, Richardson Independent School District, April 24, 1979.

CHAPTER V

COMPARISON OF RESPONSES TO SURVEY

Comparisons Between Public Relations Education and
The Responses of Department Chairmen
And Public Information Directors

The continuing debate over the question of where public relations should be taught is an important issue to solve because of the responsibilities carried by that department. Walker, who referred to it as the home department, said that it determines the major emphasis, orientation and direction of the program, required courses, core and electives, among other conditions and requirements. The home department also appoints the teachers, determines their backgrounds, makes the assignments, establishes the priorities and provides and withholds budgetary and other support. Currently, the home department for public relations education is overwhelmingly journalism within the liberal arts college (12, p. 25).

A comparison between public relations education in the Dallas-Fort Worth Metroplex as perceived by the department chairmen and the views of the department chairmen and directors indicates much agreement concerning the school, department or college in which public relations should be taught for a student aiming for a career in school public information. All four universities teach public relations in the journalism department or division. In addition, North Texas State
University offers public relations in an interdisciplinary graduate program among journalism, education and speech communication and drama.

The four department chairmen recommended that public relations be taught in the journalism/mass communication department.

Four public information directors recommended journalism/mass communication and six said journalism/mass communication or education, or both. Only one said education exclusively.

Griswold defended journalism as the school to offer public relations education. "Some have leaped to the incorrect conclusion that because it is now established that journalism experience is NOT a sine qua non of the PR practitioner, any exposure to journalism training is bad," she said. "There is no reason at all why a school of journalism can't offer PR education; the point which must be remembered is that studying journalism is not of itself sufficient to qualify a man to practice PR" (5, p. 3).

The responses indicated a common ground of agreement concerning the format of public relations classes. Methods used by the four universities include lecture, guest speakers and internships. One chairman said that his university's classes also use videotapes, field trips and seminars as teaching methods. Discussion methods and films were each mentioned by two other chairmen.

The chairmen's recommendations were the same as existing methods, with one chairman adding laboratory courses.
Lecture, guest speakers and internships were recommended by the directors. One director suggested field trips and another, class projects.

The 1970 Foundation for Public Relations Research and Education, Inc., survey found that discussions in the classroom were replacing the lecture method and that guest lecturers and internships were being used more (3, p. 7). Of the institutions surveyed, 72.5 per cent provide internship programs and 60 per cent have campaigns for "clients." Sidney Kobre reported favorably in Editor and Publisher on the method of students working with "clients" (7, p. 48).

Only one of the Dallas-Fort Worth universities features campaigns, as reported by the chairmen. One chairman and one director recommended this type of activity indirectly, referring to laboratory courses and class projects.

Although Walker (12, p. 6) reported that almost three-fourths of those surveyed use films in the classroom, only two area universities, North Texas State and Texas Christian University, actually do, according to the chairmen. These two recommended films as a supplementary activity, but none of the directors did.

The four universities teach public relations courses on the undergraduate level and two, North Texas State and Southern Methodist University, offer study at the graduate level, but the chairmen and directors favor change, according to their recommendations. All of the public information directors said
that public relations should be taught at the undergraduate and graduate levels. All of the chairmen recommended undergraduate and all but Shuford said graduate.

Walker reported that 72.4 per cent of the nation's universities offer undergraduate public relations courses and 21.6 per cent offer graduate courses (12, pp. 2-3).

A larger percentage of directors than chairmen recommended that specialized courses be taken at the graduate level. Nine directors said the undergraduate level and eleven said the graduate level. Four chairmen said undergraduate and three said graduate. Brodshaug disagreed with those interviewed, saying that courses in public relations be offered at the graduate level only (1, p. 25).

A comparison of these views with the universities' offerings reveals that all of the universities have specialized courses at the undergraduate level and two have them at the graduate level.

