ABSTRACT
Designed for students and practitioners of public relations (PR), this annotated bibliography focuses on recent journal articles and ERIC documents. The 34 citations include the following: (1) surveys of public relations professionals on career-related education; (2) literature reviews of research on measurement and evaluation of PR and organizational communication; (3) analyses of communications styles among PR teachers and practitioners; (4) teaching guides and curricula; and (5) position papers on various PR theories and applications. The bibliography also includes a non-annotated list of 12 recent general textbooks on public relations. (JG)
PUBLIC RELATIONS
Selected, Annotated Bibliography
prepared by
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March 1987

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This bibliography focuses on recent Journal articles and ERIC documents. ED numbers refer to journal articles indexed in the Current Index to Journals in Education. ED numbers refer to those documents abstracted in Resources in Education, obtainable in microfiche or paper copy. For order information, check the latest issue of PIE or write to SCA (address above) for an ERIC Document Reproduction Service order blank and price information.

Surveyed members of the Public Relations Society of America who reported that (1) students planning PR careers in corporations should take courses in this order of priority: journalism, PR, internships, speech communication, marketing, etc.; and (2) an MBA degree was the best advanced education degree.

Considers three issues: the definition of PR; the PR curriculum at Auburn University; and a rationale for including the PR curriculum in a speech communication department.

The vice president of PR and advertising at the Boeing Company speaks on crisis communication and how the staff handled the Japan Air Lines 77 crash of August 12, 1985.

Reports the major findings of a literature review of major articles on measurement and evaluation in PR, business, and organizational communication. Concludes that practitioners and academicians agree that some kind of evaluation and evaluation is needed, but there is no consensus on the type of methodology that might be most effective.
Culbertson, Hugh M. Direction of Perspective—An Important Concept for Public Relations. Paper presented at 1984 Assoc. for Education in Journalism and Mass Communication Meeting. 47th. ED 244 578
Defines "breadth of perspective" and argues its importance in PR practice and research.

Compares two measurement activities important to PR: the PR audit and the internal communication audit. Considers their differences in terms of practitioner roles with organizations.

Argues that contemporary PR training overemphasizes print journalism at the expense of managerial skills and social science theory. Suggests that, because of its saucory nature, PR would be more effectively offered through speech communication departments.

Having worked with interns for 13 years as a practitioner and now as a teacher, Gwin offers observations from both sides of this PR experience.

Although research and evaluation are considered important to the successful execution of public information programs, this survey of top federal information officers reveals that almost no research or evaluation is conducted. Discusses reasons for the discrepancies between theory and practice.

Tested the attitudes of newspaper editors and PR professionals to determine how much they understand each other's goals. Found differences in their perceptions of the role of news releases and the relative status of their professions. Contends these misunderstandings are rooted in journalism education.

Discusses teaching methods used to introduce PR students to planning the media event. Describes Daniel Boorstin's concept of a "pseudo-event,"—one which is planned, often "hyped" and is evaluated for success on how much news media coverage the event receives.

Found significant differences in the communication behavior of PR professionals within the following organizational variables: profit vs. nonprofit, counseling vs. noncounseling, wide vs. narrow spans of control, and upper vs. lower management levels.

Presents the rationale for PR education in a speech communication department: (1) the shift away from journalism is in keeping with national trends; (2) PR activities and functions—communicating policy decisions, legislative intelligence, etc.—are compatible with perspectives in speech communication; and (3) a growing need for PR research can be met by scholars in speech communication.


Describes the curriculum for a persuasion class that includes theory and an internship, in which the PR student manages a promotional and fund-raising event with agencies such as YMCA, the United Way, American Heart Association, etc.


Examines resources available in teaching PR, such as internships, class campaigns, and national competitions—the Phillips Morris Marketing/Communications Competition, the Public Relations Student Society of America, the Levi Strauss Public Relations Challenge, and the Bateman Case competition.


The disdain for the practice of PR exists, according to a survey of 10 PR textbooks, because of a few unfortunate practices. Olasky, however, developing Kuhn's theory of the paradigm—content that over twenty years ago the door to PR evaluation slammed shut when practitioners developed a comfortable paradigm about the purpose of PR and then ceased questioning it.

The "Public Relations Journal" Responds to Criticism of Public Relations Ethics. Traces, from 1923-1960, how critics and reviewers reacted to the ideas of Bernays, the founder with Ivy Lee of public relations.


Describes a computer program in which the student is placed in the role of an assistant editor assigned to improve the employee newsletter and faces decision-making situations. Student responses are reported as "interesting," "educational," and "challenging."


Describes two courses at Florida State Univ.: Introduction to PR, from a liberal arts approach, and Public Relations Management, which covers budgeting, time management, and crisis and issues management.

Noting sharp increases in numbers of women choosing PR as a career, this survey reports high job satisfaction, although these women express the same frustrations as their American counterparts: less authority, lower salaries, and fewer senior management positions than men.


Surveyed PR practitioners and found very high job satisfaction, but women were also less satisfied than men with their salaries and the levels of creativity their jobs required.


Argues for a controlling principle (o. theme) for the introductory PR course and suggests strategic communication, a perspective that focuses on messages as strategic responses to audiences and situations.

Stacks; Con; Wright, Donald. A Study of Reactions to Ethical Dilemmas in Public Relations, 1986, 21p. ED 270 777.

Examines ethical decisions PR students may face later in their careers. Results support earlier research by Ryan and Martinson, which reported that the moral and ethical values of practitioners over-ride organizational concerns; in other words, they believe they are accountable to "an authority higher than management."


Argues that academic preparation for PR should be located in speech communication departments since they can provide the theory and practice needed to design public and private communication.

Outlines PR curricula for speech communication departments.


PR literature and degree programs tend to focus on gathering, analyzing, writing, and designing information. Both neglect the fact that a great deal of a practitioner's success depends on oral and nonverbal communication. Management counseling is one area in which success is enhanced through application of speech communication theories and methodologies.


A survey of PR department heads and agency owners supports the necessity for curricular reform in PR education and the deemphasis of journalism. Executives ranked these areas ahead of journalism: marketing, advertising and PR campaigns, speech communication, PR perspectives, management, organizational communication, basic advertising, publicity, and case studies.


Defines over 600 terms.


Describes the role and function of the Introductory PR Course at University of Alabama. Covers content (an emphasis on evaluating and applying PR theory), use of the Grunig and Hunt text, and instructional methods.


Describes a proposed admission test for PR majors, one that totals 400 points and includes these categories—attitude, creativity, motivation, problem solving, communication skills, and writing.