

# PRUPDATE

THE NEWS JOURNAL  
of the Public Relations Division  
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## Exciting panel sessions and a new paper sponsor lined up for convention

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WHEN YOU RECEIVE THIS NEWSLETTER, we'll be about halfway through the convention cycle. And as you're deciding which research projects to package for the April 1 deadline, division officers and members will have already prepared much of the convention.

Susan Gonders as newsletter editor has been offering suggestions for out-of-convention activities while William Thompson has been making sure members have a wide variety of programs available during the convention.

William more than successfully negotiated the sponsorship and chip maze of AEJMC's mid-winter meeting. He went into the session with panel priorities determined by an initial peer review (something that we haven't done in the recent past) and with half of the sponsorships already secured.

While the panels have been determined, the papers for the scheduled research sessions depend on your submissions by the April 1 deadline. If you do not plan on entering a paper and would like to be involved, I encourage you to contact Lou Falk or Andi Stein to volunteer to serve as a paper reviewer.

Other behind-the-scenes activities include a review of the paper competitions and awards. Barb DeSanto has spearheaded this effort and, of particular note, has worked with Worldcom Public Relations Group to become one of our paper competition sponsors. Our division has been fortunate to have the support of three organizations that have been providing cash awards for the top papers – the Page Society for faculty research, PRSSA for student research, and IABC for teaching papers. Worldcom will provide award money for faculty-student co-authored papers.

The D.C. 2001 convention will provide another opportunity for scholarship and practice to meet through Edelman Worldwide's continuing sponsorship of an awards luncheon with a keynote speaker.

If you haven't started making plans for D.C. in August, the news in this issue will certainly inspire you to join us for an exciting convention in the nation's capital.

**August 4-8 • Grand Hyatt Washington**

### PRD convention events

WILLIAM THOMPSON

### Call for research and teaching papers

LOUIS FALK &  
ANDI STEIN

### Best houses and free stuff in D.C.

SUSAN GONDERS

### TPR

DAVID MARTINSON





PR PROF AT THE HELM  
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## Best houses and free stuff in D.C.

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OK. SO IT'S NOT FREE and it's not really in D.C. It's still the only house in America on the United Nations World Heritage List of sites that must be protected at all costs.

Thomas Jefferson, the third president, inherited the property three miles southwest of Charlottesville (which is 121 miles southwest of D.C.) from his father. In May 1768, at age 26, he began leveling land on top of a 987-foot mountain to build Monticello, which is Italian for "little mountain."

Jefferson designed and built his home between 1869 and the end of his presidency in 1809. The three-story house has 35 rooms, many of them in his favorite octagonal architectural shape. Some of Jefferson's innovations still in use include a seven-day calendar clock with cannonball weights, double doors between the hall and parlor that open simultaneously when either is moved, a weather vane connected to a ceiling dial so it can be read from inside the house, and beds built into alcoves with overhead closets. The house also has indoor privies and a stone-lined air shaft for ventilation. Ceiling heights range from 10 to more than 18 feet. The kitchen, smokehouse, laundry and other out-buildings are located beneath long terraces connected by all-weather passageways.

The 5,000-acre plantation includes several multi-acre gardens where Jefferson cultivated 250 varieties of vegetables and 170 fruits with the labor of 130 slaves.

Half-hour guided tours of only the 11 first-floor rooms begin every five minutes and are limited to 25 people. Guided walking tours of the slave sites and grounds begin every hour, 10 a.m.-3 p.m. Tours cost \$11, \$6 for ages 6-11, and free for under age 6.

The most frequent bus service is the Gold Line/Gray Line, 1-800-862-1400 or 301/386-8300, which runs twice per week.



[www.monticello.org](http://www.monticello.org)

AEJMC National Conference

# Public Relations Division Events

**WILLIAM THOMPSON**  
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## SATURDAY, AUGUST 4

1:00-4:00 p.m. **Best of Show: PR's Best Integrating Practitioners Into Teaching**  
 This pre-conference seminar will include panel discussions, sample teaching plans and roundtable discussions on PR pedagogy. There will be strategies and tips for every professor, from practitioners and graduate students entering teaching, to seasoned instructors.

## SUNDAY, AUGUST 5

9:15 a.m. **Research Session**

9:45 a.m. **A Study of Public Relations Models in Emerging Democracies**  
 This panel will examine how emerging democracies, faced with winning the consent of the governed, are integrating public relations as well as new governmental structures into their societies.

1:00 p.m. **Top Faculty Research Papers**

4:15 p.m. **The "Phoenix" of Public Relations Ethics**  
 How can a function originating from an unethical base of puffery now claim to be the ethical conscience of the organization? Although the public relations function has less-than-credible historical origins, the profession has matured, so that when properly conceived and managed, it integrates the interests of publics, the community and society in organizational decision-making.

6:00 p.m. **Exploring the Dark Side**

Can journalists and PR work together? This teaching panel will examine various ways journalism and PR educators can facilitate the building of good working relationships between journalists and PR practitioners, including activities designed to enhance student awareness of and appreciation for the roles played by both groups.

## MONDAY, AUGUST 6

12:00 p.m. **Washington PR Tours**

Preliminary plans call for tours guided by PRD members of the public relations functions at the Pentagon, Capitol Hill or BBC America.

2:45 p.m. **Teaching Writing and Placing Writing**

This panel will review best practices in teaching writing, examine new ways to incorporate technology into writing instruction, and explore new media outlets and the demands they place on writing pedagogy and media placement tactics.

