

2002

Taking PR to school: a case study of the three private high school public relations and development departments

Christine Cidalise Indest

Louisiana State University and Agricultural and Mechanical College, cindest@lsu.edu

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_theses



Part of the [Mass Communication Commons](#)

Recommended Citation

Indest, Christine Cidalise, "Taking PR to school: a case study of the three private high school public relations and development departments" (2002). *LSU Master's Theses*. 1831.

https://digitalcommons.lsu.edu/gradschool_theses/1831

This Thesis is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Master's Theses by an authorized graduate school editor of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

TAKING PR TO SCHOOL: A CASE STUDY OF THREE PRIVATE HIGH SCHOOL
PUBLIC RELATIONS AND DEVELOPMENT DEPARTMENTS

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Mass Communication

in

The Manship School of Mass Communication

by
Christine Indest
B.S., Louisiana State University, 1999
May 2002

TABLE OF CONTENTS

Abstract.....	iii
Introduction.....	1
Literature Review.....	4
Research Questions and Methodology.....	18
Catholic High School.....	26
Jesuit High School	55
Saint Thomas More High School.....	84
Analysis.....	110
Endnotes.....	126
Vita.....	151

ABSTRACT

Few studies specifically explore public relations in private high schools. Statistics reveal that in Louisiana the number of nonpublic high school students continues to increase, therefore the competition among private schools for students increases as well as the demand to improve the private schools. These private schools need public relations to establish mutually beneficial relationships with strategic publics to attract students and to raise money to educate the students.

This thesis is a case study of private school public relations programs at three Louisiana high schools. The theoretical basis for this thesis centered on the research of James Grunig. To determine the most effective way for schools to communicate with key publics, the researcher explored two questions. The first research question studied the organizational hierarchy of private schools, especially as it relates to the public relations department. Grunig argued that the age, size, complexity and centralization of an organization affected the public relations department. In other words, as organizations aged and grew in size and complexity, public relations would become an integral part of the organizational hierarchy. The second research question examined the public relations models that private schools use, based on Grunig's public relations models—press agency, public information, two-way asymmetrical and two-way symmetrical and later Kelly's adaptation of those models to fund raising.

The data supported Grunig's theory that the age, size, complexity and centralization of an organization affect the public relations department. Two of the schools with over 100 years of history, placed a much greater emphasis on public relations than the school with less than 25 years as an institution. For the second question, the research revealed that all three schools use a combination of public relations and fund raising models. However, the most successful school

in terms of attracting the best students and raising the most money used Grunig's mixed-motive model, a combination of the two-way symmetrical and asymmetrical models.

INTRODUCTION

From 1986 to 1995, the number of public high school students in Louisiana decreased from 205,414 to 201,960. During the same time period, the number of nonpublic school students in Louisiana in grades 9-12 decreased from 33,997 to 31,855. Two parishes, which are within the top five most populated parishes in the state, showed a steady decline in the enrollment of public high school students. East Baton Rouge Parish had 16,823 public school students in grades 9-12 in 1986 and 12,695 in 1995. Similarly, Lafayette Parish declined from 7,346 public high school students in 1986 to 6,293 in 1995. Although the statistics are not available as far back as 1986, from 1993 to 1995, the number of nonpublic high school students in three of the most populated parishes in Louisiana—East Baton Rouge, Lafayette and Orleans—increased. Therefore, a trend appears to have emerged in that the number of public high school students in Louisiana parishes has decreased while the number of nonpublic high school students has increased.¹ According to statistics from the 1998-99 school year, in East Baton Rouge Parish, private school students accounted for almost 27 percent all high school students, with Orleans and Lafayette parishes having 21 percent and 15 percent respectively. In other words, private school students made up a significant percentage of the students enrolled in each parish, especially in East Baton Rouge Parish.²

Although the majority of students in Louisiana continue to attend public schools, the number of students attending private schools continues to increase, particularly in East Baton Rouge, Lafayette and Orleans parishes.³ As the number of students attending private schools increases, the competition among private schools for students increases as well as the demand to improve the private schools. Many private schools have increased the amount of tuition each student pays, however, the tuition often accounts for only half of the money needed to educate an

individual student. Therefore, many private schools rely on fundraisers and donations to provide for the educational needs of students. Parents alone, however, cannot fill what most private schools refer to as “the gap,” the amount of money needed to educate a student that is not covered by tuition.

Many private schools depend on the financial contributions of alumni, parents, and community members to supplement students’ tuition and account for the “gap” from year to year. To garner the support of alumni and community members, private schools must provide its publics with pertinent information, and the school must listen to the needs and desires of its publics to keep them satisfied and eager to continue their financial contributions to the school. When private schools succeed in gaining the financial support of its publics, prospective students have another reason to attend one private school over another private or public school.

This thesis, therefore, explored the most effective way to communicate with a private school’s key publics. To determine communication effectiveness, this thesis, based on James Grunig’s work, 1) studied the organizational hierarchy of private schools, especially as it relates to the public relations department; and 2) examined the public relations models that private schools use. James Grunig developed four models of public relations—press agency, public information, two-way asymmetrical and two-way symmetrical, and argued that the most effective model was the mixed-motive model or a combination of the two-way asymmetrical and symmetrical models. All three Louisiana private school public relations and development departments studied in this thesis used a combination of all four models. For instance, Jesuit High School (Jesuit) displayed characteristics of the public information model and two-way asymmetrical and symmetrical models. Catholic High School (CHS) and St. Thomas More (STM) used parts of the press agency, public information and two-way asymmetrical models.⁴

But the data showed that organizations using James Grunig's two-way symmetrical model appeared to communicate the most effectively with strategic constituencies and raise the most money from those groups.

Grunig also theorized that the age, size and complexity of an organization affected public relations. In other words, as organizations aged and developed, public relations would become an integral part of the organizational hierarchy, as long as the public relations director directly reported to management.⁵ This study upheld Grunig's theory. For instance, CHS and Jesuit, schools more than 100 years old, began without public relations and development offices. As the organizations grew in size and complexity, the schools created public relations and development offices with managers that directly reported to the top administrator. CHS started by adding a development office, then a public relations department, and finally an alumni relations office. STM, an institution in existence for less than 25 years, began with a development director, and now has a development office with three employees.

LITERATURE REVIEW

Public Relations Theory

James Grunig argued that the organizational hierarchy affects the performance of the public relations staff, and in this case, the performance of the development and alumni relations personnel as well. Grunig identified aspects of organizations such as size and complexity, age and centralization as factors that impacted the organizational hierarchy and in turn the public relations department. For instance, Grunig argued that complex organizations “should be more likely than less complex organizations to have a public relations department.”⁶ The age of the organization also affected the organizational hierarchy and the public relations department. Grunig’s research revealed that public relations often becomes an integral part of the organization over a period of time. In other words, most organizations begin with a primitive structure, which develops into a more elaborate structure with a need for a public relations department to manage relationships with strategic publics. Finally, centralized organizations concentrate decision making in the top tier of the administrative structure. Grunig argued, “public relations personnel would have less autonomy in making decisions about general public relations policy in a centralized organization...unless it is located at the top of the hierarchy.”⁷

No theory or model exists for high school public relations. However, Grunig’s theories and later Kathleen Kelly’s additions to Grunig’s work serve as the foundation for the research in this thesis. James Grunig developed a theory of four public relations models.⁸ The first two models, press agency and public information, involve one-way communication. In the press agency model, public relations practitioners use propaganda to get the name of their organizations or clients before the public. According to the press agency model, fund raisers

assume that the more publicity in the media, the more dollars will be raised. In addition, research and strategic planning play minor roles in the daily activities of the public relations practitioner.⁹ Practitioners using the public information model rely on press releases to disseminate accurate, but usually only favorable information about the organization. The third model, the two-way asymmetrical model, uses research to develop messages to bring about changes in the ideas, attitudes, and behaviors in both the organization and its publics.¹⁰ As with the first two models, the purpose of the messages, according to the two-way asymmetrical model, is “to persuade the strategic publics to behave as the organization wants.”¹¹

The fourth model, two-way symmetrical, uses research and dialogue with an organization’s strategic publics to produce changes in the ideas, attitudes and behaviors of both their organizations and strategic publics.¹² Murphy further developed the two-way symmetrical model in the mixed-motive model.¹³ This “excellent” method of public relations may be applied to private schools. Once private schools establish and organize themselves effectively, the public relations/development/alumni relations personnel can then focus on Grunig’s two-way symmetrical model for communicating with their important publics to attract financial support for the private school as well as the best and brightest students.

The model used by the public relations practitioner affects the entire organization. Grunig’s fourth model of excellent public relations contributes to the overall effectiveness of the organization. For instance, strategic public relations programs design communication programs that help organizations manage their interdependence with publics that are most likely to limit or enhance the organization’s autonomy. The purpose of the communication programs must be to build stable, open and trusting relationships with strategic constituencies. Therefore, the “quality of these relationships is the key indicator of the long-term contribution that public relations

makes to organizational effectiveness.”¹⁴ At the management level of an organization, excellent public relations departments must be involved in decision-making. When public relations managers have ready access to top management, organizations are more effective.¹⁵

Excellent public relations programs effectively plan communication programs, which communicate with strategic publics, both internal and external, “that provide the greatest threats to and opportunities for an organization.”¹⁶ Once the public relations manager identifies the strategic publics or stakeholders, he or she then develops communications programs with the goal of building long-term relationships with the stakeholders. In excellent public relations, practitioners set short-term goals of cognitive effects such as changing how people perceive and comprehend issues. “Achieving short-term cognitive effects through symmetrical communication programs maximizes the chances for long-term behavioral changes.”¹⁷ Ultimately, the organization’s dominant coalition must decide to include public relations managers in the decision-making process. Once the public relations department has access to the managerial subsystem, the public relations manager will then conceptualize and direct the organization’s public relations programs. By developing strategic communication programs, public relations will save the organization money by avoiding conflicts with strategic publics. Thus, the top management will see how public relations contributes to the “bottom line.”¹⁸ The following table gives a comprehensive list of the components of an excellent public relations program.¹⁹

Characteristics of Excellent Public Relations Programs

- I. Program Level
 1. Managed strategically
- II. Departmental Level
 2. A single or integrated public relations department
 3. Separate function from marketing
 4. Direct reporting relationship to senior management

5. Two-way symmetrical model
6. Senior public relations person in the managerial role
7. Potential for excellent public relations, as indicated by:
 - a. Knowledge of symmetrical model
 - b. Knowledge of managerial role
 - c. Academic training in public relations
 - d. Professionalism
8. Equal opportunity for men and women in public relations
- III. Organizational Level
 9. Worldview for public relations in the organization reflects the two-way symmetrical model
 10. Public relations director has power in or with the dominant coalition
 11. Participative rather than authoritative organizational culture
 12. Symmetrical system of internal communication
 13. Organic rather than mechanical organizational structure
 14. Turbulent, complex environment with pressure from activist groups
- IV. Effects of Excellent Public Relations
 15. Programs meet communication objectives
 16. Reduces cost of regulation, pressure, and litigation
 17. Job satisfaction is high among employees

By listing the characteristics of an excellent public relations program, the researcher will use the information as a guide when interviewing public relations personnel. The characteristics offer a clear and concise guide for identifying whether or not private school public relations programs practice excellent public relations.

Higher Education Public Relations and Fund Raising

Few studies examine educational public relations and even fewer focus on high school public relations. In fact, many studies concerning educational public relations and fund raising focus on higher education. For instance, one research project determined the attitudes of college alumni toward the public relations activities used by their alma maters.²⁰ The study revealed that college alumni favored using university publications to learn about aspects of the college, such as finances, academia and building expansion. The researcher, however, failed to study what direct effects, such as increased giving, were produced from the specific public relations activities as well as the organizational hierarchy and public relations models.

In another study, a group of researchers studied the factors that motivate college alumni to contribute money. The study focused on New Mexico State University, because in 1988 the school announced a capital campaign, which raised more than \$20 million—the single largest campaign for any public higher educational institution in the history of New Mexico. The researchers used almost 35,000 alumni files to determine if any patterns existed in the alumni contributions. Specifically, the study focused on the group of alumni who had given money to the university in small incremental levels three years before the capital campaign. After surveying this group of alumni, the research revealed that these people increased their donations to the university as a result of emotional factors due to attendance at alumni reunions and university-sponsored functions during 1988.²¹

Other research on the university level focused on studying the characteristics of alumni donors and non-donors. For instance, one study used data collected from seventy-three large, high-profile universities (Research I universities) from 1977 to 1980. The results showed that institutional prestige (age and quality of the university) tended to be the main predictor of alumni contributions, followed by donor recognition as well as social ties of alumni with the school.²² Two of the schools used for this thesis have been operation for more than 100 years, therefore lending credence to this study, which found that institutional prestige was the main predictor of alumni contributions. The other school used in the thesis, while less than 25 years old, is a conglomeration of several schools that were operation for a period of over 50 years.

In the early 1980s, when many colleges and universities began to use educational marketing tools to raise money and form bonds with alumni, one study researched the most effective ways for colleges to market their images to external publics. In a survey to 744 community college presidents, almost half of the presidents rated “local newspaper coverage,”

followed by “written materials prepared by the college” as the most positive methods of influencing local people’s opinions of the colleges. The study also revealed that most college presidents saw the students as the most effective way to build positive images of the colleges along with alumni newsletters and activities to bring alumni back to the college campuses and to keep them informed of student successes. In addition, college-level presidents understood that educational public relations would be an important tool to guarantee the future success of the colleges. A successful public relations program contributes to the amount and caliber of students attending a university as well as the feelings of alumni toward the college. When alumni and local community members have positive feelings toward the college, those positive feelings often translate into more money donated to the school.²³

A later study by the Council for the Advancement and Support of Education measured specific response factors in direct mail programs for newsletters. The research found that the newsletter had an 80 percent reading rating. In addition, the newsletter readers retained the information for two to three weeks and read the publication for ten to thirty minutes. The percentages suggest that newsletters serve as effective tools of communication.²⁴

In one article concerning public relations at higher education institutions, the researcher noted that as universities continue to grow, departments become more fragmented internally and often operate without any knowledge of what the other parts of the institution do on a daily basis. According to DeSanto and Garner, public relations departments in universities must ensure that the university presents consistent, congruent messages to its stakeholders—messages that contribute to the overall image and reputation of the university. In addition, the only way to ensure that the variety of external messages present a unified institution with unified themes is for the university’s top management to include public relations in decision making. Once public

relations identifies the university's stakeholders and meets with all university departments involved in public relations, the public relations manager must provide for ongoing communication among all pertinent university departments.²⁵

One trade journal article from *Fund Raising Management* argued that comprehensive fund raising programs and presidential commitments of time and resources directly relate to the fund raising success of small private colleges. The study defined success by "an institution's comparative standing among 24 'developing' colleges with regard to the percentage of education and general revenues that was provided by private gifts during 1987-88."²⁶ Specifically, successful colleges used technical assistance, planned formal giving programs and comprehensive campaigns and used their presidents in an active role with regard to fund raising. In addition, those colleges that raised substantial dollars from the private sector employed strategic departmental planning, compiled extensive lists of prospective donors and involved trained volunteers in the fund raising process.

Non-Profit Public Relations and Fund Raising

Private schools often resemble non-profit organizations in that all of the tuition and outside sources of money are invested in the school. In other words, the religious order or church parish that owns the schools makes no profit from tuition or donations. This thesis specifically studies private school public relations and development as opposed to some studies that focus on several types of non-profit organizations, with education being one type of charitable organization. For example, Kelly conducted a national study of 296 fund raising practitioners to determine which fund raising model charitable organizations predominately practiced. Of the six major types of charitable organizations—arts, culture and humanities, education, health, human services, public/society benefit, and religion—Kelly found that no

significant differences existed in the fund raising behavior of the charitable organizations. The survey scores indicated that all six types of charitable organizations used the oldest and least ethical model, press agency.²⁷ Because Kelly's study failed to make any conclusions specifically about private school public relations, this thesis focused on one aspect of educational public relations—private school public relations—to see what model(s) the schools used with regard to public relations and development.

In another study, Kelly conducted in-depth interviews with nineteen public relations managers in Maryland and Louisiana when she examined the issue of public relations and fund raising encroachment in the non-profit sector.²⁸ Of the 19 public relations managers Kelly interviewed, nine worked for educational organizations. Once again, the research focused on six major types of charitable organizations, rather than specifically on education. In fact, of the nine public relations practitioners who worked for educational organizations, only one worked for a private high school.

Kelly found that most of the organizations separated public relations from the fund raising function.²⁹ Many public relations educators agree that the ideal situation is a separate but equal relationship between the two functions. Cutlip, et al. stated, "The two functions must work in close cooperation, but as a general rule it is best not to combine the functions, whether in a university or in the Alliance for the Arts."³⁰ A debate exists as to whether fund raising and public relations should operate as two distinct functions or that fund raising should be a specialization of public relations. Kelly argued that fund raising should be a specialization of public relations called "donor relations," because "you can't have fund raising without public relations."³¹ The Body of Knowledge Task Force of the Public Relations Society of America (PRSA) Research Committee defined fund raising as the seventh component of public relations

along with media relations, community relations, financial and investor relations, internal relations, public affairs and marketing, marketing support, and consumer relations.³²

Others such as Scott Cutlip separate public relations and fund raising because public relations traditionally focuses on communication, whereas fund raising concentrates on organizing or managing programs.³³ Cutlip stated, “Today fund raising and public relations, in terms of business organization, are distinctly separate professions, though the two functions are inextricably intertwined in the art of raising money.”³⁴ Stephen Wertheimer agrees with Cutlip in that fund raising and public relations serve as separate concepts that complement each other. To Wertheimer, fund raising communicates information to prospective donors and then collects donations, and public relations reinforces fund raising by providing potential donors with information about the organization.³⁵

Public School Public Relations and Development

Some studies focus on the public relations function in public schools, whose purpose and organizational structure are completely different from private schools, because public schools receive government funding and private school rely on private funding. For instance, Lynn Zoch, Beth Patterson and Deborah Olson sent surveys to public relations practitioners in school districts in South Carolina. The research investigated “...public relations role enactment, hierarchical level of the public relations function, salary, job satisfaction and encroachment into public relations.”³⁶

The responses indicated that the management role as opposed to the technician role provided the most satisfaction for the school public relations practitioners. Even though the results indicated that the school public relations practitioners fulfilled both the technician and manager roles equally, women tended to be less active in the manager role. As far as the

hierarchical level of the public relations function, most of the practitioners reported directly to the top management position, the school superintendent. The researchers also found a high level of encroachment by educators into the public relations function. Dozier and Lauzen defined encroachment as “the assignment of professionals from outside public relations to manage the public relations function.”³⁷

Zoch admitted that the findings could not be generalized to the rest of the country, because the survey was limited to one state, and therefore failed to provide an accurate picture of school public relations practice in other parts of the United States. In addition, Zoch’s study did not address the issue of what job duties accompanied the office of public relations. Because the research focused on public schools, Zoch ignored the relationship between public relations and fund raising.

Another study by Phyllis Miller analyzed criteria for evaluating public school public relations programs.³⁸ “Public relations efforts, once perceived as little more than smoke and mirrors by the general public, have contributed significantly to this gradual, turnaround in the public perception of the school system...An ongoing evaluation process is considered essential to any successful PR program.”³⁹ An earlier study by R.D. Lamb identified the evaluation criteria deemed significant by public school superintendents and school board presidents.⁴⁰ In the study Miller surveyed university professors, the people responsible for molding past, present and future public school public relations directors. A total of 184 professors completed 50 questions using a Likert scale with a range of one to five. Miller then compared the results with Lamb’s earlier study.

Miller’s research found that professors of educational administration more highly regarded public relations evaluation than school board presidents, superintendents and public

relations directors. When examining the process of developing a successful public relations program, professors viewed two-way communication between the public relations director and the school's internal and external publics as most important. In addition, professors cited positive media coverage and community involvement in school programs as the most important indications of a successful public relations program. Miller noted that further research needs to be done to identify those school districts that have written evaluation criteria and to determine how accurately those criteria reflect success in public relations.

For public schools, community support for schools is crucial in that voters decide how much tax money will be spent on local public schools. Another trade journal article argued that all school public relations practitioners should practice a four-step process for public relations.⁴¹ The author stressed the fact that the process should be used in developing an overall public relations plan. The steps include: research, planning, communication and evaluation. By following the steps, the public relations manager ensures that the school's messages reach the appropriate audiences in a timely manner. "The four-step process is your friend in gaining positive public relations."⁴²

Building on the issue of community support, an article in the *NAASP Bulletin* acknowledged that community groups will inevitably cause problems for school public relations practitioners at some time.⁴³ Therefore, public school public relations practitioners must adopt Grunig and Hunt's two-way symmetrical public relations model.⁴⁴ By using Grunig and Hunt's model, school public relations practitioners listen to relevant publics and make an effort to communicate with them. Ultimately, both sides, management and strategic publics, should change after a public relations effort. Even if neither side changes, a successful public relations effort has managed to generate dialogue between management and its publics. The intention of

Grunig and Hunt's model is to identify ahead of time any areas of disagreement and try to reduce the potential for disagreement before it occurs.⁴⁵ In order to know what the public thinks of public schools, the public relations department must conduct research. Furthermore, the research must be an ongoing process in order to discover and respond to a potential problem before a crisis occurs.

Few studies exist dealing specifically with private school public relations and development. The existing studies, particularly by Grunig, show that many non-profit organizations use the oldest and least ethical public relations model, the press agency model.⁴⁶ In addition, the research reveals that local newspaper coverage and newsletters are the most effective communication tools for private schools to catch the eyes of alumni.

Qualitative Studies of Educational Public Relations and Development

Much of the research centered on educational public relations uses quantitative data, often in the form of surveys, rather than qualitative, in-depth data. Most of the researchers studying educational public relations in some form use surveys as a major component of the methodology.⁴⁷ This thesis provides new research because the focus is private school public relations practitioners as opposed to those in public schools.

Parochial School Public Relations

One study, although published in a trade journal as opposed to a scholarly journal, specifically researched private school public relations and development (fund raising). The researcher investigated the fund raising implications of being a school associated with a particular religion. The researcher noted that some problems exist within development staffs in private schools, because many schools hire people without development and public relations expertise to manage school fund raising efforts. However, parochial schools possess an

advantage, because alumni tend to be more concerned that their alma mater continues to maintain prestige in the community and provides students with a quality education. In other words, parochial school alumni tend to feel more responsibility for the school's well being.⁴⁸

Conclusion

The few existing studies on educational public relations and fund raising focus on the university setting. This thesis examined many of the same factors on the private school level, such as: factors contributing to an increase in donations to the schools, effective ways of influencing people's perceptions about the schools, the role of top administrators in the public relations process, the use of school newsletters, and ways of maintaining consistent messages about the schools.

Researchers sometimes classify non-profit organizations into six different types—education, arts, culture and humanities, health, human services, public/society benefit and religion. Because education is only one of six types of non-profit organizations, the research has a very narrow focus on education. For instance, one study interviewed 19 public relations managers at non-profit organizations. Of the 19 interviewed, 9 worked for educational organizations and only one worked for a private high school. Therefore, the results of the study focused very little on the one practitioner who worked for the private high school. This thesis specifically explored one aspect of educational public relations—private school public relations.

The few studies available that specifically apply to high school education usually explore public relations at public schools rather than private schools. This thesis examined several of the same factors on the private school level such as: the role of public relations practitioners as managers and technicians, the role of the administrator and the public relations practitioner in key decision-making, encroachment by educators into public relations, the criteria for evaluating

public relations programs, as well as the public relations models used by private schools. Because private school public relations is a relatively new field, those practitioners need research to explain how private schools can be successful in both their public relations and development efforts.

Few studies that explore educational public relations use qualitative research methods. This thesis not only focused on private schools as opposed to public schools, its methodology centered around in-depth interviews—qualitative data—rather than on several hundred surveys. According to *A Handbook of Qualitative Methodologies for Mass Communication Research*, “There appears to be an emerging consensus that a great many central research issues cannot be adequately examined through the kinds of questions that are posed by hypothetico-deductive methods and addressed with quantifiable answers.”⁴⁹ Rather, qualitative research methods allow for a study to include extensive information on one particular subject area—in the case of this thesis, private school public relations.⁵⁰

One study specifically applied to private schools. This study certainly applied to this thesis in that private school public relations and development directors must understand the ways of connecting alumni with the schools in order to increase involvement in the schools as well as donations. The problem lies in the fact that the study was published in a trade journal as opposed to a scholarly journal. This thesis conducted scholarly research into the public relations models private schools use and how successful these schools were in maintaining contact with alumni.