The chairman and directors did not agree in any area on the amount of emphasis important to public relations areas. Nor were their recommendations the same as the emphasis actually placed on public relations areas in the universities, as perceived by the chairmen. The emphasis is lower at the universities than those surveyed recommended.
**TABLE XIV**

COMPARISON BETWEEN UNIVERSITIES AND RECOMMENDATIONS OF CHAIRMEN AND DIRECTORS CONCERNING EMPHASIS ON PUBLIC RELATIONS AREAS

<table>
<thead>
<tr>
<th>Public Relations Areas</th>
<th>Universities</th>
<th>Chairmen</th>
<th>Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campaign Planning</td>
<td>4.0</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
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<td>4.0</td>
<td>5.0</td>
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<td>3.2</td>
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<td>2.2</td>
<td>2.0</td>
<td>2.7</td>
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<td>Ethics</td>
<td>3.7</td>
<td>4.0</td>
<td>3.7</td>
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<td>4.5</td>
<td>3.8</td>
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<tr>
<td>Role of Public Relations</td>
<td>3.2</td>
<td>3.2</td>
<td>3.6</td>
</tr>
<tr>
<td>Publicity Techniques</td>
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<td>4.2</td>
<td>4.4</td>
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<td>Role of Media</td>
<td>3.5</td>
<td>3.0</td>
<td>4.4</td>
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<tr>
<td>Role of Publics</td>
<td>4.0</td>
<td>3.5</td>
<td>4.6</td>
</tr>
</tbody>
</table>
The most emphasis in the university is placed on professional development, which received a 4.2 rating. The chairmen perceived this area to be most important, giving it a 4.5 rating collectively. But the directors said that the role of publicity should be most emphasized, rating it a 4.6.

The least emphasis at the university level was given to the History of Public Relations, a 2.2. The chairmen and directors agreed, giving it a 2.0 and 2.7, respectively.

The largest difference in ratings between the university, directors and chairmen was on the area of press and media relations. The university rating was 3.7, the chairmen's, 4.0, and the directors', 5.0. The role of media, which carried a large rating difference, received a 3.5 at the university level, 3.0 from the chairmen, and 4.4 from the directors.

Comparison of Chairmen's Responses To Directors' Responses

All of the chairmen recommended a degree of journalism for an applicant for a public information position. All directors but one gave journalism/communications as at least one choice for a degree. Other choices by the directors included English, public relations, speech or school administration.

Two chairmen and eight directors said the degree should be a bachelor's. Two chairmen and three directors said the applicant's degree should be a bachelor's or master's, or both.
National surveys have found differing views. In a 1952 survey by Bruce Watson, public relations executives were asked what they look for in a public relations applicant. Only 22 per cent said a college education was especially important (13, p. 5).

In 1964 Costello and Seifert's findings were similar to Watson's. In their survey of members of the Public Relations Society of America and the Association for Education in Journalism, 43.5 per cent said they would hire someone without a college degree, 53.5 per cent said with a degree and 3 per cent gave no reply (2, p. 20).

The responses concerning the amount of emphasis necessary on areas of communications revealed only two areas of common agreement: magazine writing (3.5) and photography (4.0).

Areas with the largest amount of disagreement between the two groups were oral persuasion, receiving a 2.7 by the chairmen and a 3.9 by the directors, and motion picture production, receiving a 1.2 by the chairmen and 2.4 by the directors.

Oral persuasion and feature writing were the two areas receiving the most emphasis by the chairmen, with a 4.5 collective rating. The directors differed, granting most emphasis (4.6) to news reporting and writing.

Areas with the least emphasis from the two groups were different also. The chairmen rated motion picture production 1.2; the directors rated history of journalism 1.6.
The Commission on Public Relations Education in 1975 advised that communication studies include these areas: theory and process of communication, news reporting and writing, copy editing and graphics of communication. Courses should include: advertising principles and practice, media law and ethics, feature writing, introduction to survey research and communication media analysis (9, p. 309).

In comparing the commission's recommendations with the interviews, theories of communication and persuasion was rated 3.4 by the directors and 2.7 by the chairmen; news reporting and writing, 4.6 by the directors and 5.0 by the chairmen; copy editing, 4.1 by the directors and 4.5 by the chairmen; advertising, 2.7 by the directors and 2.2 by the chairmen; law of the press, 3.0 by the directors and 3.7 by the chairmen; feature writing, 4.2 by the directors and 4.5 by the chairmen. Graphics, introduction to survey research and communications media analysis were not listed as separate areas.

The course the chairmen said should receive the most emphasis was English composition (4.7). The directors gave speech a 4.6, and English composition was a close second with 4.5.

The least emphasis was given to music, receiving a 2.2 from the chairmen. Biology and physical science received a 1.7 from the directors.
Griswold reported that at an informal meeting of public relations executives with the dean of Boston University School of Public Communications, John Wicklein, all emphasized the great need for the study of basic economics (7, p. 3).