[www.mountvernon.org](http://www.mountvernon.org)



George Washington was almost out of luck. His half-brother, Augustine, Jr., inherited the Pope's Creek Plantation where George was born, and half-brother Lawrence inherited the Little Hunting Creek Plantation developed by their great-grandfather. Lawrence renamed his home in honor of his commanding officer, British Navy Admiral Edward Vernon.

4:30 p.m. **Beyond Monicagate: The Language of Governmental Ethics**

Everything from presidential lapses to the revolving door of government service/corporate service has been front-page news. These panelists will raise important issues about how we define and talk about ethics in our society.

6:15 p.m. **PRSA Meet Your Citations Social**

Tentative plans call for a social where you can meet a cast of academic all-stars (you've likely cited them in your work) and socialize with D.C.'s professional practitioners. Sponsored by PRSA's National Capital Chapter.

## TUESDAY, AUGUST 7

8:30 a.m. **Cooperative Research Projects Between Practitioners and Scholars: Opportunities for Applied and Basic Research**

This how-to session will build bridges between the worlds of academic and applied research to discover consulting opportunities for professors and ways to obtain "real world" observations to generate, test and refine theory-driven questions.

12:00 p.m. **Edelman Luncheon**

Edelman Public Relations Worldwide will provide one of its top Washington consultants as a speaker - and a sumptuous spread of food - for the division's annual luncheon.

2:45 p.m. **Since the Spiral of Silence: Applications and Implications**

Continuing last year's successful panel exploring major theories applied to public relations, this panel offers both retrospection and introspection on this important theory 25 years after it was created.

4:30 p.m. **The Relevance of Critical Research to the Future of Public Relations Scholarship**

With the overwhelming emphasis on public relations as a corporate function, the impact of public relations on society has taken a back seat. This panel will discuss the relevance of critical theory and research in public relations and debate the validity of different perspectives to social values at the beginning of the 21st century.

6:15 p.m. **Research Session**

## WEDNESDAY, AUGUST 8

8:45 a.m. **Incorporating Electronic Journalism into Public Relations Classes**

This panel is designed to help public relations educators deal with legal problems in incorporating electronic journalism into effective classroom pedagogy and provide a bibliography of top radio, television and internet sources.

10:30 a.m. **Interactive Media Rule: The New Rules of Interactive Media**

This mini-plenary proposes to study how persuasive communication is being transformed by interactive media, examining the changing power dynamics between marketer and consumer when consumers have the capacity to shape their own personalized sales messages.

2:45 p.m. **Research Session**

After George, then in his 20s, acquired the property from Lawrence's widow, Mount Vernon grew from 2,126 acres to more than 8,000, organized into five separate farms. (It now covers 400 acres.) He more than doubled the size of the house, incorporating a high-columned two-story piazza that overlooks the Potomac River and the Maryland shore.

Located eight miles south of Alexandria and 16 miles from downtown D.C., Mount Vernon is open 8 a.m.-5 p.m. Self-guided tours cost \$9, \$4.50 for ages 6-11, and free under age 6. Eleven buildings open to the public include the kitchen, storehouse, work structures and the main mansion. On a hill where hundreds of slaves are buried in unmarked graves stands a stone memorial.

At the foot of the Mount Vernon vineyard is a stone tablet above the vault gate with the following inscription: "Within this Enclosure Rest the remains of Genl. George Washington." Also interred there is the nation's first first lady.

Grandson Wash built a mansion he named Arlington on a bluff overlooking the new Federal City named for Washington. Wash's daughter, Anne Randolph Custis, married Robert E. Lee. Arlington was seized during the Civil War, and its grounds became a federal cemetery to preclude the commander of the Confederate Army from ever being able to go home again.

Tour fees are included in the cost of transportation with two lines serving Mount Vernon. Tourmobile (202/554-7950) costs \$22 or \$11 for ages 3-11. It departs from the Washington Monument, Lincoln Memorial and Arlington Cemetery at 10 a.m., 12 p.m. and 2 p.m. Gray Line Tours (202/289-1995) costs \$25 or \$12 for ages 3-11 and will pick-up at major hotels before 8:30 a.m.

Just northeast of Monticello is the Port Conway birthplace of the fourth president, James Madison, but he lived most of his life at Montpelier. The Georgian mansion constructed by Madison's father in 1760 is about midway between Mount Vernon and Monticello. Daily tours cost \$7.50, \$3.50 for ages 6-11. [www.montpelier.org](http://www.montpelier.org)

(see back page for some really free stuff)

SPRING ISSUE DEADLINE

**MARCH 15**

submit text-only e-mails to  
 SGonders@hotmail.com



DEADLINE: APRIL 1, 2001

## ALL for Research and Teaching Public Relations Papers

THE RESEARCH AND TEACHING Committees of the Public Relations Division call for papers for AEJMC's August 4-8, 2001, National Convention in Washington, D.C.

### Research

The PRD Research Committee invites faculty and students to submit competitive papers related to public relations research. Papers should test, refine or expand public relations theory and research, or explore methods of effective public relations practice. Submissions employing all methods of inquiry are invited. Papers should include appropriate literature reviews, methodology, findings and discussion.