RESEARCH QUESTIONS AND METHODOLOGY

Based on Grunig's work, this thesis: 1) explored the organizational hierarchy of private schools, especially as it relates to the public relations department; and 2) examined the public relations models that private schools use.

The researcher focused on in-depth interviews with personnel at three schools in three major cities in Louisiana. All three cities—New Orleans, Baton Rouge and Lafayette—fall within the top five cities as far as population in Louisiana.⁵¹ Two of the schools, CHS and Jesuit, are more than 100 years old and have “selective admissions,” which means that the schools have certain admissions criteria and do not have to accept students that do not meet the admissions criteria. The third school, STM, located in Lafayette, Louisiana, has almost the same number of students as CHS and Jesuit, and is a consolidation of several high schools in Lafayette and has existed for less than 20 years. Rather than “selective admissions,” STM has “open admissions,” which means that STM must accept all students from its “feeder” Catholic schools with few exceptions.

This thesis centered on three Catholic high schools as opposed to using both parochial and private schools. The researcher used three Catholic high schools in order to reduce the number of compounding variables in the study. For instance, using both parochial and private schools would require the research to introduce the element of religion when analyzing and comparing the data from the three schools. Therefore, this thesis limited the number of variables by using three high schools all of the same religious affiliation.

In the Baton Rouge area, CHS is highly regarded as a local expert in the field of development and public relations. CHS instituted its development and public relations offices in the early 1980s, several years before any other area private schools started development and

public relations programs.⁵² When finding a suitable program to compare itself to, CHS often looks to Jesuit in New Orleans as its counterpart in development and public relations.⁵³ Jesuit, like CHS, instituted its development and public relations departments in the early 1980s and has been extremely successful in promoting the institution by recruiting top-notch students in the New Orleans area and in raising money, particularly from its alumni.⁵⁴ STM, although a fairly new school, serves as the example of the school that is refining its development and public relations programs.

The researcher interviewed the top management of each school (president and/or principal) along with the public relations, development and/or alumni relations department heads. The interviewer asked the public relations and development directors about their education backgrounds, their years of experience, and how long they had been working at their respective schools. Specifically, the directors and their assistants were asked to define their roles and their relationships with the administrators and the rest of the administrative structures. In addition, the researcher asked questions concerning the images of the respective schools and how the directors defined “success.” When interviewing the administrators, the researcher asked the same background questions as the public relations and development directors as well as their relationships with the public relations and development directors. In addition, the researcher probed the administrators by asking them to explain how involved public relations and development directors were in the school’s decision making process. All of the school personnel were asked about the strengths and weaknesses of their respective departments and what improvements could be made to each department.

From the interview data, the researcher determined that the size, complexity, age and centralization of an organization impacted the administrative structure. By comparing the

schools' ages with the complexity and size of the administrative structures and the public relations departments, the data showed that public relations became an integral part of the organization as it developed a more elaborate structure. The interview data also showed that the public relations and development directors possessed a large amount of autonomy in making decisions and that the presidents and/or principals included public relations in the top-tier of the administrative hierarchy. By interviewing the top managers, the interviewer determined that public relations and development directors communicated on a regular and often daily basis with top administrators.

For the second research question, the researcher decided which of the four public relations models each school used, based on Grunig's criteria (see Table 1).⁵⁵ In addition, the thesis examined the fund raising models Kathleen Kelly developed based on Grunig's research. (see Table 2).⁵⁶ The data showed that all three schools used a combination of several public relations and fund raising models. STM, the youngest institution, used the oldest models—press agency and public information. CHS used a combination of several of Grunig's models and Jesuit, existing for more than 100 years, used Grunig's latest model—mixed motive model or a combination of the two-way asymmetrical and two-way symmetrical models.

TABLE 1
GRUNIG'S PUBLIC RELATIONS MODELS

Characteristics	Press Agency	Public Information	Two-Way Asymmetrical	Two-Way Symmetrical
Beginning Date	1902-	1916-	1919-	1980
Purpose	To Propagandize a Cause	To Disseminate Needs	To Scientifically Persuade Giving	To Reach Mutual Understanding
Nature of Communication	One-way; truth not essential; dependent on emotion	One-way; truth important; dependent on "enlightenment"	Two-way; unbalanced effects; dependent on strategy	Two-way; balanced effects; dependent on agreement
Communication Model	Source→Receiver	Source→Receiver	Source→Receiver ←Feedback	Group→Group
Nature of Research	Little; evaluative of \$	Little; mailing lists, evaluative of \$	Formative; evaluative of \$	Formative; evaluative of enhancement & protection of autonomy
Leading Historical Figures	Ward-Pierce-Y School	Bishop Lawrence/Ivy L. Lee	John Price Jones	Few Educators & "Reflexive" Practitioners

TABLE 2
KELLY'S FUND RAISING MODELS

Press Agency Model	Public Information Model	Two-Way Asymmetrical Model	Two-Way Symmetrical Model
<p>The more people who know about our cause, the more dollars we will raise.</p> <p>Favorable publicity in the media, scores of volunteers and appeals that touch people’s hearts are fundamental to this program.</p> <p>In this program, fund raisers fulfill many roles, including cheerleader, evangelist, arm twister.</p> <p>Fund raising and campaigning mean essentially the same thing.</p>	<p>Nearly everyone is so busy writing solicitation materials or producing publications that there is not time to do research.</p> <p>In this program, we disseminate factual information, which prospective donors then use to make a rational decision to give.</p> <p>Basically, people want to help; they just need to know about our particular needs and be asked for their gift.</p> <p>Fund raising is more of a neutral disseminator of gift needs than an advocate for the organization or a mediator between management and donors.</p>	<p>After completing the program, we do research to determine how effective it has been in changing people’s attitudes and behaviors toward giving.</p> <p>Our broad goal is to persuade donors to give—primarily because that is what the organization wants them to do.</p> <p>Before starting, we look at attitude surveys to make sure we describe the organization in ways our prospects will be most likely to support.</p> <p>Before beginning, we do research to determine public attitudes toward the organization and how they might be changed.</p>	<p>The purpose of this program is to develop mutually beneficial relationships between the organization and its donors.</p> <p>Before starting, we do surveys or informal research to find out how much management and our donor prospects understand each other.</p> <p>Our purpose is to change the attitudes and behavior of management as much as it is to change the attitudes and behavior of prospects.</p> <p>The organization believes fund raising should provide mediation to help management and donors negotiate their collaboration and possible conflicts.</p>

In order to examine the public relations model being used by each private school, the researcher interviewed the top administrators at the schools as well as all employees involved in public relations and fund raising. If the researcher had sent a survey to the school, the researcher would have run the risk that the public relations manager might have answered the questions for the school administrator, because the administrator may not have had the time or the desire to answer the questions. If such a situation had occurred, then the results would have been tainted. By conducting interviews, the researcher ensured that all personnel answered specific questions and had the opportunity to expand on any specific issues relating to the public relations process. In addition, by going to the schools to conduct the interviews, the researcher easily had access to any public relations materials printed by the school. For instance, many private schools compile pamphlets that contain information such as the average ACT and SAT scores of the students, the number of national merit semi-finalists, the number of students at the schools and the types of extra-curricular opportunities offered by the schools. In addition, the development offices produce brochures listing the amount of money given to the schools each year along with the types of gifts that donors might want to contribute such as endowed scholarships or planned giving.

CATHOLIC HIGH SCHOOL

History of CHS

Andre' Coindre, a diocesan priest in Lyon, France, founded the Brothers of the Sacred Heart in 1821. The mission of the Brothers of the Sacred Heart "is the evangelization of young people, especially through the ministry of education."⁵⁷ By 1847, five missionary brothers arrived in Mobile, Alabama. From Alabama the Brothers of the Sacred Heart expanded throughout the United States, establishing schools and orphanages in Mississippi and Louisiana as well as in New York and New England.

In 1894 the Brothers of the Sacred Heart established St. Vincent's Academy in Baton Rouge, Louisiana. By 1929 the growing student body of nearly 300 boys resulted in a new school building and a name change; St. Vincent's Academy became known as Catholic High School (CHS). CHS' enrollment continued to increase, and in 1957 the construction of a new facility ended. The administration and 450 students moved to the new campus, which is the present location on 855 Hearthstone Drive.

According to the CHS student handbook, "today's Catholic High School plant consists of modern, well-equipped classrooms, laboratories and administrative offices."⁵⁸ In the early 1980s, CHS built an all-weather track and a new baseball field, and CHS bought three residences on Hearthstone Drive to use as offices. A major addition to the school opened in 1985, the Fine Arts/Computer Center consisting of a computer lab, chorus and band rooms, an art room, drafting room and five classrooms.

More than 100 years old with almost 900 students, 93 faculty and staff members, over 7,500 alumni, 33 extracurricular organizations and 11 interscholastic sports, CHS continues to educate young men in the tradition of the Brothers of the Sacred Heart. According to the CHS

handbook, “the mission of Catholic High School is to teach Gospel values in an environment of academic excellence according to Catholic tradition and the spirit of the Brothers of the Sacred Heart.”⁵⁹ As a college-preparatory school, CHS offers a curriculum of honors courses as well as AP (advanced placement) classes to students in grades 8-12.⁶⁰ The eighth grade class consists of 20-25 students each year, with the average freshman class size of about 225 students.⁶¹

Tuition for new and returning students for 2000-2001 was \$4,240. New students paid \$400 for registration, and returning students paid \$300 for registration.⁶² Brother Francis David, the CHS president, estimated that 10 percent of CHS students receive financial assistance, which is given on a “need-only” basis. No scholarships exist for academics or athletics.⁶³

Students applying for admission to CHS must meet certain criteria for admission. CHS uses the following criteria to evaluate candidates for admission:⁶⁴

1. The individual’s overall elementary school record (academic and behavioral performance and attendance).
2. Recommendation of elementary school principals and teachers.
3. An interview with each applicant and his parents.
4. Results of the High School Placement Test.
5. Special consideration is given to those students whose families have a history of attending schools staffed by the Brothers of the Sacred Heart, students attending Catholic schools and minority students.

Students applying for admission for 8th or 9th grade classes of 2001-2002 submit their applications by November. Applicants then take the high school placement test in December. CHS conducts interviews over the next few months and mails offers of admission in March.⁶⁵

Catholic High maintains a designation as a “National School of Excellence.” In 1989, 1993, and 1998 the United States Department of Education awarded CHS with the Blue Ribbon Schools Award; only 13 other schools in the nation have received the Blue Ribbon Schools Award three times. The 2000 CHS graduates received \$3,589,894 in scholarships; seventy different colleges and universities offered admission to 2000 CHS graduates. Eighty-three

percent of the CHS 2000 graduation class received scholarships. In the 1990s, CHS produced 95 National Merit Semifinalists, 7 National Achievement Semifinalists and 6 National Hispanic Semifinalists.⁶⁶ CHS athletics received 16 state championships, 22 state runner-up titles, 32 regional titles, 15 city titles and 46 district championships in the 1990s.⁶⁷ In *Gambit Weekly's* "Best of Baton Rouge," readers voted CHS as the number one private school in Baton Rouge over Episcopal and St. Joseph's Academy.⁶⁸

Background Information of Support Personnel at CHS

One of the main reasons for the continued growth and success of CHS lies in its talented and experienced administrative personnel. Brother Francis David holds the top position in the CHS Administration—president. David received a B.A. in Secondary Education from Springhill University in Mobile, Alabama, in 1970. After spending several summers in Florida, David completed an M.A. in English Education at Florida State University in 1975. In 1997 David received an Ed.D. in private school administration from the University of San Francisco.⁶⁹

Prior to his arrival at CHS, David worked at Brother Martin High School (Brother Martin) in New Orleans, also owned and operated by the Brothers of the Sacred Heart. While working at Brother Martin, David taught English and served as the English department chairman. From 1980 to 1984, David held the position of assistant principal in charge of discipline. In the 1984-85 school year, the provincial council approached David about going to CHS as principal. David became principal of CHS in 1985 and held that title until he became president of CHS in 1993.⁷⁰

Gregory Brandao answers only to David in the CHS administrative structure. A graduate of CHS in 1973, Brandao serves as CHS principal. By 1976 Brandao completed a B.S. degree from Louisiana State University (LSU) in secondary math education. While studying at the

University of New Orleans (UNO), Brandao earned a M.Ed. in curriculum and instruction in 1979. By 1993 Brandao completed an Ed.D. in private school administration from the University of San Francisco—the same program that David completed. Currently, Brandao is pursuing a master’s degree in pastoral studies (theology) from Loyola University through the Loyola Institute for Ministry Extension Program. “I’m the first person who is not a Brother of the Sacred Heart to serve as principal, and especially looking toward future generations, if we want the Catholicity of the school to be maintained, preserved and developed in the spirit of the Brothers then I thought that I needed some additional schooling,” Brandao said.⁷¹

After one year of teaching in the public schools in the New Orleans area, Brandao taught math at Brother Martin. After teaching math from 1977-1981, Brandao became director of activities and publicity at Brother Martin. “I actually did some PR work with that job, because we didn’t have a PR person at the time,” Brandao said.⁷² In 1984 Brandao held the position of academic assistant principal at Brother Martin. Brandao returned home to CHS in 1986 and became academic assistant principal as well. CHS named Brandao vice principal in 1989 and then principal in 1993, when David became president.⁷³

CHS and St. Joseph’s Academy (St. Joseph’s) share a few classes with each other and are located in close proximity to each other; St. Joseph’s student body consists of all females, and CHS educates all males. Jan Breen, CHS public relations director, graduated from St. Joseph’s in 1969. After high school, Breen attended LSU and completed a degree in English education in 1973. After earning an undergraduate degree, Breen took some courses toward a master’s degree in public relations.⁷⁴

Before becoming public relations director, Breen taught English at CHS from 1973 to 1979; in addition, Breen served as chair of the English department. From 1979 to 1985 Breen

worked for CHS on a contractual basis; for instance, Breen compiled the development office's publication, *Bear Facts II*. "I would teach one class or I would help with the newspaper and the yearbook," Breen said.⁷⁵ In 1985, David asked Breen to work full-time at CHS to start a public relations office.⁷⁶

Annette Droddy, CHS assistant public relations director, earned a B.A. in mass communication and business with an emphasis in public relations from LSU in 1999. After graduating in May, Droddy accepted her current position in June of 1999. While attending LSU, Droddy worked for two years at LSU University Relations in publications, mainly producing the campus directory and the general catalogue. After two years at LSU University Relations, Raphael Bermudez and Associates, a public relations firm, hired Droddy. The public relations firm mostly worked with chemical companies. Droddy moved to her position at CHS, because she wanted to work with one client rather than multiple clients at a public relations firm.⁷⁷

Working closely with the public relations department, Brother Aquin Gauthier serves as CHS development director. Gauthier arrived at CHS in 1993 with over 20 years of experience in public relations, alumni and development at St. Stanislaus, a school run by the Brothers of the Sacred Heart in Bay St. Louis, Mississippi. Gauthier graduated from CHS in 1955, earned a B.S. degree in secondary education in 1959 and a M.A. in theology in 1968 from Notre Dame University.⁷⁸ Gauthier's assistant development director is Kate Brady. Brady earned a B.S. in 1973 in lower elementary education and taught school for 11 years. After taking some time to raise her children, Brady took a job in development at one of CHS' feeder schools, St. Aloysius School. After working at St. Aloysius for eight years, Brady became the assistant development director at CHS in 1996.⁷⁹

In the past few years CHS decided to make the alumni relations office separate from the development department. The CHS alumni relations department consists of two employees who have dedicated a large portion of their lives to CHS. Brother Eldon Crifasi, CHS alumni relations director, graduated from CHS in 1939. Crifasi originally came to CHS in 1959 and has since been assigned to CHS four different times. Throughout Crifasi's career, he has served as a teacher, basketball coach, athletic director, prefect, assistant principal and principal. Crifasi has been at CHS since 1991 and has served as alumni relations director since 1994.⁸⁰ Crifasi's Associate Director of Alumni Relations, Phyllis Divacenti, has been involved in education at CHS for 38 years. Divacenti graduated from St. Joseph's Academy and has a master's degree in guidance and counseling (See Table 3—CHS Organizational Chart).⁸¹

President/Principal Model

The first research question explored how the factors—size, complexity, age and centralization—affected the organizational hierarchy of CHS, particularly with respect to the public relations department. James Grunig argued that complex organizations “should be more likely than less complex organizations to have a public relations department.”⁸² Given the fact that the student body at CHS grew from 106 students in 1894 to almost 900 students in 2000, the organizational structure of the school became more complex over the years.⁸³ For instance, CHS no longer uses the traditional model of principal as the top position on the organizational structure. In 1993 CHS switched to the president/principal model of organizing the school.

TABLE 3
CHS ORGANIZATIONAL CHART

Brother Francis David began to consider the president/principal model for several reasons. First of all, after nine years as principal David ended up doing a great of work that dealt with non-educational issues. In other words, David often cast aside his duties as principal to deal with other issues not related to the everyday running of the school such as physical plant needs and fund raising. Second, David knew that he had an extremely talented lay vice principal who needed to assume a greater role in running the school.⁸⁴

A number of other Catholic high schools already used the principal/president model. Many of the other schools using the president/principal model were community-owned schools (owned by a religious order) rather than diocesan schools. CHS is a private school owned by the Brothers of the Sacred Heart, not a diocesan school. The Jesuits, with thriving schools across the country, including one in New Orleans, Louisiana, used the model. Finally, Brother Martin, where David worked for 14 years, went to the president/principal system around 1988.⁸⁵

Catholic High School's first president, David, began his tenure in 1993. "The principal takes care of today; I take care of tomorrow," David said.⁸⁶ The president's main concern is in deciding where the school is going to go in the future, particularly with respect to the future leadership of the school. In addition, the president ensures that CHS remains in the educational spirit of the Brothers of the Sacred Heart. The principal deals with educational responsibilities, mainly developing curriculum, hiring and evaluating teachers, and the admission and dismissal of students.⁸⁷

When comparing CHS to businesses and other non-profit organizations, the president/principal model resembles that of a corporation. For instance, the president acts as the chief executive officer (CEO) of the school, and the principal serves as the chief operating officer (COO). Ultimately the shareholder (the provincial council) sits at the top of CHS'

organizational chart. The provincial council consists of five Brothers of the Sacred Heart in the New Orleans Province (Louisiana, Mississippi and Alabama) who meet annually. The shareholder or the provincial council appoints the board of directors (board), and the board appoints the principal.⁸⁸

Development Office

As CHS grew in complexity and size, the school administrators realized that their job descriptions contained too many tasks. Therefore, the CHS administration began to create new positions to make their job requirements feasible. Even before CHS switched to the president/principal model, the school understood the importance of communicating with key publics and raising enough money to keep the school competitive with other schools in the Baton Rouge area. At that time, Brandao said that the principal saw the need for a development office. Brandao speculated that the development program at CHS began around 1980 under the leadership of Brother Donnan, “probably a number of years ahead of folks in this area.”⁸⁹ “I guess the principal at the time when Donnan came was Brother Talbot in 1980. Now the principal right before that was Brother Adrian so I don’t know if there was some collaboration among them,” Brandao said.⁹⁰

In Brandao’s opinion, “it was his (Donnan’s) vision and insight that helped put us in the kind of position we are now to have such well established programs in those areas where a lot of other folks don’t...I think that the organization that had been established even before Brother Aquin (Gauthier) or Kate (Brady) got there has been a real strength of the development program,” Brandao said.⁹¹ Almost twenty years later, the CHS development department consists of five employees—the director, Gauthier; the assistant director, Brady; the capital campaign assistant, Joni Lutrick; and two clerical workers, Robin Beard and Sara Brignac.⁹² The

administration, therefore, by placing development and public relations as top priorities, contributes to the “success” of those two offices by raising more money each year, recruiting better and brighter students and maintaining open and constant communication with key publics.

Public Relations Office

Starting a new office and justifying the money spent on public relations proved to be a challenging task when David hired Breen to start a public relations department at CHS in 1985. During the first year, David told Breen to keep a list of what tasks she completed and what she wanted to do with the office. Therefore, the first year required a great deal of research on Breen’s part, particularly studying the boys in CHS’ Catholic feeder schools. By May, Breen compiled a formal job description. “I was called the director of publications and publicity...because Brother (Francis David) didn’t feel that people...understood what a PR person did. There were a lot of negative feelings toward PR in the 80s when things were tight...and for Brother to hire someone...when things were tight was...a real visionary thing...to do,” Breen said.⁹³ In 1985 no alumni relations office existed, and the development office was five years old.⁹⁴

“So much has happened since 1985. We added an alumni office and people to development. As you add more people to your office, you add more work for PR because in our environment, everything is funneled through PR,” Breen said.⁹⁵ As Breen’s workload grew, David realized that one person no longer could fulfill all of the duties required in the public relations office. Therefore, in 1993 David allowed Breen to hire an assistant. “Some people may think that’s large (two and a half people) but you have to remember that everything comes through PR...Anything that’s put out in the public goes through PR,” Breen said.⁹⁶

Alumni Relations Office

The alumni relations office, established in 1993, “has coalesced into much more of an organized entity and continues to do so,” David said.⁹⁷ The alumni relations office began as part of the development department and is now its own entity with regular activities and meetings.⁹⁸ The reasoning behind establishing an alumni relations office separate from development was to create a division between development’s fund raising events and free activities for CHS alumni. Phyllis Divocenti said, “When we first started this office around 1994, Brother Eldon (Crifasi) and I sat down and decided that our mandate would be to get the alums back on campus by planning activities, because before this office was created, the only time CHS contacted alums was to ask for money during the alumni phone-a-thon.”⁹⁹ As a relatively new department, the alumni relations office struggles with issues such as budgeting and responsibility. For instance, development originally financed the alumni relations office, but the office funds itself through dues to the alumni association. Also, since alumni are involved in such projects such as the annual phone-a-thon, alumni relations and development must work together to decide which alumni will be asked to make the calls so that the same alums are not constantly asked to donate time and money to CHS.¹⁰⁰

Size, Complexity and Age

As CHS grew in size, complexity and age, the administration increased in number as well as the number of employees involved in public relations and development. In contrast, many other schools with relatively new development programs that lack the history and size of CHS often combine the public relations, development and alumni relations offices. For example, Breen said that when CHS first started a development office, the development director, Brother Donnan, did public relations, development and alumni relations. Within two years, Donnan

hired Breen to do a newsletter and by the fifth year, 1985, CHS hired Breen as the public relations director.¹⁰¹

Brandao agreed with Breen's assertion that often times, schools hire someone to handle development, public relations and alumni relations, and split the departments over time and as the schools age and become more complex. "Of course depending on the size of the school and the maturity of the program probably all of those hats are being worn by the same person initially...When it gets to the point to start splitting the functions...the more natural connection is development/alumni. With PR I see different skills and abilities and personalities that could be involved in that...with all functions working very closely together," Brandao said.¹⁰² In other words, Brandao argued that public relations practitioners in private schools need technical as well as management expertise; in the development and public relations offices, "it's good that you have people who really know the people; successful alumni relations and development offices must know and understand the needs and wants of the alumni," Brandao said.¹⁰³

Centralization

Even though CHS continues to add personnel and expand the roles of its public relations, development and alumni relations offices, the public relations, development and alumni relations directors all report to the president or the head of CHS; development and public relations never fell under the same umbrella. "I...strongly believe that PR needs to answer to the top management, whatever that is, principal or president. It should not fall under development...PR does so much for so many people," Breen said.¹⁰⁴ Breen knows that changes will take place even after she leaves CHS, but she strongly advocates the need for public relations to continue to be at the management level where the administration makes decisions.¹⁰⁵ CHS feels the same

way about development and alumni relations being intimately involved with the President's administrative structure.¹⁰⁶

The public relations, development and alumni relations directors all report directly to the President, David. David meets with each of the directors at least once a month, although he often speaks with each of the directors on a weekly basis as various projects or situations arise during the year.¹⁰⁷ The connection between the alumni relations office and Brandao is obvious in that Brandao is in charge of the students' daily lives. Brandao maintains communication with all three directors, but he has no direct control over those offices.¹⁰⁸ From the time that CHS switched to the President/Principal model, David's vision for the administrative structure of CHS has been to separate the two roles between academics and economics, thereby creating a clear division in responsibility.¹⁰⁹

David allows the public relations department at CHS to have a great deal of autonomy, rather than micromanaging the public relations department's every decision. For instance, although Breen directly reports to the President, David speculates that over 95% of the time Breen makes daily decisions alone. "I've come to respect her judgment implicitly...She has a good feel for when to ask permission or consult with me," David said.¹¹⁰ David feels that both Breen and Droddy possess excellent backgrounds in public relations and communicate well with the faculty. "Jan has been a teacher, which is an important aspect to her success," David said.¹¹¹ Both women understand the importance of technology and although Breen is from a "different" (pre-computer) generation, she is not intimidated by technology. Similarly, Brandao believes that having one person working in public relations with teaching experience brings a better perspective to the job. For instance, Brandao used the example of taking photographs for the yearbook or some other publication. Breen's sense of the classroom allowed her to prepare for

different scenarios, such as not interrupting too much class time or how to best inform the students of when and where they needed to be for the pictures.¹¹²

CHS Public Relations Office

The second research question explored the public relations model(s) CHS used. James Grunig developed four models of public relations—press agency, public information, two-way asymmetrical and two-way symmetrical based on certain criteria. The first two models, press agency and public information, involved one-way communication along with very little research or strategic planning. On the other hand, the asymmetrical and symmetrical public relations models involved two-way communication between the source and the receiver.¹¹³

The CHS public relations office sets as one of its main goals the recruiting of students. Public relations director, Jan Breen, said that the students are the lifeline of the school, and the students along with their accomplishments market CHS to the rest of the community.¹¹⁴ Using Grunig's research, this thesis studied the public relations model CHS used by exploring how CHS communicated with its most important public—students.