Economics was the only area of agreement, with a 3.7 by both groups.

The largest amount of disagreement came in the areas of biology and physical science. The chairmen rated them both 2.7 and the directors, 1.7.

Griswold's plea in 1976 for a "closer liaison between public relations practitioners and most teachers of PR" (6, p. 1) has gone unheeded by many, at least in the Dallas-Fort Worth Metroplex, as perceived by those surveyed. Three of the four chairmen said no relationship exists, and five of the eleven directors said none exists.

Griswold reasoned:

"Because the teachers are largely insulated from the practical world of PR, their students, too, tend to be remote from the realities and expect too much too soon from their first job. Or, on the other hand, they are inclined to be insecure as to whether they are adequately equipped to handle that initial post (5, p. 1)."

Those who said a working relationship exists cited guest speakers. One added workshops and three, internships.

In the specific area of school public information, Stiles said that the low number of contacts between schools of education and journalism with field agencies is evidence of too little interest in school public information (10, p. 40). Twenty-seven per cent of the schools of education and
35 per cent of the schools of journalism said they had no contact with state departments of education, administrators or the press.

The blame for the poor relationship, Griswold said, should be placed on practitioners, although she did not give a reason. Consequently, she said, they are the ones who can remedy the situation, in four ways: serving as guest speakers at universities, offering seminars for teachers, employing students in summer or part time during the school year, and involving instructors in local public relations organizations.

Simon, in the article, "Practitioners Cooperate with Public Relations Teachers," added to Griswold's list summer internships for teachers and scholarships, awards and grants. However, Simon said that practitioners' lack of cooperation has been a deterrent to these methods of cooperation (8, p. 222).

In 1962, however, the Public Relations Journal reported favorably about the method of summer fellowships for instructors (11, p. 10).

The chairmen and directors suggested a variety of methods of cooperation to improve university programs. Three chairmen and two directors said practitioners should speak at universities. One chairman and three directors said workshops; one chairman and two directors said internships. Two directors recommended that practitioners and educators work together to institute university programs. One chairman and two directors suggested consultations between practitioners and teachers.
The chairmen and directors differed on the question of the helpfulness of professional organizations in improving relationships between practitioners and educators. Only one chairman said that the National School Public Relations Association and the Texas School Public Relations Association had helped. Nine directors gave the same reply. Two directors added the Texas Association of Schools Boards.

A larger percentage of the directors are members of a professional organization relating to public relations or school public information. One hundred per cent of the directors are members of the National School Public Relations Association and its Texas chapter. Four of them are members of various related organizations. However, only one (25 per cent) of the chairmen is in such a professional organization, the Fort Worth Ad Club.
CHAPTER BIBLIOGRAPHY


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CHAPTER VI
SUMMARY AND CONCLUSIONS

Summary
Information for this study was obtained through personal interviews with eleven school public information directors and four university journalism chairmen in the Dallas-Fort Worth Metroplex. Their views on public relations education were compared with each other and with the state of public relations education as ascertained from the Chairmen.

Conclusions
An analysis of the information about the status of public relations education in universities in the Dallas-Fort Worth Metroplex reveals that the four university programs are mixtures of traditional and progressive.

All four universities base their public relations programs in the journalism department or division, although North Texas State also has an interdisciplinary program in journalism, education and speech communication specifically for careers in school public information.

This is not only a traditionalist idea, but also one that continues to be popular, according to William Toran, journalism faculty member at Ohio State. In a mail survey of 129 members of the Association for Education in Journalism,
Public Relations Division, 84 per cent supported "the link between PR and journalism/communications. Ten per cent favored an independent PR program and 6 per cent preferred administration under business or other units" (9, p. 35).

Another characteristic of public relations education, as concluded from this survey and typical of the nation as a whole, is a lack of accreditation of the programs. None of the programs included in the study are accredited.

Newsom reported, "Of the 100 schools offering PR majors, thirty-seven of them have only one course in PR. Most PR majors get only two courses in PR" (6, p. 36). In the metroplex, two of the four universities offer two public relations courses, one offers one and the fourth offers eight.

Further analysis of the data revealed the existence of several progressive characteristics in the programs.

One of the most outstanding innovations was the initiation of the Interdisciplinary Master of Science in Public School Communications and Human Services at North Texas State, especially when one considers that at last report there were only twelve such programs in the country (9).