Papers on public relations research that have not been presented in other forums should be submitted to:

Louis K. Falk  
Department of Marketing  
Williamson College  
of Business Administration  
Youngstown State University  
One University Plaza  
Youngstown, OH 44555  
lkfalk@cc.yosu.edu  
330/742-3078 • Fax: 330/742-1459

### Teaching

The PRD Teaching Committee is accepting papers on any aspect of the topic, including values in curriculum choices, adapting classroom instruction to changes in communication technologies, educational trends, faculty development, diversity issues, ideas for motivating students, creative approaches to teaching, assessing student outcomes, and preparing students for lifelong learning. Papers that focus on or incorporate pedagogical innovation and papers that address the teaching of ethics are also encouraged.

Papers on teaching public relations that have not been presented in other forums should be submitted to:

Andi Stein  
Department of Communications  
California State University  
P.O. Box 6848  
Fullerton, CA 92834-6848  
andistein@fullerton.edu  
714/278-5434

### Guidelines

Six copies of each paper must be postmarked no later than April 1, 2001. (No e-mail or fax submissions will be considered.) Authors will be notified by May 15. At least

one author must attend the convention to present the paper.

All six copies must include a cover page identifying the author(s) with appropriate identification for all listed author(s), including rank as a faculty member or graduate student, mailing address(es), telephone number(s); and, if available, the e-mail address of the principal author. The paper's body should include a title and a maximum 75-word, single-spaced abstract on a separate sheet of paper included immediately after the title page. The only identification throughout the paper should be a running header with the title of the paper and page number.

The author does not have to grant AEJMC permission to do anything with the paper (the author can check "no" on all terms), but the permission form should be included with the paper submission.

The permission form and all other guidelines of the AEJMC Uniform Paper Call are published in *AEJMC News* and should be followed.

The PR Division expects to award cash prizes for the top three papers in each competition area.

## Website Offers Portal to Public Relations Education

A NEW WEBSITE (<http://PR-education.org>) has been launched by Kirk Hallahan, Colorado State University. The site provides easy access to online resources about public relations education for educators, students and practitioners.

Educators can locate teaching resources, including links to the four major education associations, reports and teaching monographs. Sections enable educators to list online course syllabi and faculty vacancies.

The section for practitioners focuses on the educational offerings of professional organizations as well as seminars produced by commercial sponsors.

Students can use the site to find lists of schools

that offer public relations as well as information on major scholarships, grants and prizes, careers and job hunting. Links to sources about public relations research are included.

A separate resources section, designed for all users, provides links to PR publications, book publishers, listservs, agency directories, wire services, vendors and more than 100 other sites related to public relations topics.

Many of Hallahan's own teaching and research materials have been online for several years, including his "Primer on Publicity." He expects to expand and regularly update the site's content. He invites users to send comments and submit other relevant links.

## Teaching Public Relations Students To Place 'Public Interest' Before Client/Management Concerns

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A NUMBER OF YEARS AGO I authored an article for the *Journal of Mass Media Ethics* in which I argued that public relations practitioners will be able to genuinely serve society "only when a majority of practitioners recognize that distributive and social justice claims take precedence over those of management and clients" (Martinson, 1998, p. 150).

In that article I voiced my concern that too frequently practitioners have fallen back on a simplistic verbalization of the Miltonian "marketplace of ideas" doctrine as a rationalization for taking actions on behalf of clients/management that others may legitimately perceive as detrimental to the greater public good. I questioned "whether, in contemporary America, an adherence to a narrow individualistic marketplace model — within a functional public relations context — demonstrates a level of respect for the distributive and social justice rights to which all members of society are entitled" (p. 150).

(According to Fagothey (1976), "distributive justice is a relation between the community and its members. . . . [I]t requires a fair and proper distribution of public benefits and burdens" (p. 177). He states that "social justice refers to the organization of society in such a way that the common good, to which all are expected to contribute in proportion to their ability and opportunity, is available to all the members for their ready use and enjoyment" (p. 177).)

A major problem in motivating future practitioners — that is, students in the classroom — to become more cognizant of social and distributive justice issues centers around the unfortunate fact that most who enter public relations/mass communication programs are basically illiterate regarding rudimentary political/social philosophy. Most, for example, have never been intellectually challenged to consider why organized society even exists.

While a considerable measure of blame for this reality can/must be directed toward those responsible for social studies education at both the secondary school and collegiate levels, placing blame does not address the problem. Frankly, in the immediate time frame, the only practical solution probably rests with

public relations instructors taking upon themselves the task of providing students with a "mini-education" in basic social/political philosophy. There are four important points that I believe must be addressed in this regard:

1. Students need to understand the impact that the ideology of individualism has had on both society and the emergence of public relations as a recognizable craft/potential profession.
2. The basis of the "marketplace of ideas" as a rationalization for much of the "defense" of practitioners as advocates must be seriously — and critically — examined.
3. Every student graduating with a major in public relations should have spent considerable time attempting to conceptualize the "public interest" in the context of an evolving democratic social system.
4. The relationship of society (and the state/government), the individual and the communications professions must be addressed.

### Individualism and the Growth of Public Relations

Much of the "defense" for the social utility of public relations has been stated in terms of an ideological individualism that is almost inseparable from the American cultural experience. Scott Cutlip (1994), for example, argues that "the social justification for public relations in a free society is to ethically and effectively plead the cause of a client or organization in the free-wheeling forum of public debate" (p. xii). Cutlip maintains that "it is a basic democratic right that every idea, individual, and institution shall have a full and fair hearing in the public forum — that their merit ultimately must be determined by their ability to be accepted in the marketplace" (p. xii).