The public relations department at CHS consists of one director/manager, Jan Breen, one assistant director of public relations, Annette Droddy, and half of a secretary. (The public relations director shares a secretary with the activities director at CHS.) Most of Breen's job involves managing the public relations office. "I put into motion things that happen and assist with the production. I bring parties together to make something happen," Breen said.¹¹⁵ For instance, the administration asked the public relations office to construct a program for Catholic schools week; Breen directed the entire process. In addition, all calls from the media go directly to Breen, even for media profiles of athletes. Breen may ask Droddy to assist the reporter, but the first call always goes to Breen. The web site completely falls under Droddy's job description

as she is one of the only people at CHS with the technical expertise to maintain the web site. As far as the writing of press releases or articles, Droddy and Breen usually divide the work according to their schedules each week.¹¹⁶

Image Management

When CHS established a public relations department in 1985, the image of CHS was very different from the image today. Image or the way the Baton Rouge community “sees” CHS is crucial in recruiting students each year. “Through communication and product development we have really raised the level of Catholic High. When I first came the image in the community was that Episcopal was the best all-around school, then Baton Rouge High. Also, the newspaper had reported that a large percentage of Catholic High students were in remedial math classes at LSU,” Breen said.¹¹⁷ When Breen started the public relations department, she told David and Brandao that she would do her best to communicate a different image to the Baton Rouge community. Breen worked with leadership to communicate the changes they made to improve CHS’ product—the students. Breen worked tirelessly to market the changes being made at CHS. “You can’t market something that’s not there... You have to be honest about what you have and what you don’t have... I kept telling them (David and Brandao) what the perception about Episcopal and Baton Rouge High was in the community as well as what CHS parents told me that they wanted,” Breen said.¹¹⁸

Many of the myths about CHS focus on the student body. For instance, Brandao believed that some people saw CHS as “affluent, elitist, all-white, all-smart, all-athletic and/or the exceptions to those are only done to benefit the school.”¹¹⁹ The only way for CHS to extinguish the myths about the school, in Brandao’s opinion, was to tell the truth to as many people as

possible. The best examples Brandao could give of this type of situation were students such as Travis Minor and Warrick Dunn, both black professional football players.¹²⁰

To fight the myths about CHS, Breen and the public relations department continue to let people know more about the students. Brandao used the example of the number of national merit semifinalists at CHS as well as the amount of students who made the academic all-state team. With regard to an athlete such as Travis Minor, Brandao pointed out that Minor was a member of the academic all-state team. In other words, CHS made no academic exceptions for Minor when admitting him to CHS. “We’re trying to tell everybody that we’ve got a wide range of student abilities, some at the top end, some guys who are going to struggle here academically, all of whom we feel are capable of succeeding in a college prep curriculum,” Brandao said.¹²¹

To ensure that public relations department continues to improve on CHS’ image in the Baton Rouge community, Breen develops goals and objectives each year. “I’ve always developed goals and objectives, because I think that makes you accountable. And I think it’s a wonderful way to do an evaluation of your office and of your performance,” Breen said.¹²² Breen sets goals and strategies under several categories: marketing CHS, internal relations, student recruitment, collaborative marketing, research/changes, advising leadership, and educational mission and ministry. Breen started to develop the categories in 1985 when the public relations office was first created. During that first year, Breen made a list of everything that she did that year and everything that she wanted to do. From that initial list, Breen and David compiled a job description for the public relations office along with a set of goals and objectives for the public relations office.

Each year, Breen said, “I set goals...after consulting with the president, principal, development, alumni and the capital campaign. I also review our strategic plan. Each goal and

objective must be in line with our mission statement and philosophy of education...”¹²³ If Breen fails to meet one of her goals, she and the administration look for the reason—lack of funds, personnel or change in time.¹²⁴ Currently there is no crisis communication plan through the public relations office, but Breen began the research last year and plans to develop one in the next year.¹²⁵

One of Breen’s public relations goals involves research/changes. The CHS administration and in particular, Brandao, believe that the public relations and development offices must conduct research into the public’s opinion of CHS to develop an “accurate” picture or image of the school. About 12 years ago, CHS conducted an image survey. The survey revealed two “pictures” of CHS, and Brandao believes that most people would subscribe to the positive view. Brandao feels that most people “think probably academics first in that this (CHS) is a place to get a good preparation to be successful in college and/or place yourself in a...successful career...The second thing...they think about is the discipline of the school—holding students accountable...and I think a distant third would be the spiritual dimension of the school.”¹²⁶ Brandao understands that most people emphasize the academics and discipline of CHS, therefore “it’s our task to...take people coming in the door and thinking that they’re here for one and two (academics and discipline) to say that they’re really here for number three.”¹²⁷

Breen continues to develop her public relations skills by attending national public relations conferences and participating in organizations such as Public Relations Association of Louisiana (PRAL) and the Public Relations Society of America (PRSA). In addition, Breen organized a group of public relations professionals in 1987 that she met with to act as a public relations advisory committee. The committee assists CHS often by doing research, producing publications or even videos. Breen said, “I may call on them if we have a crisis situation. I’ll

tell them the situation and ask them their reaction to my plan of action.”¹²⁸ Breen recognizes that some situations require outside expertise, and she does not hesitate to consult other opinions, especially when dealing with public relations crises.

Relationship Management

Grunig refers to two types of communication—one-way and two-way communication.¹²⁹ The main difference between the two types of communications is feedback; one-way communication does not involve feedback from the receiver to the sender. Grunig’s press agency and public information models involve one-way communication, and the two-way asymmetrical and two-way symmetrical or excellence models of public relations involve two-way communication.¹³⁰ Before Breen could decide which type of communication to use in the CHS public relations department, she faced a challenge—convincing the CHS administration that speaking with the media was crucial to maintaining and improving CHS’ image in the community. Breen remembered that at first, the administration was reluctant to speak to the media. “I think they (David and Brandao) understand much more now that it’s better to deal with it (a crisis/media situation) directly than to...see how it could develop. And PR had to be that component...that pushed them to talk,” Breen said.¹³¹

Although public relations oversees all communication with the media, the administration ultimately makes the final decision on how media situations are handled, particularly in times of crisis. “I think most often they (David and Brandao) have done...and more and more they’re doing what we recommend for media coverage. There are times we can’t have the media here and I would have liked to such as the visit of Supreme Court Justice Scalia to CHS,” Breen said.¹³² Breen wanted to call the media, but she was told that they could not come to cover the story. (Scalia had only had an hour to spare in his schedule, and the administration feared that

the media would ask questions that would place him behind on his schedule.) Instead, Breen took pictures and placed the story on the CHS web site and in *Bear Facts II*.¹³³

“Once you’ve established a relationship with the Brothers (of the Sacred Heart), we’d like to see you maintain that relationship,” David said.¹³⁴ Maintaining relationships with alumni, parents of boys in Catholic elementary schools and their sons and minorities are of particular concern to David. “Word of mouth comes from our alums,” David said. “We do what we can to capture the imagination of 6th, 7th and 8th graders in our feeder schools.”¹³⁵

As far as establishing and maintaining relationships with minorities in the Baton Rouge community, David described CHS’ efforts as “yeomen’s work” in trying to increase their minority enrollment (6½% African-American, which is twice the number since the 1980s). For instance, CHS established a good relationship with the Young Leader’s Academy in Baton Rouge, an organization that focuses on pairing minority children with minority community leaders to develop their leadership skills. In the 2000-01 school year, two of the freshmen came from the Young Leader’s Academy. David said, “We treasure their presence on campus.”¹³⁶

Media Relations and Tactics

CHS spends a great time of time marketing its students’ accomplishments; however getting newspaper coverage of CHS students is sometimes difficult. For instance, the Catholic paper, the *Commentator*, limits its coverage of school news; therefore, it is a challenge to publicize the many accomplishments of our students. In Breen’s opinion, “I don’t think they (Catholic paper) make school news as much of a priority as they should.”¹³⁷

Nonetheless, Breen used the media in the late 1980s to change the image of CHS. First, Breen started marketing the national merit semifinalists. CHS paid \$1,200 to place an advertisement in the *Morning Advocate* with the students’ names, their parents’ names and where

the students attended elementary school. “It (the ad) showed the community—specifically kids and their parents—that all of our kids were doing well,” Breen said.¹³⁸ Then, in 1987 the public relations office invited many students in public and private schools and their parents, who were not familiar with CHS, to the Open House. The Open House proved to be an extraordinary event and a major factor in attracting students to CHS. Breen named—the national merit semifinalists’ advertisement and increased attendance at CHS Open House that highlighted students and faculty—as the two main factors that impacted the changing image of CHS to a first tier school in Baton Rouge.¹³⁹

The public relations office spends a great deal of time improving the Open House, because prospective students, in Breen’s opinion, are one of CHS’ most important publics, because the students are CHS’ future. “We won’t be here 50 years from now if we’re not concerned with the prospective students,” Breen said.¹⁴⁰ The attendance at Open House grew to a crowd of more than 1,500 people, which was too crowded. Therefore, CHS currently invites 6th, 7th and 8th grade boys at the Catholic feeder schools (no longer 5th grade as well), which translates to about 1,400 people each year. Boys and their families receive color-coded tickets at the door. When Breen calls a particular color, those people enter the library and listen to a short talk by Brandao. Then, the people divide into groups of six and a CHS student takes the group on a tour of the school. For about 45 minutes, the group visits the entire campus, and students are present throughout the school working in the labs, singing in the chorus room, or playing basketball in the gym. In 2000, Kurt Ainsworth, a gold-winning medallist on the USA Baseball Team, attended Open House with his medal and greeted the groups as they passed through the gym. “The Open House really was one of the most important things we’ve ever done,” Breen said.¹⁴¹

Even before prospective students visit CHS for Open House, CHS sends a document, “Students Offered Admission to Catholic High School for the Freshman Class of 2000-2001,” to the principals of the Catholic feeder schools, the faculty as well as perspective students and their parents. The document profiles the 210 students offered admission that year and contains pertinent statistics such as the fact that 189 of the 210 students offered admission had attended Catholic schools for 8 or 9 years.¹⁴² “We have been overt in expressing to people that we give special consideration to people in Catholic schools, the people who have family members who are graduates of Catholic High or current students, and then minority students,” Brandao said.¹⁴³ The document offers a rationale for what CHS considers in the admissions process and what types of students CHS admits each year. The document also contains a reprinted version of the criteria that the Brothers of the Sacred Heart use in admitting students, taken from Educational Mission and Ministry, the philosophy of education of the Brothers of the Sacred Heart.¹⁴⁴

The public relations office distributes the document, “Students Offered Admission to Catholic High School for the Freshman Class of 2000-2001,” at high school nights; several times a year students from five elementary schools gather at one location to listen to representatives from six Baton Rouge Catholic schools talk about their schools. Each school sets up a table display where interested students have the opportunity to ask administrators and teachers questions about the schools. Even though CHS continues to operate with a maximum amount of students, Breen still ensures that CHS participates in each high school night. Breen’s rationale for CHS’ participation in the high school nights is that “you have to continually show them what a great school it (CHS) is...because people have choices. And the economy can change or things can change instantly and you just can’t not market...I don’t think we put too much money or too many people into it. I think it’s a balance.”¹⁴⁵ Most importantly, parents need to have literature

with vital statistics, such as the average ACT and SAT scores of CHS graduates, to show parents what their investment of an average of \$5,000 each year for over four or five years will mean at the next level.¹⁴⁶

In addition to organizing the Open House and compiling the CHS Fact Sheet, the public relations office produces a newsletter, *Bear Tracks*, which is published three times a year and is mailed to 1,500 to 2,000 students in the 6th, 7th and 8th grades in Catholic schools. *Bear Tracks* consists of four pages of information about CHS—homecoming, student council elections, football games, etc. Also, CHS hosts events for middle school students on the CHS campus, such as Quiz Bowl tournaments or drama productions.¹⁴⁷

The CHS web site serves as one of the most effective ways for CHS to communicate with prospective students as well as current students. The public relations department prominently displays the web site address on all publications, because the web site gives prospective students an opportunity to learn more about CHS and to ask questions and receive responses in a timely manner. For instance, Droddy received a large amount of e-mails when CHS mailed admissions letters in March asking questions ranging from the lunch menu to what students can expect from different classes at CHS. During football season, Droddy received up to 30 e-mails on directions to out-of-town games.¹⁴⁸

CHS Development Office

Even though CHS separates the public relations and development offices, both directors, Breen and Gauthier, acknowledge that the departments often work closely together. Recognizing the fact that public relations and development offices at non-profit organizations often work together, Kelly developed a table in which she adapted the four public relations models—press agency, public information, two-way asymmetrical and two-way symmetrical—for development

practices.¹⁴⁹ The CHS development office used parts of three models—press agency, public information and two-way asymmetrical models.

At CHS “all three departments (public relations, development and alumni relations) feed off of each other and contribute to one another,” David said.¹⁵⁰ For example, CHS planned an alumni function in Dallas, Texas. The alumni relations division moved the event forward by finding the names of alumni living in Dallas, contacting them and finding a group of Dallas alums to help in the organization of the event. The public relations department publicized the event, and members of the development department spoke with alums at the event and received financial contributions from many of the alumni who attended the event.¹⁵¹

One of the most important areas of CHS’ development office is the Annual Appeal to alumni, parents and friends. Brother Gauthier handles the appeal to the alumni and friends of CHS, and his assistant, Kate Brady, handles the appeal to the parents.¹⁵² From 1995 to 2000, the amount of money raised by the Annual Appeal increased from \$357,800 to \$549,000. The money raised from the Annual Appeal maintains a perpetual fund to financially support CHS.¹⁵³ The appeal to parents is called PAGE (Parents Annual Giving Event). The PAGE program has existed for the past 16 years and continues to grow. Gifts from PAGE 5 to PAGE 15 have increased from \$91,175 to \$225,325. Gifts to PAGE are used to subsidize the operational expenses of CHS and to cover “the gap”—“the difference between the actual costs and the tuition and registration paid by each student.”¹⁵⁴ The gap has increased from a little over \$500 in 1984 to over \$1,000 in 2000. The gap continues to increase each year, because CHS is able to support its operating budget with revenue sources other than increases in tuition and fees. In other words, parents do not see huge increases in tuition and fees as long as CHS is able to continue raising significant amounts of money through the Annual Appeal.¹⁵⁵

The Press Agency Model

The CHS development office believes that “favorable publicity in the media, scores of volunteers and appeals that touch people’s hearts are fundamental” to the CHS development program.¹⁵⁶ After a brainstorming session, the development staff decided to increase the number of volunteers involved in PAGE. For instance, when Brady started working at CHS in 1996, about 30 couples actively organized and assisted with PAGE. In 2000, Brady enlisted the help of almost 300 couples in PAGE—about one-third of the families in the school. “So we’ve come to the conclusion...that the more actively involved they (the parents) are, the more likely they will make a gift, and the less demanding their volunteer role,” Brady said.¹⁵⁷ CHS tries to appeal to the heartstrings of alumni through an annual phone-a-thon. Instead of hiring an outside company to call alums to solicit donations to the Annual Appeal, for three nights alums of certain classes call their classmates and ask for donations to the Annual Appeal. Also, on those nights, parents who are alumni come to make phone calls to their fellow alumni who have sons at CHS.¹⁵⁸

Public Information Model

The CHS development office, in line with the public information model, disseminates “factual information, which prospective donors then use to make a rational decision to give.”¹⁵⁹ The Annual Appeal at CHS involves assistance from hundreds of volunteers and the five full-time employees. Parents of CHS students, CHS alums and friends of CHS (past parents, community members with an interest in CHS) receive letters and brochures in the mail about the Annual Appeal. The brochures and letters give detailed explanations of the purpose of the Annual Appeal, the continuing success of the Appeal, ways to give money along with testimonials from CHS parents, alums, students and friends about the impact of the Annual Appeal. Similarly, Gauthier distributes information to those interested in planned giving—

contributions to the endowment fund, establishing and contributing to scholarships and charitable remainder trusts. Gauthier expressed particular interest in the area of planned giving “because that’s where the majority of your (CHS’) gifts will come later on and the bigger gifts will come out of that.”¹⁶⁰

Two-Way Asymmetrical Model

CHS adheres to the two-way asymmetrical model in that the broad goal of the development office “is to persuade donors to give—primarily because that is what the organization wants them to do.”¹⁶¹ The PAGE program sends appeals to every parent, with few exceptions. “PAGE...is deeply rooted in the Brothers’ own history...Even in the 1700s when the Brother’s institution was being formed...those who had more gave so that those who did not have could...Everyone needs to join in because their own student benefits from it,” Brady said.¹⁶² Before sending parents of CHS students information about PAGE, Brady, along with the CHS administrators, divide families into 10 appeal groups based on criteria such as previous giving history, whether or not the father is a CHS alum, and occupation of parents. Those families then receive letters based on their appeal group.¹⁶³

Also, after completing the Annual Appeal CHS does research “to determine how effective it has been in changing people’s attitudes and behaviors toward giving.”¹⁶⁴ After the PAGE program is completed, Gauthier and Brady conduct focus groups to determine the effectiveness of the previous campaign and to brainstorm for ways to improve the program for the next year. For instance, one year the focus group told the development staff that the formatting of the envelopes to send the PAGE donations gave the perception that parents should not give to PAGE if the donation was not a big gift. Therefore, the development staff “looked at the families who are new to the school, those coming in and those that had been previous non-

donors and we put check-off boxes on the envelopes for those people with \$5 by one box up to \$100 and then other,” Brady said.¹⁶⁵ The goal of such a change in “envelope format” was to increase participation in PAGE. CHS had a 75% rate of participation in PAGE in 1999, which was the highest since PAGE started in 1984. Brady did some networking with other schools and discovered that CHS was ahead of most schools in the Baton Rouge area, but behind Jesuit High School in New Orleans, Louisiana.¹⁶⁶

Conclusions

James Grunig theorized that as organizations aged and became larger and more complex, that a greater need would arise for a public relations department to manage relationships with strategic publics. In addition, Grunig argued that public relations needed to be an integral part of the decision making in the top tier of the administrative structure in order to manage those relationships with key publics.¹⁶⁷

As an organization in existence for more than 100 years, CHS certainly adheres to Grunig’s criteria of an organization that has “aged.” The student body of CHS has grown from a school of less than one hundred students to a school that has capped its numbers around 900 students.¹⁶⁸ In addition, CHS continues to create new positions and departments as the need arises, such as the creation of an alumni relations office, which used to be a part of the development office and the switch to a President/Principal administrative model. By having the principal in charge of taking care of today and the President in charge of ensuring that CHS has a tomorrow, CHS has created an administrative structure that allows the public relations department, especially, to be involved in key decision-making. Grunig’s theory that the factors such as size and complexity, age and centralization impact the organizational hierarchy of an organization and in turn the public relations department is accurate in the case of CHS.¹⁶⁹

Grunig's research also resulted in the development of public relations models.¹⁷⁰ CHS exhibits characteristics of each of the public relations models. The public relations office appears to strive toward the goal of the two-way symmetrical model—reaching mutual understanding with its key publics and administration and to display many of the characteristics of excellent public relations programs. For instance, the public relations director directly reports to the senior management and participates in many major administrative decisions. In addition, the director is a manager and not a technical expert, and the office sets and often meets its communication goals and objectives each year. However, the public relations office displays characteristics of the other models as well.

The CHS public relations office often becomes a disseminator of information involved in one-way communication such as producing newsletters, pamphlets and the Open House to market CHS. All of the information is truthful; however, the research and feedback from the receiver either does not exist or is done in an informal manner, such as by word of mouth. Also, the image survey conducted by CHS is out of date and needs to be more systematic. Overall, the CHS public relations program appears to be working toward the two-way symmetrical model, but often falls short of achieving “excellent” public relations.

Similarly, the development office at CHS displays characteristics of three of the four public relations models, falling short of the two-way symmetrical model. For instance, the development office adheres to the press agency model in that the Annual Appeal focuses on scores of volunteers and the generation of a great deal of publicity, but is like the public information model in that all of the material produced focuses on factual information. CHS shows evidence of moving toward two-way communication with asymmetrical model by trying to promote the mission and ideals of the school and the history of giving to CHS through the

Annual Appeal. Also, the development office will conduct focus groups and brainstorming sessions (research) to determine how effective they have been in persuading new donors to give to CHS as well as past donors.

Grunig's theories of public relations rest on the concept of time. For instance, according to Grunig, the older an organization, the larger and more complex the organization, therefore there exists more of a need for a public relations department. Similarly, the four models of public relations evolved over a period of time with the least ethical model, the press agency model being the oldest and the most ethical or "excellent" model, the two-way symmetrical model, being the most recently developed.¹⁷¹ Based on the research for this thesis, CHS appears to be in the "middle" stages of developing its public relations and fund raising offices, because both the public relations and development offices display characteristics of several of the models, mostly the public information and two-way asymmetrical models. The CHS administrators admits that they are very pleased with the work of both the public relations and development offices, but there continues to be room for improvement, thereby suggesting that a move toward the two-symmetrical or "excellent" model might be the answer to CHS' desire to ensure the future success of the institution.