Concerning internships, Walker reported that 72.5 per cent of the respondents to a 1975 survey said that their universities offer them (11, p. 5). In the Dallas-Fort Worth area all of the universities have internship programs.

Only twenty years ago, Raymond Simon referred to internships as a "missing ingredient to a sound program of education
for public relations" (8, p. 16). He added that in 1955 he was aware of only two internship programs in the country.

As stated in Chapter Three, four undergraduate sequences exist in the area, compared with 100 across the United States (6, p. 36). This is a high ratio for the area, considering a total number of six universities.

An important part of this survey was to compare the views of the department chairmen and public information directors. One of the conclusions was that the chairmen would recommend that a public information applicant have a journalism or mass communication degree. The directors called for a variety of majors at the undergraduate or graduate levels, or both, but in all cases included journalism or communications as one suggestion.

The chairmen's and directors' recommendations for emphasis in areas of communications lean heavily toward the news-editing side of journalism. The areas rated highest were news reporting, news editing and feature writing. The directors rated public opinion very high.

Both groups agreed in emphasizing the area of the social sciences under interdisciplinary courses, including anthropology, sociology, psychology, political science, economics and speech.

Disagreement occurred between the two groups on the subject of public relations areas, with the chairmen emphasizing the practical and the directors, the theoretical. The
chairmen's top three were campaign planning, professional development and publicity techniques. The directors' top three were role of news media, role of publics and publicity techniques.

Hiebert contended, based on a comparison of 1964 and 1970 surveys, "The trend has been toward a more theoretical approach to the study of public relations, with more time devoted to understanding concepts than developing skills and techniques, more attention to behavioral science aspects and somewhat less to professional practices" (4, p. 7).

Both groups surveyed recommended that lecture, guest speakers and internships be the main ingredients of class format.

The relationship between the universities and those in the field is in definite need of improvement, those surveyed indicated, saying in the majority of cases that no relationship whatsoever exists. Those who replied that a relationship exists could, in most cases, give only one example of its evidence, such as internships or guest speakers.

This finding is very different from the survey conclusion of Walker, who said, "Relationships between teachers, students and practitioners are frequent, varied, and very close" (11, p. 13).

Although they had negative responses about the existence of a relationship, the chairmen and directors were quick to offer suggestions to improve the relationships. Seven specific
areas were recommended: speaking engagements by practitioners, workshops, internships, institution of university programs by practitioners and educators, consultations, teaching by practitioners and field trips.

Only two organizations were cited as being helpful to improve relationships: The National School Public Relations Association and its Texas chapter and the Texas Association of School Boards.

The organizations' ways of fostering the relationships, as mentioned by the respondents, included encouragement, initiating the interdisciplinary program at North Texas State, working to upgrade practitioners' skills, workshops and making the public more aware of school public information.

Only two of the directors and none of the chairmen are members of the Public Relations Society of America. All of the directors and no chairmen are members of the National School Public Relations Association and the Texas School Public Relations Association. Four directors are members of related organizations, Education Writers Association, International Association of Business Communicators, Women in Communications, Inc., and International Communications Association.

Jones and Irving Stout commended and supported a closer liaison between the National School Public Relations Association and practitioners, saying,

The increased scope of public relations is reflected in the expansion of the branch of the
National Education Association known as the National School Public Relations Association. Although the organization has been in existence only since 1935, its publications and increasing service give witness to tremendous growth. The NSPRA has become a clearinghouse for ideas regarding school public relations. The organization has many publications to its credit, including a newsletter called Trends, a digest called The School Bell, and a weekly report entitled Education U.S.A.

The NSPRA holds periodic meetings in cooperation with the American Association of School Administrators and other national groups. It also conducts each summer a seminar on communication. Public school systems and their employees would do well to consult the NSPRA and its staff for assistance in public relations (5, pp. 3-4).

The educators and practitioners are well schooled in the area of public information/relations as attested by their work experience. Most of the directors and all of the chairmen have had experience in the education field. Neither group has had much academic training in public relations, but the majority of directors have studied in an area of education.

In their present jobs, only one chairman spends more than half of his time doing public relations or information work, but all of the directors do. A majority of the directors spend 100 per cent of their time in this activity. The chairmen on the average have three public relations teachers under them and the directors have 2.5 public information employees under them.