Viewed in such a context, however, it is far too easy for students to visualize the practitioner functioning as "simply a "hired gun" on behalf of clients/management — which, unfortunately, is the perception many hold. In this same context it is too easy, for example, to "excuse" the ethical conduct of those prac-

Monograph No. 52

WINTER 2001

TPR Editor: Linda Morton, University of Oklahoma

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tioners who for years served U.S. tobacco companies in efforts to make the public believe smoking was harmless. After all, they — like the high-priced attorneys who also represented Big Tobacco — were “simply” assisting in injecting a particular view into the marketplace — their democratic “right.”

Speaking directing to the issue of tobacco and the public health, Pratt (1997-98) argues that “using public relations to foment a campaign of blatant denial about the earlier documented effects of tobacco suggests a wanton disregard for the public health” (p. 9). He maintains that “the common failings of public relations reflect the narrowly conceived, asymmetrical activities in which it has been used” (p. 9). Instead, he asserts, public relations should be utilized as a means to “build quality relationships through dialogue and negotiation...[by] earning the acceptance of publics...[and by] influencing those relationships and publics mutually” (p. 9).

Talk of “building quality relations” and “earning the acceptance of publics” moves one beyond the traditional individualistic notion that “fulfillment lies in an essentially lonely struggle where the fit survive...[and where] nonsurvival simply means unfitness” (Lodge, 1977, p. 85). It requires that the practitioner not view his or her “relations with others...[merely] as contractual in nature, based on one’s right to work to fulfill one’s interests so long as this does not interfere with the right of others to do the same” (Schindler, 1989, p. 36). It means, in short, that practitioners — and future practitioners — must view their societal responsibilities to others and to the common good as something involving much more than the narrow obligations relative to injecting client or organizational viewpoints into the marketplace of ideas.

#### *Does the Marketplace Exist?*

In the article I authored for the *Journal of Mass Media Ethics* I also questioned whether, in fact, a genuine marketplace of ideas exists in America today. This is a critical question that students need to address — particularly if practitioners are going to argue that they serve society by their very participation as actors in that process.

Many, in fact, argue that the marketplace no longer exists — because “too frequently those without resources have no real opportunity” to enter that marketplace (Martinson, 1998, p. 144). I suggest to students that asserting that the marketplace of ideas is open to all is the moral equivalent to suggesting that all persons in America have the same opportunity as O.J. Simpson to use — or abuse — the criminal justice system. O.J. Simpson had the financial resources to purchase the best legal advice money could buy. Those with superior financial resources too often similarly use their superior resources to buy the best public relations counsel money can buy — and in the process talk about a marketplace of ideas in which ideas genuinely compete becomes something more approaching

a meaningless sham.

The public relations literature has increasingly come to acknowledge this reality. A prime example is Cutlip, Center and Broom’s classic textbook, *Effective Public Relations*. In the sixth edition of that text published in 1985, the authors suggest that “two minuses can be written against the...[public relations] practice: (1) Public relations has cluttered our already choked channels of communication with the debris of pseudo-events and phony phrases that confuse rather than clarify. (2) Public relations has corroded our channels of communication with cynicism and ‘credibility gaps’” (p. 451).

In the seventh edition published in 1994, however, they add a third “negative” — which, in fact, they list first. “Public relations,” they acknowledge, “gains advantages for and promotes special interests sometimes at the cost of the public well-being” (p. 133). In other words, the so-called marketplace of ideas has become so dominated by those with the superior resources that there is no assurance that ideas will clash with ideas. Or, as Jerome Barron argued more than three decades ago: “There is inequality in the power to communicate ideas just as there is inequality in economic bargaining power; to recognize the latter and deny the former is quixotic” (Gillmor, Barron and Simon, 1998, p. 462).

If educators are going to assist students — and public relations practitioners generally — in an effort to achieve some degree of professionalism, they must insist that one move well beyond what I refer to as a “dogmatic fundamentalist faith” in the marketplace of ideas as a social justification for the practice (Martinson, 1998, p. 150). Educators must insist that a movement toward genuine professionalism begin with a commitment to placing service to the public interest ahead of the more narrow and immediate self-interested concerns of clients/management.

#### *Defining the “Public Interest”*

It is difficult — impossible — to enter into a serious dialogue about professionalism and responding to distributive and social justice concerns with students in public relations sequences if they have never been challenged to define the “public interest.” Unfortunately, the term has been misused and abused to such a degree that some argue we would be better off if we simply dropped it from our vocabulary.

At one level such critics are correct. Too many public relations practitioners have inundated the channels of communication with pious sermonizing about serving the public interest — at the very time their actions display a hypocrisy that has tarnished the field’s reputation among large segments of the American public. One applauds the Public Relations Society of America’s code when it declares that “a member shall conduct his or her professional life in accord with the public interest.” At the same time, however, one is forced to ask how many PRSA mem-

bers could give an intellectually tenable definition of the public interest?

The same is true of students. Too often they are willing to employ the term “public interest” without having the slightest idea as to what it means. If pressed, they often propose that it means what the majority believes or feels is in its interest. At that point I ask if they believe segregation was in the public interest in the South in the 1940s because a majority supported it, or whether it would be in the public interest to force everyone in Mississippi to become a Baptist if a majority of residents of that state happened to be members of that particular religious denomination? Obviously a definition of the public interest must include more than blind submission to the will of the majority. (Long ago political philosophers recognized that majorities — like kings — could be tyrannical.)