JESUIT HIGH SCHOOL

History of Jesuit

Jesuit education spans a period of over 450 years. In 1847, however, the Fathers of the Society of Jesus founded the College of the Immaculate Conception, of which Jesuit High School was one department of the college that educated young men. With an increase in enrollment in 1926, Jesuit moved to its present location at 4133 Bank Street in New Orleans, Louisiana. In 1953 Jesuit expanded to enlarge its cafeteria, library and band room accommodations and to add a chapel and auditorium. Since the 1950s, Jesuit has added a physical education building, a Resource Center, additional classrooms and a 2.5 acre multi-purpose field. In 2000 Jesuit began construction a science wing that will contain 5 science labs and 3 computer labs and a student commons area, a renovated auditorium and central heat and air conditioning for the entire campus.¹⁷²

According to the Jesuit web site, “The spiritual heartbeat of Jesuit High School...is grounded in the ideal of developing Men For Others—individuals who strive to reach their potential and who utilize their excellence in the service of others.”¹⁷³ To become Men For Others and to live by the Jesuit motto, Ad Majorem Dei Gloriam (AMDG), for the greater glory of God, juniors at Jesuit High School perform 100 hours of community service through the Service Project Program. In addition, Jesuit upperclassmen serve as Big Brothers to underclassmen, and peer ministry and peer counseling groups assist Jesuit students as they mature into young adults. Jesuit picked the colors of the Blessed Mother—blue and white—as the school colors and the Blue Jay for the school mascot. As part of more than a 150-year old tradition, Blue Jays strive to live by the ideals of St. Ignatius Loyola, the founder of the Fathers of the Society of Jesus, or the Jesuits.¹⁷⁴

Jesuit boasts a student-body of almost 1,400 young men, 107 faculty members including 6 Jesuit priests and 1 Jesuit brother, 7 counselors, over 50 extracurricular activities, 29 athletic teams and over 10,000 living alumni.¹⁷⁵ According to the Jesuit publication, *At a Glance*, “The mission of Jesuit High School as a Catholic, college preparatory school is to develop in its students the competence, conscience and compassion that will enable them to be men of faith and men for others.”¹⁷⁶ As a college-preparatory school, Jesuit offers a vertical tracking system to keep students challenged throughout their academic careers. Jesuit offers two accelerated programs to students as well as a college preparatory program to students in grades 8-12.¹⁷⁷ The average class size at Jesuit consists of 272 students.¹⁷⁸

Students attending Jesuit paid \$4,425 in tuition for the 2001-2002 school year and approximately \$250-\$400 for books depending on the grade level and courses taken. In addition, new students paid \$200 registration fee upon acceptance.¹⁷⁹ During the 1997-98 school year, Jesuit granted \$341,030 in financial aid to 141 students or about 10 percent of the student body with an average grant of \$2,419.¹⁸⁰ According to the Jesuit web site, “In 154 years, no qualified young man has been refused admission to Jesuit due to financial incapability.”¹⁸¹ Jesuit gives financial assistance on a “need-only” basis through more than 90 fully endowed and 110 partially endowed scholarships. No scholarships exist for academics or athletics.¹⁸²

Students applying for admission to Jesuit must meet certain criteria for admission. According to the Jesuit web site, “Jesuit seeks young men who are willing to undertake a serious college preparatory curriculum and adhere to a code of conduct set forth by the administration.

Selective admissions is based on:

1. academic competence
2. standardized test scores
3. grammar school records.
4. recommendations of grammar school principals and/or Church parish pastor

5. promise for future development.”¹⁸³

Prospective students must submit applications by December, and Jesuit administers the placement examination in January. In some cases, Jesuit interviews prospective students but interviews are not required. Jesuit mails offers of admission by the middle of February.¹⁸⁴

At Jesuit both the faculty and the student body strive for excellence. In the 1999-2000 school year alone Jesuit produced 50 National Merit Semifinalists, the largest number of any private school in the United States, the fifth largest of any school in the United States and the largest of any school in Louisiana. Forty-five of these 50 students received the honor of National Merit Finalists. In addition, the seniors of 2000 garnered \$14.4 million in scholarships.¹⁸⁵ In the last 5 years, Jesuit graduates received more than \$52 million in academic and athletic scholarships. The Jesuit class of 2000 averaged a mean composite ACT score of 26.5 out of 36, with the national average at 21 and Louisiana at 19.6.¹⁸⁶

Fifty-eight percent of Jesuit’s student body participated in the athletic program in the 1999-2000 school year. Jesuit’s athletic teams display excellence by maintaining the distinction of the winningest New Orleans prep school. For the past 11 years, the Catholic League in New Orleans has given an All-Sports Trophy for the most successful athletic program, and Jesuit has won the award every year. In addition, Jesuit was the runner-up for the Piccadilly Cup—the Louisiana All-Sports Trophy—in the 1999-2000 school year.¹⁸⁷ Jesuit relies on a rich tradition as the Jesuit community focuses on its rich tradition of excellence and leadership while promoting the vision and mission of St. Ignatius Loyola: Ad Majorem Dei Gloriam.¹⁸⁸

Background Information of Support Personnel at Jesuit

The administrative staff at Jesuit must take some credit for the accomplishments of Jesuit’s students and the overwhelming support of Jesuit’s alumni. Similar to CHS, Jesuit uses

the President/Principal model. Reverend Anthony (Tony) McGinn, S.J., serves as Jesuit's president, the top administrator. Father McGinn, a 1966 Jesuit High School, New Orleans, graduate, received a B.A. degree from St. Louis University in 1971 in philosophy. After completing a bachelor's degree, McGinn obtained a M.A. degree from the University of Texas at Austin in history and a B.D. (bachelor of divinity) from the University of London in 1979. McGinn served as the principal of Jesuit High School, New Orleans, from 1982 and 1985 and then entered the University of San Francisco, where he earned a M.Ed. in 1987. From 1988-1992 McGinn held the principal position at Jesuit High School, Tampa, and then moved to his current position as president of Jesuit High School, New Orleans.¹⁸⁹

McGinn's principal, Barry Neuburger, did not graduate from a Jesuit high school. In fact, Neuburger completed his high school education in 1973 from Archbishop Rummell High School in New Orleans and then completed a B.S. degree in science in 1977 from Southeastern University. While in the process of completing a M.Ed. from the University of New Orleans, Neuburger taught biology, coached and served as a department head at a Catholic grammar school in LaPlace, Louisiana. Then, Neuburger became a biology teacher at Brother Martin High School in New Orleans and came to Jesuit in 1989.¹⁹⁰

Neuburger completed a M.Ed. in 1987 and then a M.B.A. in 1994. While working at Jesuit, Neuburger performed duties disciplining and scheduling students. In the late 1980s, Neuburger began to realize that private schools were run like businesses, therefore he pursued a master's degree in business administration. In Neuburger's opinion, a private school is a "service, labor-intensive organization focusing on a foundation and kids with management practices, efficiency, and organizational behavior and organizational development."¹⁹¹ In the 1994-95 school year, Neuburger served as an assistant principal at Archbishop Hannan High

School in New Orleans and then Neuburger became principal of Jesuit High School, New Orleans, from 1995 to 2001.¹⁹² (Neuburger no longer serves as Jesuit's principal. Michael A. Gaimabelluca replaced Neuburger as principal in the 2001-2002 school year.)

Reporting directly to the president, Ardley Hanemann, Jr., serves as director of development and alumni affairs at Jesuit. A 1961 graduate of Jesuit High School, Hanemann received a B.A. degree from Loyola University in public relations and journalism.¹⁹³ Hanemann boasts over 30 years of experience in public relations, communications, print and electronic production and event coordination. In addition to an undergraduate degree, Hanemann completed post graduate certificates in project planning and management and financial management. Hanemann also serves as an instructor in the Management of Change and Crisis Management.¹⁹⁴

Hanemann's public relations experience draws from both the education and corporate worlds. For instance, after Hanemann completed his education at Loyola, he worked at Kent State University in Ohio doing publications such the catalogue and the yearbook and then accepted a job at his alma mater, Loyola University, New Orleans, working in its alumni and development office for two years. From Loyola, Hanemann moved into the corporate world where he worked for B.F. Goodrich, McDermott International, and Lykes Brothers.¹⁹⁵ While working at Lykes Brothers, Hanemann was senior vice president of corporate relations where he oversaw all media relations, employee communications, advertising and sales promotions.¹⁹⁶ The entire time that Hanemann worked in the corporate world, however, he maintained close ties to the development office at Jesuit and particularly to the Jesuit presidents. Therefore, in 1994 when Hanemann decided not to relocate to Tampa, Florida, with Lykes Brothers and Father

McGinn hired Hanemann, the transition to director of development and alumni relations at Jesuit was not particularly difficult for Hanemann.¹⁹⁷

Emmett Smith III, a 1990 Jesuit graduate, serves as Hanemann's assistant director of development and alumni affairs. Smith came to Jesuit in 1999 after completing an undergraduate degree from Florida State University and working as director of operations for the New Orleans Classic Foundation.¹⁹⁸ In addition to Hanemann and Smith, Brother William Dardis, S.J., serves as the director of alumni and Janet Goforth serves as coordinator of development and alumni affairs.¹⁹⁹

President/Principal Model

This thesis explored the most effective ways for private schools to communicate with key publics. The first research question examined what one public relations researcher, James Grunig, argued. Grunig theorized that the organizational hierarchy of an organization, in this case a private school, affected the performance of the public relations staff.²⁰⁰ (Jesuit uses the office of development and alumni affairs to handle all of its public relations and fund raising efforts.)²⁰¹ As part of Grunig's research, he argued that complex organizations are more likely than uncomplicated organizations to have public relations departments. As organizations age, they often grow in size and complexity, therefore Grunig argued that public relations often becomes an integral part of the organization over a period of time.²⁰²

Since Jesuit started in 1847 as only one part of the College of the Immaculate Conception, its faculty and staff continue to grow. Even since the 1985-86 school year, Jesuit's student body has grown from 1,220 students to roughly 1,400 students in 2000.²⁰³ McGinn would like to keep the student body steady at 1,400 students, but in order to get as many students into Jesuit as possible, the numbers may slightly rise.²⁰⁴ With such a large student body, the

organizational structure at Jesuit has become more complex; Jesuit, like CHS, uses the president/principal model rather than the traditional model of the principal as the top position on the organizational chart.

Jesuit's organizational structure resembles that of a corporate model, particularly with respect to the division of responsibilities between the president and the principal. Neuburger described his relationship with McGinn by saying that "Father McGinn...runs the streets. I run the school...Father basically deals with the physical plant...and fund raising. He's the true CEO. I'm the chief operations officer...who deals with academics, athletics, extracurriculars, and the parents."²⁰⁵ As the CEO, McGinn served as the liaison between the "world" of the third floor at Jesuit—development, public relations, alumni relations—and the "world" of the second floor—academics, athletics, extracurriculars.²⁰⁶

Ultimately, the board of directors sits at the top of Jesuit's organizational chart. McGinn reports to a nine-person board of directors that are elected annually by the Jesuits in the New Orleans community who live and work in the school. The board consists of five Jesuits and four laymen who are past members of the advisory council. While no set number exists for the advisory council, presently 25 people serve on the advisory council with various expertise ranging from insurance, law, real estate, etc. No parents serve on the board of directors. McGinn feels that parents do not belong on the governing board, because of the conflict of interest. Both the board of directors and the advisory council need to be composed of people who truly can advise and critique the school without having an emotional attachment to the school in the form of a child. Alums without children presently attending Jesuit, however, often serve as members of the board and advisory council.²⁰⁷

Development and Alumni Affairs Office

Even before 1985 when Jesuit hired a professional to start a development and alumni affairs office, the president and an assistant worked on public relations, marketing and fund raising. As Jesuit's student population grew in complexity and size, the job of public relations and development became too time-consuming and complicated for just the president and an assistant to handle. Therefore, Jesuit hired a mass communication professional as the director of development and alumni affairs at Jesuit.²⁰⁸

The Jesuit development and alumni affairs office consists of five employees—a director, an assistant director, a coordinator, an alumni director, and a clerical worker. The entire department works closely together, with Hanemann spending a great deal of time using his 30 years of experience to teach his assistant, Smith, because Smith had no prior development experience. McGinn and Hanemann hired Smith for his youth and enthusiasm. Smith's main responsibilities include developing and cultivating young alumni, setting up alumni association chapters outside of New Orleans, working closely with the capital campaign, and assisting Hanemann with the annual fund (parents annual giving and alumni annual giving).²⁰⁹

Janet Bruno, the development and alumni affairs coordinator, initially worked as an administrative assistant for the capital campaign, tracking donations and getting appointments with potential donors. Then, when the former assistant director of development and alumni affairs left, Hanemann promoted Bruno to her present position where she still intimately works with the capital campaign and oversees the alumni class captains. Each graduating class has at least two men who serve as class captains; Bruno communicates with those captains in order to coordinate the annual alumni phone campaign. In describing Bruno's responsibilities, Hanemann pointed out that "what's different about Janet is...she's the first female... who's ever

held a position in this office so we really were worried about how that was going to work but that's worked very well. The alumni—and our alumni will say something in a minute—have responded well to her.”²¹⁰

As part of the development and alumni affairs office, Brother William Dardis, S.J., serves as the alumni director. For almost 20 years, Dardis' mostly keeps in touch with the almost 11,000 living alumni. Dardis makes sure that the alumni mailing list and phone numbers are as accurate as possible. Hanemann and Smith often direct and coordinate alumni events, and Dardis assists them. In addition to tracking down present and lost alumni, Dardis often attends the funerals of Jesuits alums in order to “be very visible with our alumni. If a member of their family has died either Father is at the funeral or Billy (Brother Dardis).”²¹¹

Size, Complexity and Age

Jesuit's history as an educational institution spans a period of over 150 years with a strong alumni base of over 11,000 living alumni and a current student body of over 1,400 students in addition to 46 other Jesuit high schools in the nation as well as 23 Jesuit colleges and 30,000 Jesuits in the whole world.²¹² As the years go by, Jesuit continues to grow in size and complexity by increasing its student body as well as its faculty and the number of employees involved in public relations, development and alumni relations. Before 1985, one of the president's responsibilities was development in addition to strategic planning, physical plant maintenance and supervising the principal. Beginning in 1985, Jesuit hired a professional director of alumni relations and development, and the office has grown to its present size of five employees.²¹³

Centralization

In contrast to CHS, which separates the public relations, development and alumni relations offices, Jesuit places all of those positions under one, centralized office whose director reports to the president, the top administrator at Jesuit. Hanemann and McGinn firmly believe that public relations must be under development.²¹⁴ Hanemann said, “if Jesuit is going to speak with one voice and that one voice is going out asking for money, development better be directing that voice...If the development department doesn’t report directly to the president, it can’t do its job.”²¹⁵ All printed material that Jesuit produces must be approved by the development and alumni affairs office to ensure that all Jesuit material speaks with one voice, and McGinn and Hanemann work extremely hard to ensure that Jesuit projects one image. In speaking about his relationship with McGinn, Hanemann said, “He (McGinn) and I work very closely together and maybe because...I was educated here, but I’m not going to do anything without telling him.”²¹⁶

Similar to the administrative structure at CHS, the president oversees the development and alumni affairs office, and the principal maintains communication with development and alumni affairs but does not oversee Hanemann and his office staff. When Neuburger believes that a particular situation such as a discipline problem relating to drugs or alcohol may become a public relations problem, Neuburger will either directly speak to Hanemann about the matter or Neuburger will explain the situation to McGinn and allow McGinn to relay the information to Hanemann.²¹⁷ In Neuburger’s opinion, the principal must have open lines of communication with the development and alumni affairs office, but not direct control because a natural conflict exists between development and academics. In a particular public relations situation such as expelling a student whose father donates a huge sum of money to Jesuit, “third floor’s (development) looking at the situation from a public relations/development point of view which

may be in conflict with what we're (principal and the faculty) doing from a purist educational model...So it's critical to have the president as the conduit and he does a great job of it," Neuburger said.²¹⁸

Public Relations in the Jesuit Development and Alumni Affairs Office

The second research question explored the public relations models Jesuit used to communicate with its strategic publics. At Jesuit, prospective students and their parents along with alumni are Jesuit's most important publics. Jesuit needs the best and the brightest students in order to compete with the other private schools in New Orleans, and Jesuit needs its strong alumni base to continue donations of money, time and support to the school.²¹⁹ The alumni are such an important group that Hanemann believed that communication with alumni was key. Hanemann said, "we allow them (alumni) a sense of ownership in the school...we talk and listen to them when they come in here and tell us...their thoughts...about the school. We welcome that because without that we wouldn't have that level of support...from the alums...the alumni keep the school honest. They keep the school still demanding a high level from the students."²²⁰ Using Grunig's research, this thesis explored the public relations model Jesuit used by examining how Jesuit communicated with its alumni as well as prospective students and their parents.²²¹

Hanemann, as the director of development and alumni affairs, serves as the overall manager of the office. As a college student, Hanemann garnered technical expertise when he worked for a newspaper and then shortly after graduating, Hanemann composed publications at Kent State University and worked in the development office at Loyola University. For most of Hanemann's career, however, Hanemann served in the managerial role in public relations. The other employees in development and alumni affairs do most of the technical work such as

composing publications and maintaining the web site. For instance, one employee updates the web site, and Hanemann edits the information on the web site.²²²

Image Management

One of Jesuit's greatest assets or weaknesses, depending on the point of view, is its image in the New Orleans community as an institution of excellence. As the president, McGinn wants Jesuit to continue to be an institution with high expectations and outstanding accomplishments. To motivate students and alumni to strive for excellence, McGinn and the rest of the Jesuit staff try to cultivate within both students and alumni a strong sense of identification with Jesuit.²²³ Even those people outside of the Jesuit community such as Neuburger, a graduate of Archbishop Rummel High School in New Orleans, acknowledged that Jesuit is the best school in the area and that "his prayer is that his boys will get to experience Jesuit, because there's a lifelong foundation taking place at Jesuit if people can hear it or not and that's where that loyalty to Jesuit comes in."²²⁴ Neuburger also expressed amazement that people call Jesuit quite often to ask which grammar school to send their sons to in order to get their sons into Jesuit when they're in the eighth grade.²²⁵

As an institution with over 150 years of educating young men in the New Orleans community, McGinn felt that the average person living in the New Orleans area probably viewed Jesuit as having a "reputation of being a high academic schools that's reasonably successful in athletics and other activities. That's the positive side, but every time you have a positive, you have a negative."²²⁶ In McGinn's opinion, the negative side of Jesuit's image was that as an institution of excellence, Jesuit fostered arrogance and elitism and placed a great deal of pressure on its students.²²⁷

One of Hanemann's main goals for Jesuit's development and alumni affairs office involved taking a proactive approach to public relations in order to dispel some of Jesuit's myths. For instance, about five years ago Jesuit found itself in a situation where for about three years, three students committed suicide. The suicides contributed to Jesuit's image as a "pressure cooker." McGinn expressed concern to Hanemann about the situation and wanted to find a way to let people know that Jesuit's academic program was not responsible for these suicides. Using his public relations expertise, Hanemann called a local news station and convinced a reporter to come to Jesuit and do a story on teenage suicide and interview McGinn as part of the story. Hanemann said that the move was "unprecedented because nobody ever thought that the president of Jesuit High School would do such an interview. People told me that I was out of my mind, because McGinn would be admitting that Jesuit was having a suicide problem."²²⁸ Despite the misgivings of many people in the Jesuit community, McGinn answered the reporter's questions and in Hanemann's opinion, "diffused the whole thing...and then everybody realized that...it wasn't the school causing the suicides. It was outside forces—family problems, etc."²²⁹

There is some truth to Jesuit's image as an elite institution in that many of Jesuit's students are financially and intellectually superior to the "average" student. However, McGinn and Hanemann make an effort to change the image by letting people know that 10 percent of students receive over \$365,000 a year in financial aid and that Jesuit's tuition is cheaper than nine other private schools in the New Orleans area.²³⁰ In addition, the information that prospective students receive lists the three types of curriculum offered at Jesuit—traditional accelerated program, alternate accelerated program and the college preparatory program.²³¹ The Jesuit administration wants prospective students to know that that the institution wants well-rounded students, thereby offering a curriculum that challenges students on their academic level.

In McGinn's opinion, Jesuit "has students who do very well academically and are top-notch, but we have average students as well."²³²

Each year Hanemann formulates goals and objectives for the development and alumni affairs office. The goals and objectives differ from year to year depending on the school's needs. For instance, in recent years Hanemann added the goal of having more alumni events outside of the city, the objective being a specific number of events. Then, at the end of the year, Hanemann evaluates the goals and objectives and either makes changes to existing goals or develops new ones based on the school's needs.²³³

Relationship Management

In the 1999-2000 school year, Jesuit raised almost \$2 million—a little over \$1 million from alumni, about \$600,000 from parents and over \$100,000 from restricted gifts.²³⁴ In addition, colleges and universities offered the graduating class of 1999-2000 over \$14.4 million in scholarships—the largest amount ever awarded to Jesuit graduates.²³⁵ The connection between the money raised each year and the caliber of students that Jesuit attracts each year seems quite obvious. The development and alumni affairs office, therefore, spends a great deal of time cultivating and maintaining relationships with its important publics. "Our main focus certainly are our alumni, parents and students," Hanemann said.²³⁶

"The alumni base here (Jesuit)" Neuburger said, "is probably second to none with loyalty to a high school...I hear that from other Jesuits across the country."²³⁷ With over 11,000 living alumni, Hanemann and the rest of the development and alumni relations staff stay busy trying to make the alumni feel connected to Jesuit. "We allow the alumni to have a sense of ownership...We talk to the alumni and listen when they...tell us what they like and what they don't like about the school...Without that we wouldn't have that level support or that bond with

the alumni,” Hanemann said.²³⁸ Hanemann gave the example of listening to Jesuit alums who call and complain that they saw Jesuit students speeding somewhere in the city. Even though Hanemann has no control over what Jesuit students do once they leave campus, listening to those alums helps Hanemann and his office to maintain relationships with alums. Hanemann estimates that Jesuit alums hear from the school an average of one to two times a month either through a Jesuit publication or a letter concerning a school Mass or an alumni reunion.²³⁹ Hanemann sees to it that no alum is “lost.” “The switchboard operator, when she’s not answering the phone, she’s tracking down the lost alums...Billy (Brother Dardis) spends weekends on that, and he has a volunteer who...spends one day a week doing it. We are really passionate about making sure we keep track of our alums,” Hanemann said.²⁴⁰

Jesuit alumni are important publics to the development and alumni affairs office, because many sons of Jesuit alumni apply for admission each year. Some of those sons of Jesuit alumni are refused admission, because they failed to meet certain admissions criteria. Hanemann works very closely with the admissions director, Matias Grau, a Jesuit alum, on situations involving the denial of admission to sons of alumni.²⁴¹ “We’ve got to handle that situation very gingerly. Sometimes if it’s a situation where the alum gets really upset, we...won’t call him to give. If it’s a situation where he’s not upset, we’ll just let it roll,” Hanemann said.²⁴²

In order to attract the best and the brightest students each year, the development and alumni affairs office tries to maintain an image of Jesuit as an institution that demands excellence and produces successful graduates. For instance, Hanemann noted that when considering Jesuit, prospective students and their parents discover that local politicians such as “Moon” Landrieu and Mayor Mark Morial graduated from Jesuit, and Jesuit wants the local newspapers to include their alma mater when publishing stories about notable Jesuit graduates.