Information discovered in the interviews revealed that the position of Ascough of the Dallas Independent School
District is different from the other directors. He has ten employees under him, which is six more than any other director. His title is Associate Superintendent for Communications, making him the only superintendent of the group. He was the only director to indicate during the interview that his responsibilities extend beyond public information to public relations, because he said he does influence administrative policy.

One of the most important purposes of this study was to compare public relations education in the Dallas-Fort Worth Metroplex with suggestions of directors and chairmen. Many surveyed recommended that public relations education should be placed in the journalism department, where it actually is, in this area. All of the chairmen made this recommendation. Four public information directors said journalism or mass communication. Six said journalism or mass communication and education. Their comments suggested their satisfaction with this arrangement, unlike the comments made in Toran's survey. Toran said,

"What was perhaps surprising, was the intensity of feelings voiced by a number of respondents that PR students take a back seat in J-schools. Perhaps the point is that a number of journalism schools--knowingly or otherwise--have considered PR a closet relative and/or have practiced a form of discrimination" (10, pp. 35-36).

The format that the directors and chairmen recommended is basically the same as the actual classroom format: lecture method, guest speakers and internships.
Their responses called for public relations courses and specialized courses at the undergraduate level as they actually are offered in the area universities.

Areas of disagreement between the universities and respondents were concerning the level at which public relations should be taught and the amount of emphasis important to public relations areas.

Most of the respondents called for graduate level public relations courses but only two of the universities actually do offer these. North Texas State offers Case Problems in Public Relations and individual study in the form of advanced problems courses. Southern Methodist University has an advanced problems course. Texas Christian University does not have a graduate program in journalism. The University of Texas at Arlington's public relations program is only a few years old and is concentrating on developing its undergraduate program at this time.

There was little agreement concerning emphasis on public relations areas in the curriculum. The directors and chairmen, based on their responses, would definitely recommend that more emphasis is needed in campaign planning, press and media relations, evaluation and analysis, research, professional development and publicity techniques. The directors called for increased emphasis on the role of the news media, history of public relations, role of the publics and role of public relations.
Hiebert's findings of a 1970 survey disclosed that the greatest emphasis in public relations areas was on publicity techniques, taking up a little more than 10 per cent of the classroom time (4, p. 8). This survey disclosed that publicity techniques is not the highest but second to it at the universities. The chairmen and directors rated it the second highest, with varying amounts of emphasis.

Through a comparison of the public relations education offered in the Dallas-Fort Worth area with the recommendations of the respondents, a conclusion can be drawn that the chairmen and directors are satisfied with public relations education as a whole. However, they had two specific recommendations, to teach public relations courses on the graduate level and to increase the emphasis on areas of public relations in the courses.

The texts and source materials in the public relations education area were mainly theoretical but those concerning the specific area of school public information were mainly practical. The lack of a theoretical point of view is perhaps due to the newness of the specialty.

Recommendations

Several recommendations for further study may be made as an outgrowth of this study, including surveying those in other areas of public information or public relations besides school public information to ascertain their views of public relations education.
This study asked the school public information directors what degree a public information applicant should have. To aid those coming into the field, it might be helpful to ask the directors what five top skills they recommend an applicant have.

Since public relations is such a growing field, it would be helpful to update Albert Walker's 1975 nationwide study of public relations education programs.

As mentioned earlier in the study, the number of educational programs for school public information has doubled in two years, from six to twelve. However, none of the directors in this study has studied in one of these programs and only one has studied public relations. It would be useful to interview the directors again in ten to fifteen years when they might be more educated in school public information or public relations.
CHAPTER BIBLIOGRAPHY