Public relations students need to be introduced to intellectual giants like the legendary Walter Lippmann who defined the public interest as “what men would choose if they saw clearly, thought rationally, acted disinterestedly and benevolently” (Lippmann, 1955, p. 42). Public relations professors also need to familiarize students with scholars like Michael Bayles (1981) who notes that “many of the most...difficult problems of professional ethics concern conflicts between a professional’s obligations to a client and to others...[and that too often in our discussions] we appear to sacrifice society interests to those of individual clients” (p. 92).

I believe Grunig and Hunt (1984) touch on a key point when they state that “professionals believe that serving others is more important than their own economic gain” (p. 66). Public relations practitioners — and future practitioners — will genuinely serve others in any meaningful sense only when they place serving the public interest ahead of that of clients/management. They will not ever be able to serve that public interest, however, if they are unable to define what the phrase means!

#### *Practitioners and Society*

I find that a key step in helping students appreciate what the public interest means centers around challenging them to define their relationship to society (and the state/government). Students will not understand why — or perhaps even acknowledge — that they may have an obligation to serve the public interest if they have not conceptualized the relationship of the individual (themselves) to society (as well as to the state/government).

I ask students to consider where they would be if there were no organized society. I like to quote both Austin Fagothey and Jacques Maritain in this regard. Both assert that the individual has obligations to society because each person is “utterly dependent on...[his/her] equals for every kind of service and...[is] abounding in needs and wants, both physical

and intellectual, that only his fellow...[persons] can supply” (Fagothey, 1976, p. 293). Maritain, in fact, maintains that to suggest “that the aim of society is...the mere aggregate of the individual goods of each of the persons who constitute it...would dissolve society as such for the benefit of its parts and would lead to an anarchy of atoms” (Maritain, 1971, p. 8). (Students undoubtedly tire of my placing “anarchy of atoms” questions on the exams I give!)

To emphasize my point, I tell students that it is always interesting — and predictable — that each year when the legislature talks about raising student tuition, student government reacts as if it had just been announced that the end of the world was imminent. I also note, however, that students are generally rather apathetic regarding issues germane to governmental support for senior citizen health insurance, an issue of enormous concern to a large number of persons living in Florida. For students, the good of society is frequently defined in terms of how well society assists them in their efforts to pay for a college education. For senior citizens, on the other hand, the societal good is often defined in terms of a societal willingness to make health care affordable for those on Medicare. Society is defined in self-interested terms — the result being an “anarchy of atoms.” What we all need to recognize, in a broader context, is that without society there would be no system of public higher education from which many young people benefit. At the same time, senior citizens would likely — statistically — have a much shorter life span!

One can make this point in a specific public relations context by noting how often the success — or lack of it — of a university public relations program is similarly defined in self-interested terms. That is, a successful university public relations effort is defined almost exclusively in relation to how much the university and its immediate constituents benefit. Whether the university gains at the expense of other important/legitimate societal interests is too often forgotten or ignored. It is certainly conceivable, however, that at least some of the tax dollars going to support higher education, which frequently most benefits the already affluent in society, might be better spent — from a social/distributive justice perspective — by better funding programs to support early childhood health care in socially/economically depressed areas. One needs to recognize, of course, that persons living under such conditions have very few public relations practitioners actively working to inject their views into the marketplace of ideas.

#### *Conclusions*

The public relations practitioner has obligations to society (the public interest) because without society there would be no need for public relations — or public relations practitioners. In fact, as Schindler (1989) argues, “without society, we could not exist as persons” (p. 105). For public relations practitioners to



acknowledge that they have obligations to society and the public interest is simply an acknowledgement that they are "owning up to a debt that can never fully be repaid" (p. 105).

A Republican candidate running for the U.S. Senate in 1994 declared boldly that he wanted "a government that did nothing." In many ways he was echoing the Reagan rhetoric of the 1980s when government was viewed as the enemy of freedom and where rugged individualism reflected a philosophy of "I'll get mine and I'll leave you free to worry about getting yours." The public relations practitioner who serves as a "naked" advocate for an organization or client by injecting ideas into the marketplace fits well into such an ideological mindset.

But, students need to ask, does the social justification for public relations rest primarily on the practitioner's expertise in assisting clients/management to "win battles" in the marketplace of ideas? Does he/she not have, rather, at least an equal obligation to serve the public interest (or common good) in a genuinely professionalism manner?

One might suggest that a "true" societal justification for public relations will emerge only when practitioners accept their responsibility for establishing an authentic marketplace of ideas where the views of

those who are not rich and powerful have an opportunity of being heard.

Professors in schools of law need to remind their students that the O.J. Simpsons of the world will never lack for legal representation. What, however, about the poor teenager living in the inner city? How many high-priced attorneys will that person be able to afford to challenge the competency of those who gathered evidence at a crime scene? Will that person have a "dream legal team" available to uncover potentially incriminating behavior among arresting officers?

In the same way, public relations instructors must remind students that there will always be practitioners willing to make their services available to those in privileged positions of wealth and power. Like their brethren in the field of law, the challenge for public relations educators rests in motivating more students to accept the challenge of genuine service to the public interest/common good. Pratt points out that many practitioners were willing to assist big tobacco in injecting its "ideas" into the marketplace. One only wishes there had been as large a number willing to assist those dying from cancer to inject their "ideas" into that marketplace — who knows how many lives might have been saved.