Because Jesuit has produced so many “high-profile” graduates, the newspapers enjoy covering stories about Jesuit students and graduates—both positive and negative stories. Hanemann used the example of a Jesuit alum that got in trouble with the Securities and Exchange Commission. The local paper, the *Times Picayune*, wanted to use the Jesuit yearbooks for information about the alumnus. When Hanemann realized that the story would be negative in tone, he denied the reporter access to the yearbooks. Therefore, when the paper printed the story, the reporter only mentioned that the man was a Jesuit alum, rather than using the man’s connection to Jesuit as the story’s focus.²⁴³

On the bulletin board in the faculty lounge, the development and alumni affairs office posted a notice reminding all faculty members that all phone calls from the press go directly to Ardley Hanemann. Hanemann controls the image that Jesuit projects to the public by maintaining control over what information the press obtains. For instance, Hanemann used the example of a discipline matter involving Jesuit students that happened off campus that had every possibility of being picked up by the media. Immediately, McGinn and Neuburger informed Hanemann of the situation, and Hanemann sent a notice reminding teachers that all phone calls from the press went to Hanemann. Hanemann needed to have the situation under control, because a series of damaging stories by the press could hurt Jesuit’s image and possibly cause some prospective students and parents to eliminate Jesuit from consideration.²⁴⁴

The one relationship that Jesuit would like to foster and improve upon is the relationship between Jesuit and the minority community in New Orleans. McGinn noted that Jesuit wants the best and the brightest students—white and minority young men. Unfortunately, Jesuit loses many minority students to Ben Franklin High School (Ben Franklin) each year. As a member of

the New Orleans public school system, Ben Franklin offers a tuition-free education to students with a college-preparatory curriculum on the campus of the University of New Orleans.²⁴⁵

Hanemann and McGinn would like to stop the trend of losing minority students to Ben Franklin. Therefore, the development and alumni affairs office formed a committee of young, minority alums from as far away as Houston, Texas, to meet and brainstorm on ideas of how to attract more minority students.²⁴⁶ In addition to the minority committee, the Jesuit administration feels that by increasing the number of minority faculty members, the natural progression will be to attract more minority students. Five years ago, Jesuit's faculty consisted of three minority faculty members. In 2001 Jesuit employed nine minority teachers.²⁴⁷ Also, over the summer, Jesuit hosts a summer program called Operation Upgrade for 5th, 6th and 7th grade boys. Operation Upgrade tries to attract minority students; minority alums try to encourage minority students to participate in the relatively inexpensive program.²⁴⁸ Neuburger felt that the image of Jesuit as an all-white institution would change "with what we model, our culture. Minorities need to be comfortable in this culture... You can have the biggest... media marketing campaign... In a city like New Orleans... the best way to improve your school's image is by doing a good job and it's word of mouth. It's grass roots. It's the people who sell your school."²⁴⁹

Hanemann and his staff take a proactive approach in communicating.²⁵⁰ Although McGinn ultimately has the final authority over Hanemann's decisions, McGinn relies upon Hanemann's expertise in public relations and his "knowledge of the institution and its history."²⁵¹ For instance, for over 25 years, Jesuit has tried to buy the houses in the area around the school in order to expand the facility. About 20 years ago, however, Jesuit bought six of the houses in the area and paid for the residents to move. One resident, though, called the local

television station to say that Jesuit was throwing the residents out of their homes. The president of Jesuit responded by yelling on television about how the resident was lying to the community. In Hanemann's view, "it was awful."²⁵² Therefore, when Hanemann and McGinn took over and wanted to buy some more of the homes and add a fence around Jesuit's property, they took a proactive approach by meeting with the neighborhood association on a regular basis and allowing the residents to express their concerns directly to Hanemann and McGinn. "If we wouldn't have been working with them and communicating with them and letting them know all of our plans, it would have been a nightmare. Now they all love the changes that we've made...so I really believe in being proactive in communications," Hanemann said.²⁵³

Media Relations and Tactics

Even before Hanemann became the director of development and alumni affairs, he was "intimately involved with all public relations activities at Jesuit," especially because he had two children attending Jesuit at the time.²⁵⁴ Therefore, when Hanemann starting working at Jesuit full-time, he was already familiar with the development and alumni affairs office. One component of Hanemann's media plan involves press releases. "We're very judicious in our releases," Hanemann said.²⁵⁵ Hanemann and his staff send press releases for "high profile" events or accomplishments. For instance, Hanemann said that gathering all of the information to compile a press release for the honor roll is not worth his time. Instead, when two Jesuit students made perfect SAT scores, Hanemann issued a press release and called the local television station to do a story. For the national merit semi-finalists, Jesuit compiles a brochure with the students' pictures and the elementary schools that they attended and sends that information to the press. Hanemann said that "the danger in issuing...a lot of press releases...is that we can be accused of being arrogant, and we don't want to project that image, so we keep it high profile."²⁵⁶

Jesuit spends a great deal of time and energy planning the Open House for prospective students each year. Before Open House, Jesuit send letters to students in Catholic elementary schools and recently to some public schools to attract minority students and runs ads in the *Clarion*, the *Times Picayune* and the *City Business*. At Open House each group of about 10 parents and students receives a tour by a Jesuit student who is a junior or a senior. The reason for using the students as tour guides is that in Hanemann's opinion, the students sell the school to prospective students and parents. "We think that if these students and parents can meet our tour guide then those parents will want their students to grow up to be like that Jesuit student tour guide," Hanemann said.²⁵⁷ In addition to meeting the students at Open House, many Jesuit alumni greet prospective students and parents; Hanemann strategically places all around the school to answer questions and talk to the tour groups.²⁵⁸

About five years ago, Hanemann made a change to Open House that has "just worked out great, because all of the incoming parents tell me that no other school does that or has picked up on the idea."²⁵⁹ Hanemann's idea was to have a Jesuit student talk at Open House. After all, the prospective parents heard from administrators at Open House, but the students only listened to the tour guide. Hanemann refused to allow the student council president to speak, either; not everyone is a leader, and Hanemann wanted an "ordinary" student to speak. "Last year the kid I picked was the worst kid in the school. He was always late, and had a very laid-back attitude...but he wrote the speech...and didn't miss a beat. He was great," Hanemann said.²⁶⁰ The student who speaks at Open House stays away from the curriculum or the extracurricular activities at Open House. The speech discusses how that student felt as a seventh grader trying to decide on a school to attend and why that student chose Jesuit and how that decision was the best choice for that young man.²⁶¹

Prospective students and their parents at Open House or during the application process, receive several brochures and printed information from Jesuit. In particular, Jesuit compiles a fact sheet with several categories to give an overview of the school for prospective students and parents. Most of the information in the document dispels many of the myths surrounding Jesuit education, such as the myth that Jesuit operates as a school for the elite—financially and intellectually superior students.²⁶² The “Jesuit High School: 1997-1998 Fact Sheet,” gives the number of students in each class along with the alumni connection (son or brother) for those students admitted to Jesuit in each of the school years from 1994 to 1998. The Fact Sheet also lists the number of national merit semifinalists, the average SAT and ACT scores, along with a comparison of Jesuit’s tuition to the “gap” and the number of students receiving financial assistance.²⁶³ When McGinn speaks at Open House, he talks about the myths—that students must be financially and intellectually superior and that the alumni oversee admissions. “I tell them (prospective students and parents) that only 20 percent of our students have fathers who attended here and that you don’t have to be financially or intellectually superior to become a Jesuit student,” McGinn said.²⁶⁴

The development and alumni affairs office, in addition to playing a major role in the planning of Open House, attend all of the elementary school fairs and auctions in the area. “We (Hanemann and his staff) are always donating shirts and mugs or whatever the schools want for their fair just to keep our name out there, mainly so that the schools won’t think that Jesuit is so arrogant that it won’t attend an elementary school fair,” Hanemann said.²⁶⁵

Jesuit’s alumni play a crucial role in promoting the school through word-of-mouth and through donations to the school, therefore Hanemann and his staff spend a large amount of time maintaining contact with the alumni. The development and alumni affairs office publishes the

Jaynotes, the alumni magazine, five times a year for all alumni and sends the *President's Report* annually. The *Jaynotes* and the *President's Report* contain stories and information that let the alumni know that Jesuit continues to produce outstanding graduates and that any student, regardless of finances, who meets Jesuit's qualifications is able to attend Jesuit. In fact, Jesuit's endowment fund totals \$19 million. "Our alumni are really big on making sure that any kid who's qualified to go here, can go here...there are many people who came to Jesuit on scholarship...and that's why they feed on those scholarships," Hanemann said.²⁶⁶

In addition to the *Jaynotes* and the *President's Report*, Jesuit uses its web site to communicate with its important publics—alumni, students and parents. In the past year, Jesuit revamped its web site, making the web site more user friendly. For instance, the web site allows Jesuit graduates to register and receive usernames. Once Jesuit alumni register on the web site, they may use their usernames to logon and search for other alums in their graduating classes. Of course, Hanemann approves any information that goes onto the web site. Hanemann used the example of one organization at Jesuit that used the word "elite" to describe a group of students at Jesuit. Immediately, Hanemann changed the wording in order to stay away from the image of Jesuit as an elite school. Goforth receives all e-mails from the web site and forwards the questions to the appropriate personnel.²⁶⁷

Development in the Jesuit Development and Alumni Affairs Office

The development and alumni affairs staff at Jesuit works throughout the year to promote Jesuit's image in the New Orleans community and to bring in the money that Jesuit needs to continue to operate and to improve each year. Therefore, development and public relations work together at Jesuit. Kelly's public relations research and her study of Grunig's public relations models, led her to develop a table in which she adapted Grunig's four public relations models—

press agency, public information, two-way asymmetrical and two-way symmetrical—for use as development models.²⁶⁸ The Jesuit development office displays characteristics of the public information, two-way asymmetrical and two-way symmetrical models.

Hanemann and McGinn both believe that in order for Jesuit to speak with one voice to prospective donors, the development and alumni affairs office must be directing that voice.²⁶⁹ Therefore, all public relations, development and alumni relations activities fall under Hanemann's direction.²⁷⁰ Jesuit's operating income for the 1998-1999 school year totaled \$5,449,330, and the school's operating disbursements totaled \$6,988,617. Jesuit's total deficit from operations was \$1,539,287. To eliminate that total deficit of \$1,539,287, the development office received \$1,902,729 in total contributions in the 1998-1999 school year. The contributions came from alumni, parents, friends and foundations. Alumni and parents bring in the majority of the contributions, with the alumni contributing \$1,121,667 and the parents donating \$646,602 in the 1998-1999 school year.²⁷¹ Because such a large percentage of the donations made to Jesuit each year come from both alumni (59%) and parents (34%), the development office focuses its public relations and development efforts on both alumni and parents.²⁷²

Each year Jesuit conducts its annual appeal to parents called PAG, Parents' Annual Giving Drive. The development office organizes PAG, but Jesuit parents run the entire drive. Hanemann and McGinn pick three men to serve as tri-chairs for each class. These class chairs serve for five years, beginning from the time their sons are in eighth grade to ensure continuity. Hanemann said, "Then the senior year, we take one of the three (chairs) and make him general chairman and pick somebody just to fill in for a year."²⁷³ Jesuit uses the money donated through PAG to make up for the deficit between total income and expenditures, often to account for the

“gap” of about \$1,927 for each student in the 1999-2000 school year. To determine the gap, Jesuit divides the student population of 1,270 students into the \$2,447,406 deficit.²⁷⁴ The PAG program began in 1975 and “has grown steadily in donations and participation. Last year (1999-2000 school year) parents of Jesuit students pledged more than \$908,352 to the Drive. More than 83% of the parents participated, and Jesuit collected more than 92% of the pledges.”²⁷⁵

Jesuit also receives money from its alumni, who contribute to the school through the Living Endowment Fund, the Parents’ Annual Giving Drive and various scholarship funds. In 1926 Henry Prevost gave Jesuit a \$500,000 donation, and the interest on that \$500,000 helps students who cannot afford Jesuit’s tuition. The alumni make contributions to the Endowment Fund, not the parents.²⁷⁶ In the 1996-97 school year, 35 percent of alums contributed money to Jesuit.²⁷⁷ Hanemann estimated that in the 1999-2000 school year, about 45 percent of alums gave to Jesuit.²⁷⁸ For about 10 nights in the fall, the development office asks about 60-70 people to call and ask Jesuit alums for contributions, and then the development office wraps up the campaign in the spring by calling alums for about three nights.²⁷⁹

Public Information Model

Jesuit’s development and alumni affairs office adheres to the public information model in that the office “disseminates factual information, which prospective donors then use to make a rational decision to give.”²⁸⁰ Jesuit maintains constant communication with both its alumni and parents. In Hanemann’s estimation, Jesuit alumni receive some type of correspondence from the school about once a month, either about an upcoming reunion, alumni event at school such as homecoming or the latest capital campaign to make physical improvements to the Jesuit campus.²⁸¹ However, when the time comes for the Annual Appeal to alumni, each graduating class has two class captains who receive materials and information from the development and

alumni affairs office. Then, the class captains send letters and brochures to Jesuit alumni about the annual appeal. Finally, the class captains enlist the help of other members of their classes to help with the phone-a-thon in both the fall and the winter. Similarly, Jesuit selects parents to become class chairs for the PAG program. The development and alumni affairs office then sends letters and brochures to Jesuit parents and then calls each parent to talk about PAG. Then, one day during the fall, usually in October, Jesuit asks parents to come to school to make a pledge to the PAG program.²⁸²

Another aspect of the public information model states that “basically, people want to help; they just need to know about our particular needs and be asked for their gift.”²⁸³ Neuburger describes the alumni at Jesuit as “probably second to none with loyalty to a high school.”²⁸⁴ The alumni at Jesuit contribute an overwhelming amount of money and time to the school by helping with events such as Open House and homecoming. “We use alumni a lot... We always have to be aware that we’re not using the same ones... Now that Emmitt’s (Smith) here, he knows the younger kids and so he’s able to pull more of them,” Hanemann said.²⁸⁵

Jesuit’s alumni want qualified students to be able to attend the school, because many of them received a Jesuit education on scholarship. The alumni are so generous with their money as far as scholarships go that Jesuit boasts 100 fully endowed and 120 partially endowed scholarships—an endowment fund of \$19 million. Hanemann said, “We have to go out and find kids and offer to put them scholarship, because our endowment is so enormous.”²⁸⁶ Therefore, when alumni offer to spend \$60,000 to endow a scholarship, Hanemann often tries to funnel their donations to other sources, such as the recent capital campaign to make several improvements to the physical plant at Jesuit, and the alumni responded. “We made our first call for the Capital Campaign in December of 1998... and after 18 months, we had \$7 million... For this part of the

campaign...we stayed away from parents, because we didn't want to impact our annual fund. We primarily concentrated on alumni around the United States, and they were very responsive to our needs," Hanemann said.²⁸⁷

Two-Way Asymmetrical Model

Using his public relations background and education, Hanemann often uses research before and after launching major public relations and development campaigns. Therefore, Jesuit subscribes to the two-way asymmetrical model in that, "Before beginning, we (the development and alumni affairs office) do research to determine public attitudes toward the organization and how they might be changed."²⁸⁸ Before launching a major fund raising drive, such as the capital campaign, the development and alumni affairs office conducts research. Hanemann said, "Before a capital campaign, we do an extensive feasibility study that includes face-to-face interviews with key alumni and parents."²⁸⁹ In addition to the capital campaign research, the development and alumni affairs staff evaluate each annual appeal after its completion. Hanemann said, "We...see what classes are giving, which ones aren't, how to...get to the younger alumni, what's the best means of communication for each age group: brochures, letters, etc."²⁹⁰ Therefore, the development and alumni affairs office emphasizes not only the organization of the event such as the annual appeal, but on the research both before and after the event occurs.²⁹¹

Two-Way Symmetrical Model

Jesuit also displays characteristics of the two-way symmetrical model in that "the purpose of this (fund raising) program is to develop mutually beneficial relationships between the organization and its donors."²⁹² The development and alumni relations staff at Jesuit wants the Jesuit alumni to feel "a sense of ownership" in the school.²⁹³ In other words, Hanemann and his

staff do not want alumni to feel like the only contact that they have with the school is when Jesuit wants money.²⁹⁴ Therefore, McGinn, especially spends time maintaining contact with the alumni. For instance, McGinn attends almost every class reunion as well as alumni luncheons and funerals.²⁹⁵ The alumni seem to respond to McGinn's efforts as well as the development and alumni affairs' work to make the alumni feel as if they are integrally involved in the continued success of the school. Although not a Jesuit graduate, Neuburger noticed that Jesuit alumni "want this place continue to thrive. It's part of them. It's part of their lives... We're (the Jesuit administration) going to have to continue to strive to improve on what we're doing... This place will not tolerate slippage."²⁹⁶ Therefore, the development and alumni affairs office often hosts alumni events such as a golf tournament, fishing rodeo, homecoming Mass and breakfast, where the alumni are invited free of charge to see former classmates and to speak with McGinn and Hanemann about Jesuit High School. "We don't charge for anything, because it comes back to us in another way. Our alumni give over \$1 million a year. It comes back," Hanemann said.²⁹⁷

Conclusions

James Grunig's public relations research led to the conclusion that public relations would be affected as organizations grew in size and complexity and age. As the public relations department became an important part of the organization, Grunig also argued that the public relations manager needed to participate in decision making as part of the administrative team.²⁹⁸

Jesuit qualifies as an organization that continues to grow in size, complexity and age. The Fathers of the Society of Jesus founded Jesuit more than 150 years ago as one part of the College of the Immaculate Conception. Since that time, the Fathers of the Society Jesus moved the school to its present location where the physical plant continues to grow as well as the student body.²⁹⁹ In addition, the faculty and staff at Jesuit continue to grow as Jesuit moved

from having just a principal to both a president and a principal and added several new departments such as admissions and development and alumni affairs.³⁰⁰

The administrative structure at Jesuit creates a situation in which the president oversees the financial workings of the school, and the principal manages the faculty and student body.³⁰¹ The development and alumni affairs office falls underneath the president in Jesuit's organizational structure. In compliance with Grunig's argument that the public relations department should participate in all management decisions, McGinn and Hanemann constantly communicate. Hanemann said, "Nothing goes out of here (development and alumni affairs office) without him (McGinn) approving it or being aware of it."³⁰²

Grunig's research into public relations models starts with the oldest and least ethical model—press agency—and ends with the most recent and "excellent" model—two-way symmetrical model.³⁰³ Jesuit's development and alumni affairs office conducts all public relations, development and alumni relations from one office in order to speak with one voice.³⁰⁴ Jesuit's development and alumni affairs office exhibits characteristics of the two-way symmetrical model—striving to achieve mutually beneficially relationships between the organization and its key publics—alumni, prospective students and parents.³⁰⁵ For instance, in Grunig's two-way symmetrical or excellent public relations model, the public relations director acts as a manager, not a technician who participates in administrative decisions.³⁰⁶ Hanemann's public relations background and experience certainly qualifies him to be a manager as he oversees the entire office and communicates with McGinn and the Jesuit administration on major decisions. In addition, Hanemann sits on the alumni board at Jesuit as well as the President's Advisory Council.³⁰⁷

Another characteristic of an excellent public relations program is that the purpose of the communication program must be to build stable, open and trusting relationships with strategic constituencies. Therefore, the “quality of these relationships is the key indicator of the long-term contribution that public relations makes to organizational effectiveness.”³⁰⁸ Jesuit maintains close ties with its key public, alumni, by constantly communicating with alumni and allowing the alumni to have a “sense of ownership” in the school, and in Hanemann’s opinion, “talking to them and...listening when they tell us what they like and what they don’t like about the school.”³⁰⁹ The development and alumni affairs office continues to see the benefits of fostering an open and trusting relationship with alumni through the amount of money and time that alumni contribute to the school each year. In the area of research, Jesuit often conducts interviews and surveys before and after fund raising events such as the capital campaign and the annual appeal.³¹⁰

Jesuit’s development and alumni affairs office also displays characteristics of Grunig’s public information model in that the development and alumni affairs office often disseminates information through one-way communication by producing newsletters, pamphlets, press releases, and letters without always receiving feedback from the strategic public—alum, student or parent.³¹¹ The development and alumni affairs office often receives feedback from the alumni, but conducts little research or does very little to receive feedback from prospective students and parents. Internally, the principal meets with every student and his parents during the summer before their junior year and receives feedback to evaluate their education at Jesuit up to that point. The interviews allow the administration to address any areas that need to be improved—curriculum, extra curriculums, faculty, staff, etc.³¹² The development and alumni affairs office communicates with parents, especially those parents who are alumni and who

participate in PAG, but Hanemann would “like a staff of about 10 more people...because with a bigger staff we’d be able to keep one person on the road all of the time going to cities and maintaining communication with alumni and potential donors.”³¹³

The amount of money Jesuit raises each year allows the school to maintain an outstanding faculty and staff and offer a variety of extra curricular opportunities to students while keeping tuition lower than nine other private schools in New Orleans and 39 other Jesuit schools in the United States.³¹⁴ After being in operation for over 15 years, the development and alumni affairs office operates as the voice of the institution and remains intimately involved in the organizational decision-making process.³¹⁵

Grunig’s and later Kelly’s theories of public relations and development tend to rest on the concept of time. After all, Grunig’s least ethical model—press agency—is the oldest, and Grunig’s research argues that the older and larger and more complex the organization, the greater the impact on the public relations department.³¹⁶ Jesuit’s development and alumni affairs office appears to be headed in the direction of Grunig’s two-way symmetrical or excellent public relations model in that the office display several characteristics of that model. Hanemann’s office has not reached the stage of being an excellent public relations and development program, because the office still displays characteristics of the other models, mainly the public information model. Obviously, Hanemann would like to see an increase in the number of his staff and McGinn wants to see more involvement from more alumni, especially younger alumni.³¹⁷ Possibly, an increase in the development and alumni affairs staff might allow Jesuit to achieve Grunig’s excellent public relations model by having more people to conduct research and to maintain mutually beneficial relationships with all of Jesuit’s key publics.

SAINT THOMAS MORE CATHOLIC HIGH SCHOOL

History of STM

St. Thomas More (STM) opened its doors in August of 1982, but the planning process started in 1978.³¹⁸ In the beginning, the Diocese of Lafayette intended to consolidate Our Lady of Fatima and Cathedral-Carmel High Schools into one high school—STM. (Fatima and Cathedral-Carmel would then operate as elementary schools only.)³¹⁹ By the end of the four-year planning process, however, STM became a multipurpose facility with a total of 25 acres, 3.5 of which fell under one roof.³²⁰ Currently, STM accepts students from 12 parishes in the Lafayette area. Each of these 12 parishes owns a portion of STM, with one of the 12 pastors being appointed by the Bishop to serve as chancellor of STM.³²¹

Although STM is relatively young, the school continues to make changes to its physical plant to meet the needs of its students, faculty and staff. For instance, around 1996 STM launched a capital campaign to build a second gymnasium, a stadium, seven classrooms and a multi-purpose room.³²² STM raised almost \$3 million in its first capital campaign.³²³

STM's mission statement clearly outlines the goals of an education at STM. "St. Thomas More Catholic High School serves its families, the civic community, and the Church by preparing young people to become servant-leaders: educated, compassionate people of conscience, centered in gospel values, guided by the example of Thomas More who was 'God's servant first.'"³²⁴ STM prepares students to become "servant-leaders" by offering students a wide variety of opportunities to use their gifts and talents in a positive way. STM offers 20 extracurricular opportunities as well as 14 athletic teams (including girls) to over 1,000 students.³²⁵

With 73 faculty members and over 1,000 students, STM offers a diverse curriculum to fit the needs of its students.³²⁶ STM serves as a college-preparatory school with different courses of study available to students—honors, college prep, and regular. Those students who need additional academic services because of disabilities and/or low standardized testing scores, may receive additional help through the Academic Support Program, which is a program based on federal and states guidelines to assist those students who need help in one or several different areas.³²⁷

Since 1990, STM's student body grew in number to its present capacity of about 1,040-1,050 students.³²⁸ Ray Simon, STM's principal, said that "there was an attempt from some leaders in the school...about four or five years ago to put a numerical cap on admission, and the bishop rejected that...Unless we make some changes there (to the physical plant), we won't be able to accommodate any more than about that 1,050 mark.."329 STM, unlike CHS and Jesuit, maintains an open admission policy. According to the admission policy, STM denies admission "only when the administration's professional judgment determines that a student's educational needs cannot be properly served at St. Thomas More Catholic High School or when a student's discipline record indicates a serious disruptive pattern."³³⁰ Although STM clearly states that all students who meet the criteria may attend STM, STM gives priority to students whose parents are registered parishoners of the 12 owner-parishes and/or students who are enrolled in parochial schools in the territories of one of the 12 parishes. STM also gives first priority to the children of STM faculty and staff members.³³¹

As part of the admission policy, students do not take an admission test as a way to determine if a student is eligible to attend STM. Therefore, STM's numbers continue to increase as the size of the feeder schools—Cathedral-Carmel, Fatima and St. Cecilia—continues to

increase.³³² Simon said, “It may be that one way to deal with the growing demand (for admission to STM) will be to become more and more selective, but that’s a hot potato... We were formed to serve the students of the feeder schools...and now some of the owner parishes who do not own elementary schools but own STM feel like their kids ought to have full right to go to STM even though those students went to a public elementary school.”