### APPENDIX A

#### Interview List

<table>
<thead>
<tr>
<th>University</th>
<th>Department</th>
<th>Chairman</th>
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</thead>
<tbody>
<tr>
<td>North Texas State</td>
<td>Journalism</td>
<td>Reg Westmoreland</td>
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<td>Southern Methodist</td>
<td>Journalism</td>
<td>David McHam</td>
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<td>Texas Christian</td>
<td>Journalism</td>
<td>Elden Rawlings</td>
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<tr>
<td>University of Texas at Arlington</td>
<td>Communications</td>
<td>Tom Shuford</td>
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<table>
<thead>
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<td>Arlington</td>
<td>Public Information Coordinator</td>
<td>Charles Hawkes</td>
</tr>
<tr>
<td>Carrollton-Farmers Branch</td>
<td>Public Information Director</td>
<td>Susan Ducas</td>
</tr>
<tr>
<td>Dallas</td>
<td>Associate Superintendent for Communications</td>
<td>Larry Ascough</td>
</tr>
<tr>
<td>Fort Worth</td>
<td>Coordinator of Communications</td>
<td>Joe Sherrod</td>
</tr>
<tr>
<td>Garland</td>
<td>Director of Communications Community Relations</td>
<td>Don Agnew</td>
</tr>
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<td>Grand Prairie</td>
<td>Public Information Director</td>
<td>Sharon Cox</td>
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<td>Highland Park</td>
<td>Coordinator of Information Services</td>
<td>Rebecca Nugent</td>
</tr>
<tr>
<td>Hurst-Euless-Bedford</td>
<td>Director of Communications</td>
<td>Nancy Ruff</td>
</tr>
<tr>
<td>Irving</td>
<td>Administrative Assistant to Superintendent</td>
<td>James Day</td>
</tr>
<tr>
<td>Plano</td>
<td>Administrative Assistant</td>
<td>Jerry Smith</td>
</tr>
<tr>
<td>Richardson</td>
<td>Public Information Director</td>
<td>Veda Williams</td>
</tr>
</tbody>
</table>
APPENDIX B

Interview Schedule

1. Interviewee's name?
2. Male or female?
3. What was your birth date?
4. From which college(s) and/or university(ies) have you graduated?
5. When?
6. What degree(s) have you received?
7. What was your major field(s) of study?
8. What was your minor field of study?
9. Did you study in a formal public relations sequence?
10. How many years have you worked in the following areas?
   ______ Teaching
   ______ Public Information
   ______ Daily newspaper
   ______ Advertising firm
   ______ Radio
   ______ TV
   ______ Agency
   ______ Other; Please specify
11. Do you presently teach public relations?
12. What degree do you believe an applicant for a public information position should have?
13. Why?
14. What is your present place of work?
15. What is your job title?

16. How long have you held your present position?

17. How many employees associated with public information or public relations are under your supervision?

18. What per cent of your time is spent with responsibilities relating to public relations or public information?

19. What other responsibilities do you have in your job outside of the area of public relations or public information?

20. What per cent of your time is spent with each of the other responsibilities?

21. Please rate the degree of emphasis, with five being the most emphasis, that you recommend a student should place on the following areas of communications in order to prepare for a career in school public information.

   Advertising  Editorial writing
   Theories of communication  Public affairs reporting and persuasion
   News reporting and writing  Public opinion
   Magazine production  Feature writing
   Oral persuasion  Creative writing
   News editing  Magazine writing
   Broadcasting techniques  Photojournalism
   Motion picture production  Industrial editing
   History of journalism  Law of the press
   Other (specify)  Typography and printing

22. In which schools, departments, or colleges should public relations be taught for the student aiming for a career in school public information?

23. Why?

24. Please rate the importance, with five being the most importance, of the following courses in other disciplines, in order to prepare for a career in school public information.
<table>
<thead>
<tr>
<th>English composition</th>
<th>Fine arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>American literature</td>
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<td>Psychology</td>
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</table>

25. Please rate the degree of emphasis, with five being the most emphasis, that you recommend a student should place on the following areas of public relations, in order to prepare for a career in school public information.

<table>
<thead>
<tr>
<th>Area</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Campaign planning</td>
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<tr>
<td>Professional development and trends in the public relations field</td>
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<td>Press and media relations</td>
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<td>Role of public relations within society</td>
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<td>Evaluation and analysis</td>
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<td>Publicity techniques</td>
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<td>Applied research</td>
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<td>Role of the communication media</td>
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<td>History of public relations</td>
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<td>Role of the public(s)</td>
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<td>Ethics of public relations</td>
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<tr>
<td>Other (specify)</td>
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</tbody>
</table>

26. What format should be used in teaching a public relations class? Lecture? Guest speakers? Internships?

27. On which level should public relations be taught in the colleges and universities? Undergraduate?

28. If not, why not?

29. Graduate?

30. If not, why not?
31. If a student plans to pursue a particular type of public relations career, such as public school public information, when should he take specialized courses in the area? Undergraduate level?