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Submissions to *Teaching Public Relations* must focus on the enhancement of public relations education and are accepted based upon Editorial Board evaluations of relevance to public relations education, importance to public relations teaching, quality of writing, manuscript organization, appropriateness of conclusions and teaching suggestions, and adequacy of the information, evidence or data presented. Refereed PR Division manuscripts accepted for presentation at AEJMC's National Conference, and meeting TPR's publication guidelines, are automatically accepted.

Four hard copies of each manuscript (no fax submissions will be accepted) must be submitted to TPR Editor Linda Morton, Gaylord College of Journalism and Mass Communication, University of Oklahoma, Norman, OK 73019. Names of authors should NOT be listed on the manuscript itself. A detachable title page should include title, office address and telephone number, fax number and e-mail address of the author.

Upon final acceptance of a manuscript, the author is expected to provide an electronic copy by text-only e-mail. Submission in other electronic formats may delay the article's publication. Manuscripts should be about 3,000 words including references and tables.

Back issues of *Teaching Public Relations* are available on our website: <http://lamar.colostate.edu/~aejmcpr>

## Public Relations Division Is Strong on PF&R

DERINA HOLTZHAUSEN

PR Division PF&R Chair  
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WHEN THE Public Relations Division won the award for the best PF&R annual report at the Phoenix conference, I knew I had a hard act to follow. Like my predecessor, I had no idea what PF&R stood for when I was asked to be the PF&R chair for the 2000-01 year. After the Phoenix conference, I sure did know and was delighted to tackle the many ethical issues we as public relations educators are only too aware of.

The PF&R (Professional Freedom and Responsibility) portfolio requires AEJMC divisions to make contributions in five specific areas. AEJMC encourages its members to incorporate these themes in paper presentations, panel discussions, teaching and service. The fact that the Public Relations Division won the award for the best annual report for PF&R was particularly gratifying because in the past public relations practices have been scrutinized and found wanting in each of the identified areas.

Free expression challenges us to promote and defend the freedom of speech. Over the years, organizations have come under attack for the ways they use public relations to dominate the marketplace of ideas and to silence the voices of opposition publics. Lately, the role of public relations in creating opportunities for the free flow of ideas in organizations or silencing the voices of employees have become an area for research and scrutiny.

Public relations ethics is an area that continuously receives attention from public relations scholars, and I was gratified to learn that a special panel will discuss public relations ethics at the next AEJMC conference. Ethics is the area where we are the most vulnerable, and it therefore probably needs the giant share of our attention.

In addition to the strong existing

body of knowledge about gender issues in public relations, some scholars have also started to focus on minority issues and cultural inclusiveness in public relations. However, minority and culture issues remain undertheorized and underexplored, and public relations scholars will need to make a special effort to ensure inclusiveness and representation of all publics.

Media criticism/accountability and public service are the other two areas PF&R focuses on. The first places the spotlight on media analysis, particularly from a critical perspective, and the latter on service to society beyond our normal call of duty.

AS PF&R chair, I am particularly

interested in promoting a more critical approach to public relations, both in the classroom and through open and honest discussion of what we do or neglect to do.

In this regard, I will welcome any suggestions for promoting PF&R issues, not only when it is time for the next AEJMC conference, but also throughout the year. I welcome contributions from PR Division members on how you address these issues in teaching and research, and through open debate in your professional environment. By sharing our ideas, we might just ensure that the Public Relations Division is a regular future winner of the best PF&R annual report.

*Condolences go to Doug Newsom, Texas Christian University,  
on the January 17th death of her husband,  
Bob Carrell,  
professor emeritus from the University of Oklahoma.*



University of North Carolina-Charlotte

Assistant professor; 9-month, tenure track, August 2001. Ph.D. required, ABD considered. Teach courses, advise students and conduct research in public relations and journalism. Ability to teach courses related to issue management or communication technologies helpful. Demonstrate and maintain commitment to instructional excellence. Maintain an on-going program of research and professional activities. Perform appropriate service activities. New master's program emphasis is in PR and organizational communication; 130 PR track undergraduate majors; more than 50 paid members of PRSSA chapter. Send cover letter, current vita, official graduate transcripts and three letters of reference to: Dr. Bill Hill, Chair, Department of Communication Studies, 9201 University City Blvd., Charlotte, NC 28223-0001. Woman and minorities are strongly encouraged to apply. AA/EEO.

University of Southern Indiana-Evansville

Position F0045. Assistant professor; tenure track, August 2001. Advise students and PRSSA chapter. Teach public relations, writing and publications design. Ability to teach advertising and other classes desired. Minimum qualifications: master's degree with significant professional experience in public relations writing and design, and computer experience. Preferred qualifications: Ph.D. and APR. The university is committed to excellence in teaching, outreach to the community and scholarship/professional activity. Approximately 275 students are enrolled in the public relations/advertising major. The department has 600 undergraduate majors with 18 faculty. The department's focus is on excellent teaching and advising. Send letter of application, curriculum vitae and three references to: Dr. Dal Herring, Chair, Department of Communications, University of Southern Indiana, 8600 University Blvd., Evansville, IN 47712. AA/EEO. <http://www.usi.edu/libarts/comm/comhom.htm>