Tuition for new and returning students at STM for the 2001-2002 school year was \$4,085 for in-parish students and \$4,285 for out of parish students. Davis estimates that out-of-parish students account for about 15 percent of STM’s incoming freshmen each year.³³³ Students who need financial assistance may apply for the work-study program at STM. The work-study program provides \$125,000 in tuition assistance to students who work at STM from June 1 to July 31. Students who want to participate in the work-study program must submit an application by April 15, and must renew their applications each year if students wish to participate in the work-study program for more than one year. Davis said, “If there is someone in need we (the administration) go out of our way to help them.”³³⁴ One scholarship at STM, the Yvonne B. Jumonville Scholarship, provides \$500 of tuition assistance to one entering freshman for four years.³³⁵

Three times in STM’s history, the United States Department of Education awarded STM with the Blue Ribbon Schools Award.³³⁶ The Blue Ribbon Schools Award recognizes outstanding private and parochial schools and encourages Blue Ribbon schools to share ideas. In addition, schools awarded the Blue Ribbon Schools Award receive criteria by the United States Department of Education to assess themselves and plan for the future.³³⁷ In the 2001-2002 school year, STM produced two National Merit Semifinalists. STM won 38 state championships in athletics from 1982-2001 in addition to the LHSAA All Sports Trophy for 4A in the 1999-

2000 and 2000-2001 school years. Outside the realm of athletics, STM's speech and debate team won 13 state championship titles, and one year won the National Catholic Forensic League Debate Title.³³⁸

Background Information of Support Personnel at STM

When Ray Simon became the principal at STM in February of 1991, Simon became the top administrator at a school that was barely a decade old. Currently, Simon boasts over 30 years of professional experience in the education field, receiving a bachelor's and master's degree in education from the University of Louisiana at Lafayette in 1970 and 1976, respectively. Before becoming the assistant principal at STM in 1989, Simon taught in the Lafayette Parish public school system for over 13 years. Then, in 1983 Simon became the principal at Vermilion Catholic High School in Abbeville, Louisiana, until he moved to STM.³³⁹

Underneath Simon on the organizational chart at STM are five members of Simon's "administrative team."³⁴⁰ Karen Domengeaux serves as the assistant principal in charge of academics at STM, and Rich Lane acts as the dean of students at STM. The religion director, Charla Macicek, and the athletic director, Kim Broussard, also serve on the administrative team, which meets every week. Finally, Leslie Davis, the development director, rounds out the six-member STM administrative team.³⁴¹

Leslie Davis, a 1989 STM alum, became the development director at STM in the summer of 2000 with a background in radio and advertising. After graduating from Texas Christian University in 1994 with a B.S. in journalism, Davis moved back to Lafayette where she worked at a radio station where she acquired experience in buying media. After a year in radio, Davis worked as an account executive at two advertising agencies—Sides and Associates and the

Graham Group. At both advertising agencies, Davis worked with clients learning about their needs and helping to plan their advertising promotions.³⁴²

Davis left her position at the Graham Group to become development director at STM so that she could “concentrate her efforts on one place, one school. And when I was here (at STM)...it (development) just seemed like a lot of fun.”³⁴³ The development department at STM consists of three employees—Davis, an assistant development director, Mary Kellner and the admissions director, Ramsey Perron. Kellner provides a unique perspective to the development office; Kellner has one son who already graduated from STM and another son currently enrolled in STM so she has insight into the needs of the student body at STM.³⁴⁴

Chancellor/Principal Model

The first research question examined Grunig’s theory that the size, age, complexity and centralization of an organization affected the public relations department.³⁴⁵ In operation for less than 25 years, STM’s student body grew from a little more than 800 students to over 1,000 students.³⁴⁶ In addition, a recent capital campaign already raised money to add to STM’s physical plant, particularly with seven more classrooms and a football stadium.³⁴⁷ Grunig’s public relations research led to the conclusion that organizations are more likely than less likely to have a public relations department as they age and grow in size and complexity.³⁴⁸ Since STM’s inception, the school has used the chancellor/principal model as opposed to the president/principal model for setting up STM’s administrative structure.

STM, unlike CHS and Jesuit, is not owned by a particular religious order; instead, originally 11, now 12 parishes in the Lafayette area own STM, and STM is a diocesan school. The organizational model in place at STM and other schools in the Diocese of Lafayette gives the principal a great deal of autonomy, because Simon bears responsibility for the overall

operation of STM.³⁴⁹ The pastors of the 12 owner-parishes form a board that advises the chancellor at STM; the bishop of the Diocese of Lafayette appoints the chancellor. Currently, Monsignor Richard Mouton of St. Pius Church serves as chancellor at STM. STM then has a school board that makes school policy effective by ratification of the chancellor.³⁵⁰

Mouton's term as STM's chancellor spans most of Simon's principalship. Simon said, "Mouton's got a school background. He was diocesan superintendent at one time. He doesn't run the school. He takes his role seriously but the administrative team of the school runs the school. But he is my boss...and obviously he's under the bishop."³⁵¹ Although STM has no president, the principal oversees many of the same duties as the president does at CHS and STM. For instance, Simon said that he spends a great deal of time with "the finance program of the school, with the personnel, with public relations and just professional growth across the board."³⁵² Simon's Assistant Principal, Domengeaux, oversees curriculum and curriculum development, while the Dean of Students, Lane, mainly handles discipline and student activities at STM, thereby leaving Simon some time to manage STM's future.³⁵³

Simon agrees that the organization of most private schools resembles that of private businesses, although Simon warns that unlike businesses on the New York Stock Exchange, "We're (STM) a people business so we're much more concerned with the spiritual and academic welfare of our students and the whole school community. But at the same time, we have to operate in the black."³⁵⁴ STM deviates from the corporate model and somewhat from the president/principal model in that the chancellor has a minimal amount of input into STM compared to the president at CHS and Jesuit. After all, the chancellor manages his own church parish in addition to holding the title of chancellor at STM. Therefore, although Simon would like to spend most of his time dealing with the "business-side" of STM, he often must handle

situations involving students that the president of a school like CHS or Jesuit would not have to worry about, because the principal would handle a similar situation.³⁵⁵

Development Office

STM opened its doors in the early 1980s and immediately hired a development director. After all, Simon said that “STM was sort of hamstrung in its fund raising because the parents and the church parishes (in the Lafayette area) were two of the principal groups that paid for the construction of the facility, and this is the 19th year of use...so we’re just coming out of that.”³⁵⁶ The original facility at STM cost the parents and church parishes \$5.8 million.³⁵⁷ CHS and Jesuit merely have to add-on to their present facilities, rather than pay for the original construction. STM also is located in Lafayette, whose parish personal income by major industry was a little more than \$4.8 million in 1998.³⁵⁸ Whereas Jesuit, which pulls students from several parishes including Orleans Parish had over \$12 million in personal income by major industry in 1998, and East Baton Rouge Parish, where CHS is located had over \$10 million in 1998 as well.³⁵⁹ In addition, during the first decade of STM’s existence, the “oil bust” hit and as Davis said, “We (STM) were barely staying open.”³⁶⁰ In Louisiana, especially in the Lafayette area, in the mid 1980s, the oil industry “busted” causing thousands of people to lose their jobs and many to move, particularly to Texas and to other “booming” southern cities such as Charlotte, North Carolina, and Orlando, Florida.³⁶¹

Therefore, during the first decade of STM’s existence, the main focus of development centered on building an image of STM as a worthwhile investment to those people who paid for its construction. Then, once the student body continued to grow and STM quickly outgrew its original facility, the goal of the development office shifted from the original investment in the facility to a capital campaign to improve the physical plant, and thereby advancing the overall

education at STM.³⁶² Now the development office wants to “build back contact with the alumni...and to increase the amount of money raised by the annual fund.”³⁶³

Size, Complexity and Age

Grunig’s research rested on the element of time in that as organizations aged and grew in size and complexity, more of a need existed for a public relations department.³⁶⁴ STM appears to be in the beginning stages of Grunig’s theory where not as much of a need exists for a public relations department. However, in the next few years, as STM continues its annual fund, which has existed for three years, more of a need may arise for a public relations department. Simon seems to agree with Grunig’s logic when he said, “the development office probably could use two or three more people in there, and I think it will grow to that within the next three or four years but budgetary constraints figure in there.”³⁶⁵ Obviously, Simon wants the development office to grow in size and sophistication, but because STM is still “getting its feet off of the ground” financially, budgetary constraints presently prevent Simon from increasing the size of the development office.

Centralization

Despite the small size of the development office at STM, the development director reports to the principal and participates in decisions made by the administrative team. “The administrative team of the school runs the school,” Simon said.³⁶⁶ The administrative team consists of the principal, assistant principal in charge of academics, the dean of students, and the religion, development and athletic directors.³⁶⁷ Simon and Davis consult weekly and on an as-needed basis. Even though Davis is relatively new, Simon allows the development office to have a great deal of autonomy in making decisions. For instance, Davis said, “I pretty much just run the office as it needs to be, but I ask their (principal and assistant principal) opinions a lot

because I am new. I like to get everybody involved if there's a decision, it just depends on how major it is. Mary and I bounce ideas off of each other, which is great, too."³⁶⁸

Public Relations at STM

The second research question used Grunig's research to explore the public relations model(s) STM used.³⁶⁹ The STM development office focuses its public relations efforts on prospective students mainly from its feeder schools and owner-parishes, along with alumni and former parents.³⁷⁰ While STM may reject students for certain discipline or academic reasons, most students who apply for admission and meet the criteria gain admission to STM. Simon said, "We were formed to serve the students of the feeder schools, to be their high school."³⁷¹ Therefore, STM focuses its public relations efforts on those students in the feeder schools, because in Davis' estimation, about 80 percent of the students from Fatima and Cathedral Carmel attend STM.³⁷²

The development office at STM consists of three employees—the development director, the assistant development director and the admissions director. (In the past year, STM's administration added the admissions director to the development office.)³⁷³ Davis proofreads all publications before production and organizes all alumni activities, such as the alumni Mass and various other events during homecoming. When STM receives donations, Kellner records the donations and writes thank-you letters, but Davis proofreads the letters so that she has an idea of who is donating to STM. Davis serves as the executive director of STM's foundation and meets with various people—parents, grandparents, businessmen, alumni, etc.—on different fund raising activities, as well. The development office also writes press releases and submits development information to the STM web site and to the administrative secretary who compiles STM's monthly newsletter, *More on the Way*.³⁷⁴

Although small in number, these two women, in Davis' opinion, form the "catch-all" office at STM—organizing STM's public relations and development efforts while organizing such alumni activities as the alumni Mass and a reception during the Sunkist Shootout, an annual basketball tournament held at STM.³⁷⁵ Using Grunig and Kelly's research in public relations and development, this thesis explored which one of Grunig's public relations models STM used.³⁷⁶

Image Management

The building and planning process of developing STM took place over a four-year period, and when the process was finished, the community of southwest Louisiana built a school to educate the children of parishioners in originally 11 Lafayette church parishes—a school facility that cost \$5.8 million in 1982 at a time just before the oil bust hit Lafayette, Louisiana.³⁷⁷ The parishioners of those 11 parishes assumed the majority of STM's debt when the original facility was built, thus causing in Davis' opinion, "some bad feelings" about having to pay for the school.³⁷⁸

The STM administration and the development office since STM's first year in 1982 tried to market the accomplishments of its students in order to negate some of those "bad feelings" about having to pay off STM's debts when many of those people accumulated personal debt during the oil bust. Simon felt that having a successful development and public relations department depended not as much on the people working in the office but the overall image of the school. Simon remembered his first year as principal of Vermilion Catholic when the development director said, "Don't give me a Volkswagen and ask me to sell a Cadillac."³⁷⁹ With schools, Simon said, image often is reality, and the quality of STM's students certainly helps the school's image.³⁸⁰ Both Simon and Davis pointed out the number of awards won by STM students, particularly the awards garnered by the "low-profile" organizations such as speech and

debate, campus ministry, service organizations, yearbook, etc. The development office works to make the parishioners of the 12 owner-parishes aware of what STM's students continue to accomplish.³⁸¹ For instance, the STM development office distributes registration materials to the owner-parishes each year. Those registration materials include an application along with pamphlets on what STM offers to its students.³⁸² In the future, Davis would like to survey the parishioners of STM's owner parishes to "get a feel for the image of the school and to...see if some of the bad feelings about the parishioners having to assume the debt of the school still linger."³⁸³

Besides the image of STM as a school that caused many people to bear the burden of a huge debt, Simon and Davis believed that some people in the Lafayette community saw STM as a haven for drugs and the children of wealthy people. When Simon taught in the Lafayette public school system during the first two years that STM existed, he remembered people referring to STM as a "center for drugs. The rationale was that people had money to pay for the drugs, so they must be there."³⁸⁴ STM's tuition is almost \$1,000 more per year compared to Teurlings Catholic High School, the other Catholic high school in Lafayette. STM's tuition is \$4,085 for in-parish students and Teurlings' tuition for Catholic students is \$3,275.³⁸⁵

Simon believed that "STM gets slammed a little more than many private schools because of its high-profile, its success in academics, athletics and extra-curricular activities...Because in our (STM's) immediate area, both ESA and the Academy of the Sacred Heart (Sacred Heart)...have significantly higher tuition rates than STM does...but they don't get slammed as much as STM does, because...they're not beating people on the football field and stuff like that."³⁸⁶ Also, ESA and Sacred Heart have fewer students than STM does. ESA (6-12) has 411 students, and the Academy of the Sacred Heart (K-12) contains 133 students in the high

school.³⁸⁷ Simon felt that people often judged a school based on their personal encounters with students, and with STM having so many more students compared to STM and Sacred Heart, more of a chance existed for people to have both positive and negative experiences with STM's students.³⁸⁸

Simon and Davis recognize the fact that STM, at one time, had a drug problem.³⁸⁹ Therefore, STM drug tests every student on a random basis by homeroom.³⁹⁰ Davis felt that some people outside of the STM community viewed the drug testing at STM as an admission that STM had a problem with drugs. By doing the drug testing, Davis said, "that it conveys a negative image...to the outside world; it brings the drug issue to the forefront of people's minds."³⁹¹ Despite the image of STM as a "drug school," the school continues to see an increase in its student body. Simon said that the school "works to promote a positive atmosphere and to create positive peer pressure."³⁹²

Davis works with the administrative team in setting goals for the development office each year. Most of Davis' goals center around the school's 2020 plan—the strategic plan that will take STM through 2002. In October Davis along with the rest of STM's departments make their budgets for the next year. During that process, Davis evaluates each goal and objective and decides whether "to carry it forward or reevaluate it."³⁹³ Davis develops goals for certain areas of specialization—public relations, marketing, admissions, alumni and fund raising. Once Davis formulates the goals, she then develops objectives for each goal. For instance, one public relations goal for this year involves educating the faculty about the importance of communications at STM and of sending all types of communication through the development office. One objective for that goal was for Davis to conduct an educational in-service for

teachers about the importance of communications at STM. Davis said, “I keep a list in order to keep track of goals, and I write down the date of when I accomplish a goal.”³⁹⁴

Formulating goals and objectives remains a priority for the development office. However, because of Davis’ limited amount of time, the development office rarely conducts systematic research. For instance, Davis said, “It’s time for another survey, but because I’m an administrator, I spend lots of time in meetings...I would like the survey to be comprehensive including parents, alums, and the owner-parish community.”³⁹⁵ Most research done by the development office involves the administration and the development employees evaluating events such as the annual fund drive. For instance, Davis noted that the annual fund drive for the school went down this year, but donations to the foundation went up this year. The evaluation process led to the conclusion that one possible reason for the decline was the fact that the Parent Teacher Club held its fund raiser in the fall at the same time as the annual fund drive instead of in the spring. Davis wants to find the time for more research to first obtain some knowledge about STM’s image, especially in the owner-parish community, and then formulate a public relations strategy to either change or continue to develop that image.³⁹⁶

Relationship Management

The development office at STM maintains open communication lines with the students, parents and teachers at STM. Davis’ assistant, Kellner, is a parent, which helps because she helps Davis to give a different perspective, because Davis has no children at STM. The parents receive information from the development office through the monthly newsletter, *More on the Way*, and the annual fund, which is now in its 3rd year. The faculty at STM put together a wish list every year for non-budgeted items that the development office tries to raise money to give some of those items to the teachers. Davis feels confident in her relationship with the faculty at

STM. “I was lucky, because when I came in, I went away with the faculty for a weekend. That’s helped. So they (the teachers) come to me all the time for whatever they need, which is nice.”³⁹⁷ Although Davis is a relatively new staff member at STM, she compares the STM community to a family. Davis said, “I’ve been so happy with coming here. Parents have been great. The kids have been great. The faculty here is phenomenal, and I think we (at STM) need to get more of that out to the public.”³⁹⁸

STM often receives feedback from parents, students and especially the faculty about the development office’s fund raising and public relations efforts. However, the development office receives very little, almost no feedback from its alumni. In other words, most of the communication that the development office has with alumni is what Grunig calls one-way communication, in which the sender receives no feedback from the receiver.³⁹⁹ The first problem in STM’s communication with alumni is that the database of addresses is not current. The software program lists 3,068 alumni, but Davis thinks that the number may not be accurate. Davis said, “That (3,068 alums) seems low to me. I’m afraid we may have some people missing.”⁴⁰⁰ Not only are some alumni missing, but also many of the alumni addresses are the addresses of alumni parents. Davis said, “We (the development office) have parent addresses from nine years ago. Most of those people have moved on...If someone’s married and we see the announcement in the paper, we’ll update it, but we still don’t have their new address.”⁴⁰¹

STM has an alumni association that collects a one-time \$10 fee, but membership in the alumni association totals 700 out of 3,068 alums. One possible reason for the small membership in the alumni association is that the alumni newsletter, *Highlights*, the main source of communication between STM and its alumni, was not published for several years. Davis said that many people, including former students and parents of former students, have commented

that they missed receiving the newsletter. Therefore, Davis intends to begin publishing *Highlights* once again to maintain some type of communication with the alumni.⁴⁰²

STM is a relatively young school compared to Jesuit and CHS. Simon used the example that all homecoming activities used to be directed toward the students, because few alumni existed. Recently, however, the administration made the effort to involve alumni in the homecoming Mass and during the football game to make the alumni feel like they are still a part of STM. STM is such a new school that the 1999-2000 school year was the first year that an STM graduate had a child graduate from STM.⁴⁰³ Davis believed “that with each year more alumni will send their kids to school here, which is nice to see. Most of them (alumni) have their children in Catholic schools and will send them here.”⁴⁰⁴ The administration wants to communicate with the alumni, but in reality the administration has little time to spend fostering ties with alumni. Simon said, “For...the administrative team, the whole idea of being open to alumni and communicating with alumni is very important. And...we’re starting to build that...But I personally don’t have much personal interaction with graduates.”⁴⁰⁵

Davis and Simon admit that they possess a limited amount of time to spend on fostering ties with alumni. Therefore, the administrative team added the admissions director to the development office staff. Davis said that Perron oversees the admissions process and now has the responsibility of establishing and renewing ties with the alumni. For instance, Perron has been working with a firm that deals with directories to help STM in locating lost alumni addresses. Also, STM contacted classmates.com about finding alumni through their e-mail addresses. Another of Perron’s tasks will be to organize an alumni committee to brainstorm on ideas for increasing alumni involvement in the school.⁴⁰⁶

In Davis' short time at STM, few "crisis" situations have arisen. However, last summer, an STM graduate, who was in his first semester playing football for the University of Florida died from complications relating to heat stroke.⁴⁰⁷ When the STM alum died, reporters started calling STM for quotes and comments. Unfortunately, not all of the reporters' calls went through the development office. For instance, one reporter wanted a quote from the basketball coach, but the STM alum never played basketball. From this experience, Davis is compiling a policy manual for crisis situations that will be distributed to the faculty and explained through an in-service and will be published in the student handbook. Davis allows the athletic department to handle media calls, but she wants to ensure that only the appropriate people act as official representatives of STM. Davis said, "I don't want to tie their (athletics) hands, but I don't want just anybody acting as an official representative of STM."⁴⁰⁸

STM wants to diversify its student body. In fact, STM received a grant that allows students to offer free tutoring at primarily minority Catholic schools. Davis hopes to cultivate an interest in STM in some of these minority students through contact when the minority students are in elementary school. In addition to the after school tutoring, in the past three years, STM added a twelfth owner-parish, a parish dominated by minorities. Because the parish holds the status as an owner-parish, those parishioners receive priority status for admission to STM.

Media Relations and Tactics

One way to combat the negative image of STM as a "haven for drugs" is through news coverage of STM—not just stories about STM's successful athletic program. Davis tries to contact the media when she feels that a story is "newsworthy." Unfortunately, Davis said that "in Lafayette the media (newspaper and television stations) get a lot of complaints when it comes to covering a story about STM. They (the media) get a lot of complaints so they're careful as to

what they cover. I haven't had any problems...Every time I've sent something in, we've gotten at least one or two media to cover it."⁴⁰⁹

Davis has had success in getting coverage in Lafayette's newspaper, *The Daily Advertiser*. Every Monday the newspaper has a section titled, "Acadiana Scrapbook," which consists of pictures and stories about local schools. Davis feels comfortable with the amount of coverage from the "Acadiana Scrapbook" section, mainly because the newspaper tries to give an equal amount of coverage to each school. "I know it's not what the story is about; it's about who they have to put in to make every school happy and cover every school," Davis said.⁴¹⁰

Obviously many "newsworthy" stories occur at STM that Davis is unaware of simply because of the school's size. Therefore, Davis made a press release form and distributed the form to every teacher so that the development office could publicize those events that occurred in the classroom. Unfortunately, Davis has yet to receive a press release form from any of the teachers.⁴¹¹ Many of the teachers, in Simon's opinion, understand the fund raising goal of the development office, but teachers tend to concentrate on their students and their lessons. Davis wants the teachers to understand the development office's purpose and as Simon said, "She (Davis) works well with the teachers in many ways. It's almost like she's one of them. There's a lot of interaction between Leslie (Davis) and the faculty at STM."⁴¹²

As part of the admission process, STM publishes advertisements in the *Daily Advertiser* and sends information to its feeder schools as well as an Episcopal school in the area, which requests admission materials. STM hosts an Open House for prospective students and their parents. Also, STM holds two Parent Information Nights—one for the students in the owner-parishes and one for those students from out-of-parish schools. In addition, the admission

director and the STM counselors visit the feeder schools to answer any questions that prospective students or parents might have.⁴¹³

The students and parents at STM receive a monthly newsletter, *More on the Way*, which the administrative secretary produces along with a monthly calendar of events occurring at STM. In addition, the business department at STM maintains the web site. Over the past year, STM revamped the entire web site making sure that the information is current and that the site is easy to navigate.⁴¹⁴ Current and former students, parents and prospective students may visit the web site to receive information about extracurricular activities, registration, important phone numbers and sports.⁴¹⁵ Any questions from the web site go to the webmaster who forwards the e-mails to the appropriate personnel.⁴¹⁶

Development at STM

The development office at STM sponsors an annual fund drive each year and solicits gifts to the STM Foundation.⁴¹⁷ STM has a problem, however, because not only does the school sponsor the annual appeal each year, but also most of the clubs and the athletic organizations have their own fundraisers. Therefore, STM often asks parents and grandparents to give money to the school more than once a year. Davis said, “What we have tried to do...is to pear down school fund raising. We just have...an annual fund drive...but all of our clubs have fundraisers...My goal...for the annual fund drive is to raise enough money to help cover those expenses...We’ve tried to scale back, and they’ve started to grow again in terms of the number of fund raisers.”⁴¹⁸

Many of the problems associated with STM’s development activities revolve around the fact that STM is still in the “trial and error” stage of development—the beginning. Grunig’s public relations theories rest on time, in that the least ethical model, press agency, is the oldest

and the “excellent” or two-way symmetrical model is the newest model.⁴¹⁹ Not only is STM a relatively “new” school, but for the first ten or so years of its existence, the majority of the development office’s efforts centered on paying off STM’s debts and attracting students during the oil bust in Louisiana. Then, as the student population grew, the development office launched a capital campaign to improve STM’s physical plant. Only in the past three years has STM begun to ask parents and friends of the school for money through the annual appeal, and the development office plans in the next few years to reestablish ties with STM’s alumni to gather some feedback as to how STM can best serve the needs and desires of its alumni.⁴²⁰ Therefore, STM’s development and public relations efforts mostly center on Grunig’s older models—press agency and public information.⁴²¹

Press Agency Model

STM adhered to the press agency model in that one of the goals of the development office was to increase the amount of people who gave to the annual appeal each year.⁴²² Kelley phrased this mentality as “the more people who know about our cause, the more dollars we will raise.”⁴²³ Before Davis became STM’s development director, the annual appeal letter mainly went to the parents of current STM students as well as alumni and other friends.⁴²⁴