32. If not, why not?

33. Graduate level?

34. If not, why not?

35. Is there a working relationship between public school public information practitioners and university faculty teaching public relations in the Dallas-Fort Worth Metroplex?

36. If there is, what is it? Use of guest speakers? Field visits? Internships?

37. What would be the most useful methods of cooperation between practitioners and educators to improve the university programs?

38. Has any professional organization been helpful in improving relationships between public school public information practitioners and public relations educators to advance public relations education?

39. In what ways?

40. Are you a member of any professional organization relating to public relations or school public information?

41. If so, which ones?
Please rate the degree of emphasis, with five being the most emphasis, that you recommend a student should place on the following areas of communications in order to prepare for a career in school public information.

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
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<tr>
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<td>Broadcasting techniques</td>
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<td>Motion picture production</td>
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<td>Editorial writing</td>
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</table>
Please rate the importance, with five being the most importance, of the following courses in other disciplines, in order to prepare for a career in school public information.

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<td>English composition</td>
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<td>American literature</td>
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<td>Foreign language(s)</td>
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<td>History of Western culture</td>
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</table>
Please rate the degree of emphasis, with five being the most emphasis, that you recommend a student should place on the following areas of public relations, in order to prepare for a career in school public information.

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<th>Area</th>
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<td>Campaign planning</td>
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<td>History of public relations</td>
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<td>Ethics of public relations</td>
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<td>Professional development and trends in the public relations field</td>
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<td>Role of public relations within society</td>
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<td>Publicity techniques</td>
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<td>Role of the communication media</td>
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</table>
Questions 42 to 57 concern how public relations actually is taught and will be asked of the department chairmen only in the interviewing.

42. In which schools, departments, or colleges is public relations taught for the student aiming for a career in public relations?

43. On which level is public relations taught in your university? Undergraduate?

44. If not, why not?

45. Graduate?

46. If not, why not?

47. What format is used in teaching a public relations class or classes? Lectures? Guest speakers? Internships?

48. Please rate the degree of emphasis, with five being the most emphasis, that your curriculum places on the following areas of public relations, in order to prepare a student for a career in public relations.

<table>
<thead>
<tr>
<th>Campaign planning</th>
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<td>Role of public relations within society</td>
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<td>Applied research</td>
<td>Role of the communication media</td>
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<td>History of public relations</td>
<td>Role of the public(s)</td>
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<tr>
<td>Ethics of public relations</td>
<td>Other (specify)</td>
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</table>
49. If a student plans to pursue a particular type of public relations career, such as public school public information, when does he take specialized courses in the area at your university? Undergraduate level?

50. If not, why not?

51. Graduate level?

52. If not, why not?

53. How is the curriculum for public relations determined in your university?

54. What influences determine curriculum? Department chairman?

55. Faculty?

56. Alumni?

57. Accrediting team?

58. Other? Specify.
Please rate the degree of emphasis, with five being the most emphasis, that your curriculum places on the following areas of public relations, in order to prepare a student for a career in public relations.

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APPENDIX D

Public Relations Courses at Area Universities

1. North Texas State University:
   Undergraduate:  Public Relations
                  Public Relations Practicum
   Graduate:  Case Problems in Public Relations

2. Southern Methodist University:
   Undergraduate:  Survey of Public Relations
                  Public Relations and Non-Profit Institutions
                  Corporate Public Relations
                  Problems in Public Relations
                  Public Relations Seminar
                  Public Relations Workshop
                  Public Relations Practicum
                  Internship in Public Relations

3. Texas Christian University:
   Undergraduate:  Public Relations Principles
                  Public Relations Cases and Problems

4. University of Texas at Arlington:
   Undergraduate:  Public Relations Principles and Practices
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Public Relations News, November 18, 1974, p. 3.


Interviews

Interview, Don Agnew, Director of Communications/Community Relations, Garland Independent School District, April 23, 1979.


Interview, David McHam, Acting Director, Department of Journalism, Southern Methodist University, April 25, 1979.


Interview, Elden Rawlings, Chairman, Journalism Department, Texas Christian University, May 1, 1979.

Interview, Thomas Shuford, Journalism Division Coordinator, University of Texas-Arlington, May 15, 1979.


Interview, Reg Westmoreland, Chairman, Department of Journalism, North Texas State University, April 19, 1979.

Interview, Veda Williams, Public Information Director, Richardson Independent School District, April 24, 1979.