Bradley University-Peoria, Illinois

Assistant professor; tenure track, August 2001. Minimum qualifications: ABD, professional experience and research potential. Commitment to diversity and internationalization. Preferred qualifications: Ph.D., college-level teaching experience, a rich and relevant professional background, and interest in research and/or appropriate creative activity. Teach, conduct research and advise students in an integrated marketing communications environment. Teach courses in one or both of the advertising and public relations concentrations and other mass communication courses, including core courses. Send (1) letter of application stating qualifications and interest (hard copy), (2) resume/curriculum vita, (3) at least three current letters of recommendation, (4) evidence of teaching effectiveness if available to: Professor Bonney Rega, Chair, Communications Search Committee, Department of Communication, Bradley University, Peoria, IL 61625. AA/EEO. <http://www.bradley.edu/personnel/#fac>



# Minutes of the August 10, 2000, Public Relations Division Business Meeting

PATRICIA A. CURTIN  
PR Division Secretary  
UNIVERSITY OF NORTH CAROLINA-DURHAM  
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**DIVISION CHAIR** Barbara DeSanto called the meeting to order at 9:45 p.m. Minutes of the 1999 meeting were approved (moved by Dan Lattimore; seconded by Carol Oukrop). The financial report was read, with \$1,822.04 in the treasury as of May 9, 2000. Webmaster Kirk Hallahan will post the report on the division's website.

## STANDING COMMITTEES

**Annual Report:** In the area of research, the division was awarded an extra paper presentation session this year because of the increase in membership and paper submissions. Paper submissions should be increased more, however, to reflect the growing membership numbers. In the area of teaching, the division was cited for its website, newsletter and publication of *TPR*, but was encouraged by AEJMC to do more. In the area of Professional Freedom and Responsibility (PF&R), the division received the award for outstanding report. PF&R Chair William Thompson was acknowledged for his leadership in this area.

**Journal of Public Relations Research:** Editor Linda Hon and representative Linda Bathgate of Lawrence Erlbaum Associates discussed the division's journal. Hon reported a balance of \$2,997.90 in the journal's account. Bathgate discussed the possibility of online availability of the journal. All institutional subscribers would receive free online access, while access to division members would be available for an extra fee. Submissions to the journal are healthy, and work is underway to have the journal included in the Social Sciences Citation Index. Hon cited Liz Toth for her work as the previous journal editor.

**Newsletter:** Editor Susan Gonders recruited submissions for the newsletter.

**Website:** Kirk Hallahan was not present. He will continue to serve as webmaster.

**Research:** Ken Plowman reported that approximately 41 papers were reviewed by 36 judges, and 21 papers (51%) were accepted for presentation.

**Teaching:** Shannon Bowen reported that nine papers were submitted and four (44%) were accepted by the same pool of judges. A signup sheet was available for judges for next year's competition.

**Membership:** Alan Freitag reminded members of the Edelman lunch the following day and said he was concentrating on ways to attract more graduate students, academics from other organizations, and practitioners to the division. He encouraged members to join the division listserv. The division has a total of 454 members, making in the fourth largest division of AEJMC, only five members behind the History Division.

**Professional Freedom and Responsibility (PF&R):**

William Thompson reported he worked with the PRSA chapter in Phoenix and that 12 members enrolled in the preconference session. The Tuesday afternoon session presented marketing professionals from the state of Arizona. The session brought in many Arizona professionals to the conference. Planning is underway for next year's conference in Washington, D.C., including talks with the local PRSA chapter. Thompson reminded members that the conference will run from Saturday to Wednesday, August 4-8, which is a change from past schedules. Thompson cited Dean Kruckeberg for his work on the Commission on Public Relations Education and Bill Adams for coordinating the Edelman lunch.

**Inez Kaiser Awards:** Linda Aldoory reported that more awards were given this year than ever before; 25 students received one-year memberships to AEJMC and to the PR Division. She reported difficulty in obtaining names of eligible students, and a sheet was passed to obtain names of possible student recipients and sponsors.

**Buddy Program:** Linda Aldoory reported that there was no Buddy Program this year due to a lack of interested graduate students. The program will be reviewed.

## ELECTION

**Nominating Committee:** Pam Bourland-Davis is the incoming chair, and William Thompson is vice chair. In the absence of Nominating Committee Chair Susan Dimmick, Barb DeSanto and Pat Curtin presented the report. Ken Plowman was nominated for vice chair-elect, Shannon Bowen for General Assembly, and Pat Curtin for secretary. The slate was approved by the membership.

**Appointed Officers:** Bourland-Davis named the appointed officers for the next year: Louis Falk, research; Andi Stein, teaching; Susan Gonders, newsletter; Derina Holtzhausen, PF&R; Lisa Fall and Bonnie Knutson, Professional Liaison; Alan Freitag, Membership; Katherine Kinnick, Teresa Mastin and Lisa Lyon, Roschwalb and Inez Kaiser Awards; Maria Len-Rios, Graduate Student Liaison; and Barbara DeSanto, Linda Aldoory and Meta Carstarphen, Nominating Committee.

## NEW BUSINESS

**National Awards:** Barb DeSanto announced that two division members were receiving national awards — Dr. James E. Grunig, recipient of the Paul J. Deutschmann Award for Excellence in Research, and Dr. Doug Newsom, recipient of the Outstanding Woman in Journalism and Mass Communication Education Award.