The development office would like to see the mailing list for the annual fund drive expanded to include people who have some type of connection with STM, particularly the parents of former STM students. Davis said, “I...think one of the weaknesses of this office is that we didn’t keep in touch with our former parents, because I know my parents...who now have their kids out of college...now have the money to give...And if they still felt something for STM, and they had at least received more *Highlights* or something they would be more likely to give at least something every year.”⁴²⁵ The development office believes that people, especially

former parents, would donate money to STM, but they do not give money because they either do not know that a need exists or have not been asked to give to the annual appeal. Therefore, Davis wants to tap those resources and expand the mailing list for the annual appeal to include not just parents but people who have some type of connection to STM.⁴²⁶

Public Information Model

With only two employees, Davis and Kellner often have little time to do much more than organize preplanned activities and focus on the annual appeal. Davis admitted that she “did not do any evaluation because I started in mid-July and was really trying to learn everything, not having been in development before...I didn’t have Mary...so I was just having to keep up with recording donations...I’m a big believer in planning so that’s hopefully my goal for next year.”⁴²⁷ With a small amount of personnel doing both public relations and development, Davis possesses little time for research. Therefore, according to the public information model, at STM “nearly everyone is so busy writing solicitation materials or producing publications that there is not time to do research.”⁴²⁸

Around 1995 STM hired Michael Guillot, founder and president of Virtual Development Group, an independent development consulting company specializing in non-profit organizations, to assist the school in developing a strategic plan, mainly for the capital campaign.⁴²⁹ The next strategic plan will be a six-year campaign to take STM to 2006, its 25th anniversary. Davis said, “Dr. Robert Richard, a program and staff development specialist...who works at LSU and Randy Haney, a lobbyist in Baton Rouge, are going to help facilitate our ‘dream team’ meetings so that we can input for all different publics.”⁴³⁰ A major part of the new strategic plan will address the problem of another feeder school, St. Pious, coming online in five years. The strategic plan may call for an expansion to STM’s physical plant, but a problem

exists in purchasing more land. Davis said, “We’re somewhat land-locked. The people that own the land around us are not conducive to selling to us. It’s a long...story but they were asking outrageous amounts, so we’re not willing to pay.”⁴³¹

STM conducts research in compiling its strategic plan, but most of the research centers around the physical plant and making sure that there will be enough classrooms and teachers to accommodate possible increases in STM’s student body. Davis admits that she has little time to speak one-on-one with potential givers, because the development office tends to be a “catch-all for every little thing coming in.”⁴³² For instance, during Davis’ first years as development director, the STM development office planned many of the homecoming events, because of the connection between the alumni and the homecoming festivities. Davis mentioned that she would like to plan more events for homecoming, but because of the small number of personnel, the development office did not have the time to devote all of its energies to homecoming with the annual fund drive, press releases and the organization of all fund raising activities at STM from the cheerleaders to the band.⁴³³ Now that STM has added the admissions director to the development office, Perron will spend time planning homecoming events and focusing on alumni.⁴³⁴

With so many different tasks to attend to on a daily basis, Davis possesses little time to make personal contacts with potential donors. Therefore, a great deal of communication between STM and potential donors occurs through the mail.⁴³⁵ Another component of the public information model argues that the organization “disseminates factual information, which prospective donors then use to make a rational decision to give.”⁴³⁶ Because donors to the annual fund drive have the choice of contributing money to the operating budget or to the St. Thomas More Foundation, the letters sent to prospective donors vary depending on which fund

the donor has given to in the past. Davis said, “The past donors that gave to the Foundation may get one letter and if a past donor gave to the school, they get another letter. And we have even another letter to send to people who are members of the Utopian Circle, and that is donors who give \$1,000 or more.”⁴³⁷ The only personal contact with donors comes from a committee of people who are Foundation members that make calls to members of the Utopian Club.⁴³⁸

Two-Way Asymmetrical Model

During STM’s first decade, the school concentrated on paying off its debts, attracting students during the oil bust and trying to convince the parishioners of the 11 owner parishes that STM was worth their monetary sacrifices.⁴³⁹ After almost 15 years of existence, STM launched a capital campaign and in the past couple of years started an annual fund drive with a focus on raising teacher salaries.⁴⁴⁰ In Simon’s opinion, the administration’s priorities for the students are in “maintaining the Catholicity of the school, aiding in the students’ spiritual development...and challenging the students...academically and in extra curricular organizations.”⁴⁴¹ With parents and alumni, however, STM adheres to the two-way asymmetrical model, which argues that the organization’s “broad goal is to persuade donors to give—primarily because that is what the organization wants them to do.”⁴⁴²

The STM development office wants to increase donations, particularly from former parents and alumni. Davis noted that her parents who no longer have children in college would be willing to donate money, because of Davis’ positive experience at STM. In addition, the development office wants to increase alumni involvement in the school, especially because Davis believes that the more involved alumni are in the school, the more willing they will be to donate money. Davis said, “The alumni aren’t giving to the school. And really once we get that (alumni giving) established, that’s going to be the lifeline of the school. I know it is at

universities... We're (the development office) going to try to build up a relationship with the alumni and then include them next year in the annual fund appeal."⁴⁴³

Conclusions

The data collected from STM upholds Grunig's public relations theory that the age, size, complexity and centralization of an organization affect the public relations department.⁴⁴⁴

Because of STM's relatively young age, the organization's administration does not place as much of an emphasis on public relations and does not fully understand how public relations can affect the organization. At STM, the development office's main goal centers on raising money for the school—at the beginning to pay off the school's debts, then to add to the physical plant and currently to increase teacher salaries.⁴⁴⁵

STM follows Grunig's theory that the public relations director must be an integral part of the administrative structure in order to manage relationships with strategic publics.⁴⁴⁶ Davis serves as a member of STM's administrative team and possesses enough autonomy to run the development office without being micromanaged by Simon.⁴⁴⁷ Simon has less time to focus on development, because the STM's chancellor is a priest with his own parish. Simon admits that the chancellor "does not run the school... The administrative team runs the school."⁴⁴⁸ Even though Simon delegates a great deal of responsibility to his assistant principals, he still must make changes in his day to solve problems, and in the 2000-2001 school year, Simon taught a civics class.⁴⁴⁹ Davis continues to develop her management styles as well as her goals and priorities, particularly because she is new to the development position.⁴⁵⁰

STM's development office displays characteristics of each of Grunig's public relations models, however because of STM's age, the development office displays more characteristics of the public information model. Grunig's theories rest on the concept of time, starting with the

press agency model and ending with the two-way symmetrical or excellent model.⁴⁵¹ STM's public relations and development activities fell closely in the line with the second of the four models—the public information model—and appeared to be working toward the third model—the two-way asymmetrical model.⁴⁵²

STM displayed characteristics of the public information model in that the development office received little feedback from its strategic publics and concentrated its public relations efforts on producing press releases and disseminating factual information about the school. For instance, the development office as Davis described it, often became a “catch-all” at STM, constantly organizing and producing publications for events such as the homecoming Mass. As the director, Davis wrote most press releases and compiled most publications. Davis' problem centered on her position as the overseer of both the public relations and development activities at STM, with a small staff. Therefore, the development office possessed little time or money to conduct research; the alumni newsletter, *Highlights*, for instance, stopped being published while STM conducted the capital campaign. The death of *Highlights* showed that the development office spent so much time on development that one of its strategic publics, the alumni, were largely ignored for several years.⁴⁵³

Davis wants to move toward the two-way asymmetrical model where the public relations office conducts research to develop strategies to make changes in the ideas and attitudes of both the organization and its publics.⁴⁵⁴ Before starting the capital campaign around 1995, STM hired Guillot to develop a strategic plan for STM and to do some research to survey STM's strategic publics. Davis would like to do a survey of the parishioners of STM's 12 owner-parishes to “get a feel for the image...and the feelings of the parishioners about having to pay off STM's debts.”⁴⁵⁵ If Davis conducted the survey of those parishioners, she would then use that research

to develop public relations messages that appealed to that constituency and to make any possible changes to cultivate positive feelings from the administration and the parishioners.⁴⁵⁶

STM's development activities tended to be the focus of Davis' position, because the development office organizes the annual fund drive with little help from parents, coordinates all alumni activities, and manages STM's foundation.⁴⁵⁷ The public information model best explained how STM structures its fund raising activities. With such limited personnel, Davis and Kellner spent time producing letters for the annual fund drive, recording donations, and managing STM's foundation. Davis admitted that little time existed for conducting research or even setting goals and objectives. When Davis took the job in July of 2000, Kellner was not in the office. Davis said, "I did not do any evaluation because I started in mid-July...so I was really trying to learn everything...and keep up with recording donations."⁴⁵⁸

The development office, however, continues to move toward the two-way asymmetrical model, because Davis wants to start using research to determine donor attitudes before planning development activities. Also, Davis wants to target all of STM's strategic publics—students, parents, and alumni—by sending annual fund drive letters to former parents and renewing the publication of *Highlights* to establish a relationship with alumni and hopefully transfer those positive feelings into monetary donations.

STM's development office appeared to be headed down Grunig's line of public relations models, ultimately trying to reach the most ethical model, the two-way symmetrical model. STM's age placed the organization in the "beginning" stages of developing its public relations and fund raising activities. STM and CHS possess over 100 years of history. STM has yet to reach the 25-year mark. STM's administration appeared to support the growth and advancement of the development office. Simon said that he would like to see the development office

“grow...within the next three or four years.”⁴⁵⁹ Perhaps more personnel combined with the renewal of relationships with alumni and former parents will lead STM toward Grunig’s “excellent” model.

ANALYSIS

Organizational View

This study relied on James Grunig's work. Grunig argued that factors such as the size, complexity, age and centralization of an organization impacted the public relations department.⁴⁶⁰ Based on Grunig's data, the first research question of this thesis explored the organizational hierarchy of private schools, especially as it related to the public relations department.

CHS and Jesuit displayed similar characteristics, which were different from STM's characteristics. For instance, both CHS and Jesuit boasted more than 100 years of experience in educating young men with a student body that grew to the point that CHS capped enrollment, and Jesuit does not plan to increase enrollment in the near future. In addition, both schools used the president/principal model in designing the schools' administrative structure; over time, both schools saw the need for an additional administrator to handle the schools' monetary needs, and added the president. STM, on the other hand, is preparing for its 25th anniversary in 2006 and uses the chancellor/principal model. Under the chancellor/principal model, the chancellor played a small role in running the school, leaving many of the monetary, academic and extracurricular responsibilities to the principal. STM's enrollment declined shortly after its opening due to the oil bust in the mid 1980s, but its numbers have steadily increased over the past ten years.⁴⁶¹ The public relations/development directors at all three schools immediately reported to the top administrator—the president at CHS and Jesuit and the principal at STM.

This thesis supported Grunig's theory about the age, size, complexity and centralization of an organization. For instance, both CHS and Jesuit began without public relations and development directors. As the organizations aged and became bigger and more complex with an

increase in students, faculty and administrators, public relations and development became more important. Therefore, after existing for more than 100 years, CHS and Jesuit hired development directors. In the case of CHS, the administration realized that in order to have a successful development office, CHS needed a public relations director to develop the school's image and establish mutually beneficial relationships with strategic publics. Therefore, CHS hired a public relations director in 1985 and has since added an assistant public relations director and created a separate alumni relations office to develop and organize activities for the alumni.

Jesuit started its development and public relations activities by first using the president and an assistant to coordinate any activities. By 1985 Jesuit's administration realized that a separate department needed to be created specifically for development and alumni affairs. Since 1985 Jesuit's administration increased the number of employees in the development and alumni affairs office without separating the department as CHS did. Jesuit used an "all-in-one" department so that the school would "speak with one voice" in its public relations, development and alumni activities.

The data from STM upheld Grunig's theory but differed from CHS and Jesuit, mainly because of STM's age. Unlike CHS and Jesuit, STM hired a development director from its inception. However, STM started in 1983—around the same time that CHS and Jesuit hired professional development directors (mirror trend of the 80s). STM also experienced a drop in student population due to the oil bust and only started its annual fund drive in the past three years. For the first five to ten years of STM's existence, the development office focused its efforts on convincing the parishioners of its owner parishes that their investment had been worthwhile. Also, STM continues to use the chancellor/principal model, which works well for STM. However, CHS and Jesuit switched to the president/principal model after more than 75

years of existence. Therefore, STM may change the model to accommodate its needs if the student body continues to grow, thereby creating a complex administrative structure. Because STM is in its “beginning” stages, the development office has seen few changes indicating that development and public relations are priorities at STM. For instance, the development office recently added an employee, the admissions director, who will be taking on the task of establishing relations with the alumni. However, the alumni newsletter, *Highlights*, which has not been published in several years, is still dead and alumni donations to the school are still very low.

Models

Grunig developed four public relations in his research—models that start with the oldest and least ethical, the press agency model and end with the most recent and “excellent” model, the two-way asymmetrical model. Because little research prior to this thesis focused on private school development offices and the particular models that they adhere to, the second research question simply examined the public relations models that private schools use. This research question contained two subsections—one dealing with public relations models and the other with development models. Kathleen Kelly’s fund raising research based on Grunig’s public relations models was the basis for separating the two functions—public relations and development. Kelly argued that fund raising or development ought to function as a specialization of public relations.⁴⁶²

Public Relations

Image Management

CHS and Jesuit classified themselves as selective admissions schools, which meant that prospective students must meet certain criteria to gain admission to those schools. STM, on the

other hand, originally started as an institution built to serve the needs of the owner-parishes, and therefore possessed an open admissions policy, allowing most students from the owner parishes to attend STM. All three schools focused public relations efforts on image, but for different reasons.

CHS and Jesuit, with their selective admissions policies, often received the reputation from those outside of the school communities as schools for the elite—financially, intellectually and ethically. Both CHS and Jesuit tried to combat the “elite” image by publishing information and spreading information by word-of-mouth. For instance, about 10 percent of the students at both schools received financial aid. In addition, both schools offered accelerated academic programs as well as college-preparatory curriculums. CHS and Jesuit wanted to increase minority enrollment, as well. CHS participated in minority youth programs such as the Young Leaders’ Academy, and Jesuit hosted an inexpensive summer camp called Operation Upgrade to recruit and serve the needs of minority students. Both schools wanted to dispel the myths surrounding their schools, because they wanted to diversify their student bodies and have the rest of the community see in their schools what they believed to be true about their schools.

STM had open admissions, thereby allowing most students from the owner-parishes to have a Catholic education. STM faced an enrollment decline during the oil bust, and unfortunately from its inception acquired the image as a “drug school.” To acknowledge the drug problem rather than ignore it, STM drug tested every student and published that information in admissions material. In addition, STM wanted to conduct a comprehensive survey of parents, alumni and its owner-parish parishioners to determine whether or not STM’s image of being a drug school no longer existed and what the overall image of STM was in order to formulate a public relations strategy. Presently the development office possesses little time to address

STM's image because as Davis said, she spent too much time in "meetings, meetings, and more meetings."⁴⁶³

Relationship Management

In the area of relationship management, Jesuit maintained the closest relationship with its main strategic public—the alumni. Jesuit alumni heard from the school about once a month, and they always knew that Hanemann and McGinn will listen to their ideas or complaints.

Hanemann said, "I think we communicate very well with our alumni, and we allow them a sense of ownership... They come here (Jesuit) and tell us what they like and what they don't like about the school. And we welcome that... We send letters (to alumni) about their class,... about a Mass... about football games, anything."⁴⁶⁴ The Jesuit alumni attended alumni events such as the golf tournament and homecoming festivities, which were free of charge and responded by donating \$1 million a year to the annual appeal. Hanemann's office allowed Jesuit alumni to feel "a sense of ownership," by inviting them to campus, listening to them and sending them news through the *Jaynotes* and the *President's Report*.⁴⁶⁵

CHS saw its prospective students and parents as well as alumni as important publics. Therefore, CHS spent time organizing its Open House for prospective students and parents, marketing students' accomplishments such as the national merit semi-finalists and sending *Bear Tracks* to 6th, 7th and 8th grade Catholic school students. CHS wanted to diversify its student body and establish better relationships with the minority community. Therefore, CHS participated in the Young Leader's Academy, an organization for minority children. As far as alumni, CHS planned events such as a prayer breakfast and Easter egg hunt for alumni and their families. At both CHS and Jesuit all alumni event cost nothing for the alumni, and the

development office did not ask for money. CHS acknowledged that a future goal was to increase alumni turnout at the events as well as alumni donations to CHS.

Both CHS and Jesuit hired public relations directors in the early 1980s. The statistics show a correlation between the public relations efforts at both schools and an increase in donations to the schools. For instance, donations to CHS' PAGE program, which started in 1985 have steadily risen. (see Table 4—PAGE History and Table 5—Gifts to PAGE 5-15).

TABLE 4
PAGE HISTORY

PAGE HISTORY

Updated August 29, 2000

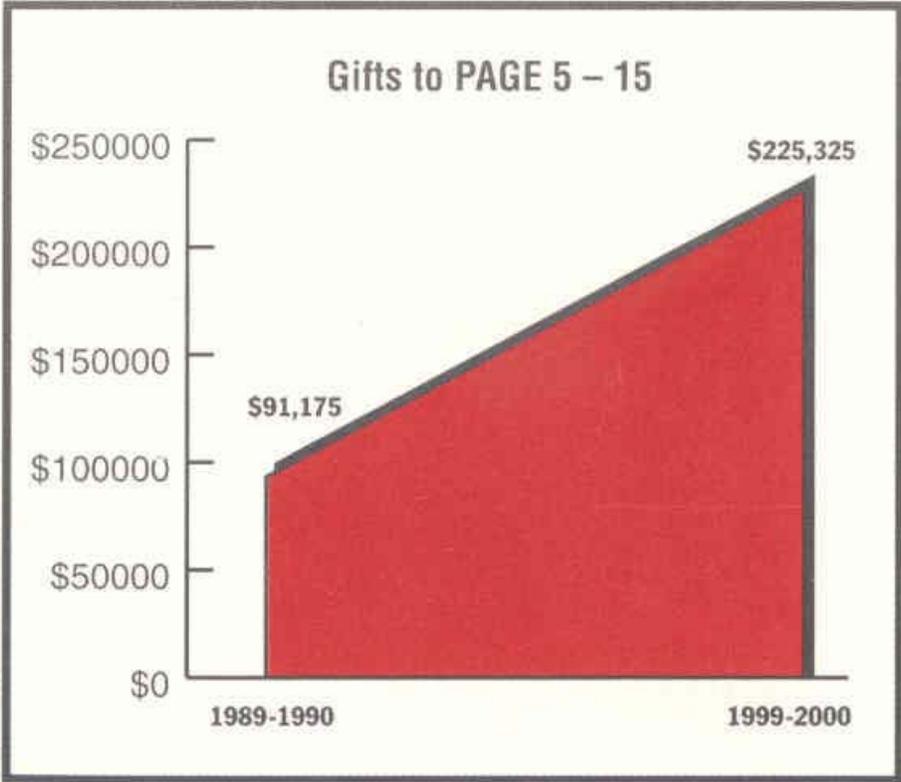
Total gifts to PAGE I - 15: \$1,749,016.50

PAGE	XV 1999-2000	XIV 1998-1999	XIII 1997-1998	XII 1996-1997	XI 1995-1996	X 1994-1995	IX 1993-1994	VIII 1992-1993
Goal	\$ 170,000.00	\$ 160,000.00	\$ 155,000.00	\$ 145,000.00	\$ 135,000.00	\$ 130,000.00	\$ 125,000.00	\$ 120,000.00
Gifts and Pledges	\$ 230,719.61	\$ 187,399.39	\$ 155,060.00	\$ 161,433.50	\$ 159,192.00	\$ 158,513.00	\$ 144,805.00	\$ 135,623.00
Gifts in Kind	\$ 1,065.00							
Total	\$ 231,784.61							
Payments*	\$ 226,389.61	\$ 180,456.39	\$ 155,060.00	\$ 158,288.50	\$ 157,835.00	\$ 153,587.00	\$ 144,805.00	\$ 130,128.00
Inc/Dec in gifts/pledges	\$ 60,719.61	\$ (27,399.39)	\$ (6,373.50)	\$ 2,241.50	\$ 679.00	\$ 13,708.00	\$ 9,182.00	\$ 5,831.00
Increase in payments	\$ 45,833.22	\$ 25,396.39	\$ (3,228.50)	\$ 453.50	\$ 4,248.00	\$ 8,782.00	\$ 14,677.00	\$ 9,546.00
Total pledge payment %	98%	96%	100.00%	98.00%	99.00%	97.00%	100.00%	96.00%
Number of Students	867	821	806	790	785	790	753	744
Number of Families	790	768/879	851	840	855	823	808	710
Families Pledging	591	540/568	499	531	528	514	473	450
Percent of Families	74.8%	70.3%	59.0%	63.2%	62.0%	62.0%	59.0%	63.0%
Avg. Gift per Family	\$ 392.19	\$ 347.05	\$ 310.74	\$ 304.00	\$ 301.00	\$ 308.00	\$ 306.00	\$ 301.00
Per Pupil Cost	\$ 5,301.52	\$ 5,117.75	\$ 4,766.00	\$ 4,572.00	\$ 4,248.00	\$ 4,161.00	\$ 3,895.00	\$ 3,600.00
Tuition and Registration	\$ 4,340.00	\$ 4,150.00	\$ 3,960.00	\$ 3,780.00	\$ 3,555.00	\$ 3,495.00	\$ 3,300.00	\$ 2,950.00
Gap	\$ 961.52	\$ 967.75	\$ 806.00	\$ 792.00	\$ 723.00	\$ 686.00	\$ 595.00	\$ 650.00

*between 7/1/00 and 8/29/00, \$2,215 in payments and \$2,644 in gifts in kind have been received to PAGE 15 pledges, resulting in an unpaid balance of \$3,180. These funds (\$34859) will appear in PAGE 16 totals.

PAGE	VII 1991-1992	VI 1990-1991	V 1989-1990	IV 1988-1989	III 1987-1988	II 1986-1987	I 1985-1986
Goal	\$ 100,000.00	\$ 100,000.00	\$ 85,000.00	\$ 85,000.00	\$ 80,000.00	\$ 100,000.00	\$ 86,000.00
Pledges	\$ 129,792.00	\$ 121,073.00	\$ 98,939.00	\$ 68,582.00			
Increase in pledges	\$ 8,719.00	\$ 22,134.00	\$ 30,357.00	\$ (27,033.00)			
Payment	\$ 120,582.00	\$ 111,208.00	\$ 91,175.00	\$ 57,827.00	\$ 90,432.00	\$ 66,302.00	\$ 87,309.00
Increase in payments	\$ 9,374.00	\$ 20,033.00	\$ 33,348.00	\$ (32,605.00)	\$ 24,130.00		
Total pledge payment %	93.0%	91.0%	90.0%	84.0%	94.0%		
Number of Students	747	668	665	648	640	657	668
Number of Families	712	646	629	628	630	653	633
Families Pledging	370	347	327	192	277	247	367
Percent of Families	52.00%	54.00%	52.00%	30.00%	43.00%	38.00%	58.00%
Avg. Gift per Family	\$ 351.00	\$ 320.00	\$ 303.00	\$ 301.00	\$ 326.00	\$ 268.00	\$ 238.00
Per Pupil Cost	\$ 3,504.00	\$ 3,380.00	\$ 3,150.00	\$ 3,000.00	\$ 2,800.00	\$ 2,635.00	\$ 2,535.00
Tuition and Registration	\$ 2,900.00	\$ 2,700.00	\$ 2,550.00	\$ 2,400.00	\$ 2,250.00	\$ 2,100.00	\$ 2,000.00
Gap	\$ 604.00	\$ 680.00	\$ 600.00	\$ 600.00	\$ 550.00	\$ 535.00	\$ 535.00

TABLE 5
GIFTS TO PAGE 5-15



Jesuit's PAG program started in 1975, even before Jesuit created the development and alumni affairs office. According to the Jesuit publication, *Some Frequently Asked Questions about PAG*, the PAG program "...has grown steadily in donations and participation. Last year (1998-1999) parents of Jesuit students pledged more than \$908,352 to the Drive. More than 83% of the parents participated... Those percentages have held consistently since the beginning of the Drive."⁴⁶⁶

The alumni constituted one of STM's greatest concerns in relationship management. Very few alumni revisited the school after graduation and even fewer alumni donated money to the school each year. For instance, STM hosted an alumni function during the annual Sunkist Shootout basketball tournament, which is held after Christmas. Davis said that the attendance was lower than expected.⁴⁶⁷ Many alumni addresses were out-of-date and many alumni were missing.