**Education Task Force:** Isobel Parke of Jackson, Jackson and Wagner asked the membership to endorse the recom-

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DEADLINES  
Oct. 15, Jan. 1, March 15, June 1

WEBMASTER  
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mendations of the Public Relations Education Task Force to lend stature and weight to the report. Following discussion of an amendment proposed by Bojinka Bishop to add "communication" to the foundation disciplines listed in the resolution, it was moved by Dean Kurckeberg and seconded by Shirley Serini to pass the resolution as originally worded. The resolution was unanimously approved.

**Paper Competition:** Barb DeSanto announced the formation of an ad-hoc task force on paper competition guidelines comprising former research chairs and heads of the division.

**Publications:** Liz Toth, member of AEJMC's Publications Committee, the oversight committee for division publications, noted that AEJMC's policy of urging paper presenters to submit the full text of their papers on disk was jeopardizing intellectual property rights and possible publication opportunities. Toth reminded members that they are not required to submit the full text to engage in the conference, and she noted that her concern had not generated a lot of support from other members of the Publications Committee. She asked for feedback from the membership.

**Panels:** William Thompson solicited panel proposals for the 2001 convention. With an October 15 deadline for proposals, final decisions will be made at the mid-winter meeting in December.

**PRSA Educators Academy:** Dean Kruckeberg and Shirley Serini reported on PRSA Super Sunday, October 22 during the PRSA World Congress in Chicago. The \$25 fee includes sessions on teaching and graduates returning to the profession, top paper awards and individually hosted dinners, with a luncheon underwritten by Edelman. Bill Adams added that Florida International students are compiling a student research handbook that will be presented in Chicago and then distributed through PRSSA channels.

**Mission Statement:** Laurie Wilson announced that ACEJMC is considering a new mission statement, and she encouraged the membership to support broadening the statement to include advocacy and persuasion. Comments should be sent to Suzanne Shaw.

**Commendations:** Glen Broom commended Bill Adams for his contributions to the profession with his "Ask the Prof" column. Broom also noted that Scott Cutlip, the first person named as PRSA's Outstanding Educator and the first public relations educator to receive the Deutschmann Award, was suffering from terminal brain cancer. (Cutlip died the next week.)

**Student Paper Competition:** Student Joel Andren asked for clarification of procedures for the student paper competition. Barb DeSanto noted that the newly formed ad hoc task force would clarify these. Ken Plowman thanked discussants for this year's sessions.

## ADJOURNMENT

Pam Bourland-Davis recognized Barb DeSanto and William Thompson for the work they had done in the past year. The meeting adjourned at 11:15 p.m.



## Southeast Missouri State University

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# Washington, D.C.: Land of the Free (Stuff)



In keeping with the AEJMC National Convention theme, "Bringing in the Outs: Diversity and Democracy," free admission to the Smithsonian complex includes the **National Museum of the American Indian** and the **National Museum of African Art**. The **Frederick Douglass Home** of the famous slave turned abolitionist is the first U.S. historic site honoring an African-American. The **Mary McLeod Bethune Council House** is now a center for black women's history in honor of the daughter of freed slaves who rose to prominence in the field of education. A synagogue dedicated in 1876 now houses the **Jewish Historical Society**, open 11 a.m.-3 p.m. Sunday-Thursday. World War II is understandably emphasized, but the role of Jewish women is also exhibited at the **National Museum of Jewish Military History**, closed only on Saturday Sabbath. The **DAR (Daughters of the American Revolution) Museum** chronicles the role of women throughout history and houses a treasure trove of antiques and decorative arts. Other cultures are celebrated in the interactive exhibits of the **National Geographic Society** and at **Meridian House International**, where international understanding is promoted through exhibits, concerts and cultural events. All have free admission.

Also with free admission is the **Washington National Cathedral**. Theodore Roosevelt laid the foundation stone with the same silver trowel held by George Washington in setting the cornerstone of the Capitol, and it took 83 years to complete construction. The cathedral is the burial site of Woodrow Wilson and second wife Edith. Other burial sites of important figures, including John Philip Sousa, Matthew Brady and J. Edgar Hoover, are located at the **Congressional Cemetery**.

If you're interested in a three-tiered Elizabethan theater, the **Folger Shakespeare Library** houses the world's largest collection of the Bard's works, along with other rare Renaissance books and manuscripts. Admission is free.

If you're interested in new technology, you won't want to miss the **National Air and Space Museum**, a three-block building in the Smithsonian complex. Free, of course, 10 a.m.-5:30 p.m. A short trip northeast of D.C. is the **NASA Goddard Space Flight Center**, open 9 a.m.-4 p.m. In addition to interactive exhibits, the center houses the Hubble Space Telescope. Free tours for adults and children over age 10 begin at 10:30 a.m. and 1:30 p.m. On the Sunday of the AEJMC Convention at 1 p.m., see a display of model rocket launches.

All AEJMC members should be interested in the **Washington Post** operation. Free walking tours of the plant are conducted on Mondays. Also of relevance is the interactive newsroom of the **Newseum** in nearby Arlington, Va. Many AEJMC members are also interested in money. You can take a free tour of the **Department of Treasury**, the oldest federal building in D.C., but they probably won't let you take any souvenir money. Admission to the **Bureau of Engraving and Printing**, where all currency and stamps are produced, is also free.

**More FREE STUFF in D.C. in the next issue! Make plans for AEJMC in August 2001. -sg**