The research indicated that the relationship between Jesuit and its alumni—most closely matched what Grunig described as a mutually beneficial relationship. Both Jesuit and CHS, based on their long waiting lists and phenomenal student success, appeared to do an excellent job of communicating with prospective students and parents and maintaining positive images in their respective communities. All three schools expressed a desire to cultivate and establish relationships with minorities, mainly by getting involved in their minority communities. The research showed that STM as a relatively young school continued to combat its image as a drug school and to establish relationships with alumni.

Development

All three schools displayed characteristics of Grunig's public relations and later Kelly's fund raising models. The research showed that the older the institution, the closer that school

was to the two-way symmetrical or “excellent” model, and vice-versa. For instance, Jesuit, the oldest school, distinguished itself from the CHS and STM because the development and alumni affairs office spent so much time attending to the needs of the alumni and doing research both before and after events such as the annual appeal. Similarly, CHS used the Brothers’ history of donating to the school along with research to organize and reassess its PAGE program each year. STM displayed more characteristics of the first two models—press agency and public information—because with such a small staff the office emphasized publicity and the distribution of factual information rather than research.

Because all three schools displayed characteristics from so many of Grunig’s models, this thesis supported Grunig’s argument that most organizations use practices from several models. By the early 1990s, Grunig concluded that “using the two-way symmetrical model or a combination of the two...models (called the mixed-motive model) almost always could increase the contribution of public relations to organizational effectiveness.”⁴⁶⁸ Murphy formulated the mixed-motive model, which argues that organizations attempt to fulfill their own interests and simultaneously assist strategic publics in fulfilling their own interests. Grunig argued that “Murphy’s mixed-motive model accurately described the two-way symmetrical model as we originally conceptualized it.”⁴⁶⁹ In other words, Grunig’s symmetrical model is a normative model, a model that explains how public relations should be practiced. Therefore, the three schools ought to strive for the symmetrical or mixed-motive model.

This thesis used Grunig’s research on public relations combined with Kelly’s studies on fund raising. In a study testing models of fund raising, Kelly concluded that most organizations practice the press agency model. Kelly concluded by arguing that “the research...provides not only a descriptive theory, but also normative prescriptions on how fund raising should be

practiced (i.e., the adoption of the two-way symmetrical model will help fund-raising practitioners and their charitable organizations be more effective in an ethically and socially responsible manner).⁴⁷⁰

The data showed that Jesuit, the school that displayed the most characteristics of the symmetrical models, communicated the most effectively with its strategic publics. The alumni at Jesuit attended alumni events and gave more than \$1 million a year to Jesuit. In addition, Jesuit appeared to maintain a positive image in the New Orleans community by attracting the best and the brightest students—having in the 1999-2000 school year the largest number of national merit semi-finalists of any private school in the country.

Limitations of the Study

The nature of qualitative research certainly limits external validity. The research method focused on interviews at three private high schools in Louisiana. The interviews provided the researcher with more in-depth data compared to quantitative research involving surveys. Also, the interview technique allowed the researcher to make additions and/or deletions to the original questions and to clarify any unclear points made by the interviewee. Visiting the school personnel allowed the researcher to gather brochures, pamphlets and other materials that were helpful in compiling the data.

Using three schools in Louisiana limited the scope of the thesis, because of the small number and the schools' close proximity to each other. Also, two of the schools, Jesuit and CHS consisted of all-boys, and the other school, STM, had both boys and girls. Hanemann said that having an alumni base of all men certainly made a difference in the amount of money raised by the development office. Hanemann used the example of Mount Carmel and Dominican, two all-

girls high schools in New Orleans who have tried to implement some of Jesuit's ideas and have not had as much success as Jesuit has had.⁴⁷¹

Implications for Further Research

Few studies focus on private school public relations and development. Therefore, this thesis served as a foundation for further research. Obviously, the fact that only three schools represent the research sample limited the scope of the research. Therefore, a larger study using quantitative data would allow the researcher to increase the study's external validity. Surveying private school public relations and development practitioners along with the administrators would be ideal for making generalizations and for testing the data found in this thesis.

Another possible study would involve performing a test case using the mixed-motive model. In other words, the researcher would record data as one particular private school implemented the mixed-motive model for a set time period to see if there would be an improvement in both public relations and development. Before beginning the study, the researcher would determine the model being used by the private school and then set goals and objectives for the next year. After that year, the researcher would measure and evaluate those goals and objectives to see if they were effective.

This thesis showed that many private school public relations and development offices either fail to understand the importance of research and planning the public relations process or lack the time and fund to conduct such systematic research. Further studies could explore the reason for the lack of research. Also, other studies that tried to test whether or not a correlation existed between the amount of time and money spent conducting research and engaging in strategic planning resulted in a positive image for the schools and an increase in monetary donations.

Few studies exist examining educational public relations. Before this thesis, few studies specifically explored public relations in private high schools. Many researchers used Grunig's public relations theories and later Kelly's fund raising models in their research but none applied the theories to private high schools. This thesis upheld Grunig's theory that as organizations aged and grew in complexity and size, public relations became an integral part of the organization. Private schools, like most organizations, must speak with one voice to their important publics in order to attract the best and the brightest students and raise enough money to sustain and improve the school. Therefore, the public relations and development directors must be an integral part of the administrative hierarchy. The data also showed that private high schools used a variety of Grunig's and Kelly's models and that most successful schools—those with the best and the brightest students and most amount of money raised—displayed characteristics of Grunig's two-way symmetrical and asymmetrical models.

STM	Jesuit	CHS	
Young	Old	Old	Age
Slow start with general increase in enrollment in the past 10 years	Steady increase in enrollment	Capped enrollment	Size
Added admissions director to development office	Added development and alumni affairs office	Added development, PR and alumni relations offices	Complexity
Director reports to the principal	Director reports to president	Directors report to president	Centralization
Concerned with feelings of owner-parishes and image as haven for drugs	Concerned with image of elitist school	Concerned with image of elitist school	Image Management
Concerned with alumni and minorities	Concerned with alumni and minorities	Concerned with alumni and minorities	Relationship Management
Ads, press releases, brochures, and web site	Ads, press releases, brochures, newsletters, and web site	Ads, press releases, brochures, newsletters, web site	Media Relations and Tactics
Combination of several models	Combination of several models	Combination of several models	Development Model

Figure 1—Summary Graph

ENDNOTES

¹ Vincent Maruggi, ed., *1990 Statistical Abstract of Louisiana* 8th edition (New Orleans, Louisiana: Division of Business and Economic Research, 1990): IV-1-IV-7 and Vincent Maruggi, ed., *1997 Statistical Abstract of Louisiana* 10th edition (New Orleans, Louisiana: Division of Business and Economic Research, 1997): 91-96.

² Louisiana Department of Education, Office of Communications and Legislative Services, *Louisiana School Directory Bulletin* 1462 (Baton Rouge, Louisiana: Moran Printing, Inc., 1999-2000): 450-562.

³ Maruggi, *1997 Statistical Abstract of Louisiana* 10th edition, 91-96.

⁴ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," *Journalism and Mass Communication Quarterly* 72(1) (Spring 1995): 106-127.

⁵ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," *Journalism Monographs* (1976): 18-19

⁶ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.

⁷ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.

⁸ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising."

⁹ Kathleen Kelly, "The fund-raising behavior of U.S. charitable organizations: an explanatory story" *Journal of Public Relations Research* 7(2) (1995): 115-132.

¹⁰ James E. Grunig, "Two-Way Symmetrical Public Relations: Past, Present, and Future," *Handbook of Public Relations* (Thousand Oak, California: Sage Publications, 2001): 11-30.

¹¹ James E. Grunig, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 18.

¹² James Grunig, *Excellence in Public Relations and Communication Management*, 1-28.

¹³ P. Murphy, "The limits of symmetry: A game theory approach to symmetric and asymmetric public relations," in *Public Relations Research Annual* 3, eds. James Grunig and Larissa Grunig (Hillsdale, New Jersey: Lawrence Erlbaum Associates, 1991): 115-132.

¹⁴ Kathleen S. Kelly, "The Fund-Raising Behavior of U.S. Charitable Organizations: An Explanatory Study," 115.

- ¹⁵ Kelly, "The Fund-Raising Behavior of U.S. Charitable Organizations: An Explanatory Study," 115-17.
- ¹⁶ Kelly, "The Fund-Raising Behavior of U.S. Charitable Organizations: An Explanatory Study," 116.
- ¹⁷ Kelly, "The Fund-Raising Behavior of U.S. Charitable Organizations: An Explanatory Study," 116.
- ¹⁸ Kathleen S. Kelly, *Fund Raising and Public Relations: A Critical Analysis* (Hillsdale, New Jersey, Erlbaum, 1991): 382-414.
- ¹⁹ Grunig, *Excellence in Public Relations and Communication Management*, 28.
- ²⁰ Frederick Hueston, "Predicting alumni giving: a donor analysis test," *Fund raising Management* 24 (July 1992): 19-22.
- ²¹ Thomas R. Willemain, Anil Goyal, Mark Van Deven and Inderpet Thukral, "Alumni giving: the differences of reunions, class and years," *Research in Higher Education* 35 (1994): 609-629.
- ²² Larry L. Leslie and Garey Ramey, "Donor Behavior and Voluntary Support for Higher Education Institution," *Journal of Higher Education* 59 (March/April 1988): 115-132.
- ²³ Gerald S. Nagel, "How Can I Improve the Image of the College?" *Community College Recruitment* 11 (1981): 24-27.
- ²⁴ Cira P. Masse, "Techniques for Recruitment" *Annual Giving Strategies: A Comprehensive Guide to Better Results* Washington, D.C. Council for the Advancement and Support of Education (1990): 203-208.
- ²⁵ Barbara J. DeSanto and R. Brooks Garner, "Strength in diversity: The place of public relations in higher education institutions," in *Handbook of Public Relations*, Robert L. Heath, ed. (Thousand Oaks, CA: Sage Publications: 2001): 543-550.
- ²⁶ David R. Black and Scott D. Miller, "What makes small colleges successful: the fund-raising success of small private colleges," *Fund Raising Management* 22 (5) (July 1991): 23-6.
- ²⁷ Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," 1-22.
- ²⁸ Kathleen S. Kelly, "Public Relations and Fund-Raising Encroachment: Losing Control in the Non-Profit Sector," *Public Relations Review* (Winter 1993): 349-365.

²⁹ Kelly, "Public Relations and Fund-Raising Encroachment: Losing Control in the Non-Profit Sector," 349-365.

³⁰ S. M. Cutlip, A. H. Center, & G.M. Broom, *Effective Public Relations*, 6th ed. (Englewood Cliffs, New Jersey: Prentice-Hall: 1985).

³¹ Kelly, *Fund Raising and Public Relations*: 329.

³² Body of Knowledge Task Force of the PRSA Research Committee, *Public Relations Review*.14(1) (1988): 3-40.

³³ S. M. Cutlip, *Fund Raising in the United States: Its Role in America's Philanthropy* (New Brunswick, New Jersey: Transaction Publishers, 1990): 55-80.

³⁴ S.M. Cutlip, *Fund Raising in the United States: Its role in America's Philanthropy*, 78.

³⁵ Stephen Wertheimer, "The message precedes the fund raising: thinking again about the meaning of public relations," *Fund Raising Management* 26(7) (Sept 1995):34-8.

³⁶ Lynn M. Zoch, Beth S. Patterson and Deborah L. Olson, "The status of the school public relations practitioner: a statewide exploration," *Public Relations Review* 23(4) (1997): 361-376.

³⁷ D.M. Dozier & M.M. Lauzen, "Antecedents and consequences of marketing imperialism on the public relations function" Paper presented to the Public Relations Division, Association for Education in Journalism and Mass Communication (Minneapolis, Minnesota, August 1990).

³⁸ Phyllis Miller "Establishing Criteria for Evaluating Public School Public Relations Programs," *Southwestern Mass Communication Journal* 7(1) (1992): 45-54.

³⁹ Miller, "Establishing Criteria for Evaluating Public School Public Relations Programs," 45-54.

⁴⁰ R.D. Lamb, "Criteria for Evaluating a Public School Public Relations Program as Perceived by Superintendents and School Board Presidents," unpublished research report (Texas A&M University, 1985): 9.

⁴¹ Lew Armistead, "A Four-Step Process for School Public Relations," *NASSP Bulletin* 73 (513) (January 1989): 6-13.

⁴² Armistead, "A Four-Step Process for School Public Relations," 12.

⁴³ David L. Martinson, "School Public Relations: The Public Isn't Always Right," *NASSP Bulletin* (October 1999): 103-109.

⁴⁴ James Grunig and T. Hunt, *Managing Public Relations* (Fort Worth, TX: Holt, Rinehart and Winston, 1984): 1-46.

⁴⁵ Martinson, "School Public Relations: The Public Isn't Always Right," 103-109.

⁴⁶ Grunig and Hunt, *Managing Public Relations*, 25-26.

⁴⁷ Frederick Hueston, "Predicting alumni giving: a donor analysis test," Thomas R. Willemain, Anil Goyal, Mark Van Deven and Inderpet Thukral, "Alumni giving: the differences of reunions, class and years," Larry L. Leslie and Garey Ramey, "Donor Behavior and Voluntary Support for Higher Education Institution," Gerald S. Nagel, "How Can I Improve the Image of the College?," Cira P. Masse, "Techniques for Recruitment," Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," Lynn M. Zoch, Beth S. Patterson and Deborah L. Olson, "The status of the school public relations practitioner: a statewide exploration," R.D. Lamb, "Criteria for Evaluating a Public School Public Relations Program as Perceived by Superintendents and School Board Presidents," and Phyllis Miller "Establishing Criteria for Evaluating Public School Public Relations Programs."

⁴⁸ Miriam Grosf and Sandy Hyman, *A Research Primer for the Social and Behavioral Sciences* (Alexandria, VA: National Society of Fund Raising Executives, 1985): 318-326.

⁴⁹ Klaus Bruhn Jensen and Nicholas Jankowski, eds., *A Handbook of Qualitative Methodologies for Mass Communication Research* (London: Redwood Press Ltd, 1991): 1.

⁵⁰ Jensen and Jankowski, *A Handbook of Qualitative Methodologies for Mass Communication Research*, 1.

⁵¹ "Louisiana Population by Parish: 1999," map, US Census Bureau, 1999, <http://www.state.la.us/popmaps.htm>.

⁵² Stephanie Spielman Cargile, "The Effect of Alumni Relations Tactics on Fundraising in Secondary Educational Institutions: A Survey of One Private School's Alumni," thesis, Louisiana State University and Agricultural and Mechanical College, 1988, 1.

⁵³ Jan Breen, personal interview, 2 November 2000.

⁵⁴ Ardley Hanemann, personal interview, 7 November 2000.

⁵⁵ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," 108.

⁵⁶ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," 108.

⁵⁷ "About CHS: History of Catholic High School," Catholic High School Homepage, 19 November 2001, www.catholichighschool.org/about.htm.

- ⁵⁸ *Catholic High School Student Handbook: 2000-2001* (Baton Rouge, Louisiana, 2000): 8.
- ⁵⁹ *Catholic High School Student Handbook: 2000-2001*, 5.
- ⁶⁰ *Facts About Catholic High School: 2000-2001* (Baton Rouge, Louisiana, 2000).
- ⁶¹ “About CHS: Frequently Asked Questions,” Catholic High School Homepage, 19 November 2001, www.catholichighschool.org/about.htm.
- ⁶² “About CHS: Frequently Asked Questions,” Catholic High School Homepage.
- ⁶³ Annette Droddy, e-mail, 4 March 2002.
- ⁶⁴ Dr. Gregory Brandao, “To Prospective CHS Parents,” 9 November 2000.
- ⁶⁵ “About CHS: Frequently Asked Questions,” Catholic High School Homepage.
- ⁶⁶ *Facts About Catholic High School: 2000-2001*.
- ⁶⁷ *Achievements of the Decade: 1990-2000* (Baton Rouge, Louisiana).
- ⁶⁸ Michael Antrobus, Jessica Mesman, and Mukul Verman, “Best of Baton Rouge,” *Gambit Weekly* 28 September 2000: 23.
- ⁶⁹ Brother Francis David, personal interview, 30 October 2000.
- ⁷⁰ Brother Francis David, personal interview.
- ⁷¹ Gregory Brandao, personal interview, 31 October 2000.
- ⁷² Gregory Brandao, personal interview.
- ⁷³ Gregory Brandao, personal interview.
- ⁷⁴ Jan Breen, personal interview, 2 November 2000.
- ⁷⁵ Jan Breen, personal interview.
- ⁷⁶ Jan Breen, personal interview.
- ⁷⁷ Annette Droddy, personal interview, 3 November 2000.
- ⁷⁸ Brother Aquin Gauthier, personal interview, 3 November 2000.
- ⁷⁹ Kate Brady, personal interview, 3 November 2000.

- ⁸⁰ Brother Eldon Crifasi, personal interview, 4 November 2000.
- ⁸¹ Phyllis Dividenti, personal interview, 4 November 2000.
- ⁸² James Grunig, "Organizations and Public Relations: Testing a Communication Theory," *Journalism Monographs* (1976): 18-19.
- ⁸³ "About CHS: History of Catholic High School and Frequently Asked Questions" Catholic High School Homepage.
- ⁸⁴ Brother Francis David, personal interview.
- ⁸⁵ Brother Francis David, personal interview.
- ⁸⁶ Brother Francis David, personal interview.
- ⁸⁷ Brother Francis David, personal interview.
- ⁸⁸ Brother Francis David, personal interview.
- ⁸⁹ Gregory Brandao, personal interview.
- ⁹⁰ Gregory Brandao, personal interview.
- ⁹¹ Gregory Brandao, personal interview.
- ⁹² "Development," Catholic High School Homepage, 4 March 2002, www.catholichigh.org/development.htm.
- ⁹³ Jan Breen, personal interview.
- ⁹⁴ Jan Breen, personal interview.
- ⁹⁵ Jan Breen, personal interview.
- ⁹⁶ Jan Breen, personal interview.
- ⁹⁷ Brother Francis David, personal interview.
- ⁹⁸ Brother Francis David, personal interview.
- ⁹⁹ Brother Eldon Crifasi and Phyllis Dividenti, personal interview.
- ¹⁰⁰ Brother Eldon Crifasi and Phyllis Dividenti, personal interview.

- ¹⁰¹ Jan Breen, e-mail, 4 March 2002.
- ¹⁰² Gregory Brandao, personal interview.
- ¹⁰³ Gregory Brandao, personal interview.
- ¹⁰⁴ Jan Breen, personal interview.
- ¹⁰⁵ Jan Breen, personal interview.
- ¹⁰⁶ Brother Francis David, personal interview.
- ¹⁰⁷ Brother Francis David, personal interview.
- ¹⁰⁸ Gregory Brandao, personal interview.
- ¹⁰⁹ Brother Francis David, personal interview.
- ¹¹⁰ Brother Francis David, personal interview.
- ¹¹¹ Brother Francis David, personal interview.
- ¹¹² Gregory Brandao, personal interview.
- ¹¹³ James E. Grunig, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 1-28.
- ¹¹⁴ Jan Breen, personal interview.
- ¹¹⁵ Jan Breen, personal interview.
- ¹¹⁶ Annette Droddy, personal interview.
- ¹¹⁷ Jan Breen, personal interview.
- ¹¹⁸ Jan Breen, personal interview.
- ¹¹⁹ Gregory Brandao, personal interview.
- ¹²⁰ Gregory Brandao, personal interview.
- ¹²¹ Gregory Brandao, personal interview.
- ¹²² Jan Breen, personal interview.

- ¹²³ Jan Breen, e-mail.
- ¹²⁴ Jan Breen, e-mail.
- ¹²⁵ Jan Breen, personal interview.
- ¹²⁶ Gregory Brandao, personal interview.
- ¹²⁷ Gregory Brandao, personal interview.
- ¹²⁸ Jan Breen, personal interview.
- ¹²⁹ James E. Grunig, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 14-18.
- ¹³⁰ James E. Grunig, *Excellence in Public Relations and Communication Management*.
- ¹³¹ Jan Breen, personal interview.
- ¹³² Jan Breen, personal interview.
- ¹³³ Jan Breen, personal interview.
- ¹³⁴ Brother Francis David, personal interview.
- ¹³⁵ Brother Francis David, personal interview.
- ¹³⁶ Brother Francis David, personal interview.
- ¹³⁷ Jan Breen, personal interview.
- ¹³⁸ Jan Breen, personal interview.
- ¹³⁹ Jan Breen, personal interview.
- ¹⁴⁰ Jan Breen, personal interview.
- ¹⁴¹ Jan Breen, personal interview.
- ¹⁴² “Students Offered Admission to Catholic High School for the Freshman Class of 2000-2001,” (Baton Rouge, Louisiana).
- ¹⁴³ Gregory Brandao, personal interview.

- ¹⁴⁴ “Students Offered Admission to Catholic High School for the Freshman Class of 2000-2001.”
- ¹⁴⁵ Jan Breen, personal interview.
- ¹⁴⁶ Jan Breen, personal interview.
- ¹⁴⁷ Jan Breen, personal interview.
- ¹⁴⁸ Annette Droddy, personal interview.
- ¹⁴⁹ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” *Journalism and Mass Communication Quarterly* 72(1) (Spring 1995): 108.
- ¹⁵⁰ Brother Francis David, personal interview.
- ¹⁵¹ Brother Francis David, personal interview.
- ¹⁵² Brother Gauthier, personal interview.
- ¹⁵³ *Annual Appeal 2000-2001—Educational Excellence: Generation After Generation* (Baton Rouge, Louisiana, 2000).
- ¹⁵⁴ *Page 16—Parents Annual Giving Event—Educational Excellence: Generation After Generation* (Baton Rouge, Louisiana, 2000).
- ¹⁵⁵ *Page 16—Parents Annual Giving Event—Educational Excellence: Generation After Generation*
- ¹⁵⁶ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ¹⁵⁷ Kate Brady, personal interview.
- ¹⁵⁸ Kate Brady, personal interview.
- ¹⁵⁹ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ¹⁶⁰ Brother Aquin Gauthier, personal interview.
- ¹⁶¹ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” 108.
- ¹⁶² Kate Brady, personal interview.

- ¹⁶³ Kate Brady, personal interview.
- ¹⁶⁴ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising."
- ¹⁶⁵ Kate Brady, personal interview.
- ¹⁶⁶ Kate Brady, personal interview.
- ¹⁶⁷ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.
- ¹⁶⁸ "About CHS: History of Catholic High School," Catholic High School Homepage.
- ¹⁶⁹ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.
- ¹⁷⁰ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.
- ¹⁷¹ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.
- ¹⁷² "The History of Jesuit High School," Jesuit High School Homepage, 27 December 2001, www.jesuithigh.org/about/about-thehistoryofjesuithighschool-406.htm.
- ¹⁷³ "What is Jesuit?," Jesuit High School Homepage, 27 December, 2001, www.jesuithigh.org/about/schoolhistory.htm.
- ¹⁷⁴ "What is Jesuit?," Jesuit High School Homepage and "The Life of St. Ignatius of Loyola," Jesuit College of Central New York Homepage, 4 March 2002, www.maple.lemoyne.edu/~bucko/V_IGNAT.HTML.
- ¹⁷⁵ *Jesuit: At a Glance* (New Orleans, Louisiana, 2000).
- ¹⁷⁶ "Mission of Jesuit High School," Jesuit High School Homepage, 27 December 2001, www.jesuithigh.org/about/about-missionofjesuithighschool-297.htm.
- ¹⁷⁷ *Jesuit: At a Glance*.
- ¹⁷⁸ *Jesuit High School 1997-1998 Fact Sheet*
- ¹⁷⁹ "Tuition," Jesuit High School Homepage, 27 December 2001, www.jesuithigh.org/admissions/tuition.htm.

¹⁸⁰ *Jesuit High School 1997-1998 Fact Sheet.*

¹⁸¹ “Tuition,” Jesuit High School Homepage.

¹⁸² “Financial,” Jesuit High School Homepage, 27 December 2001, <http://www.jesuithigh.org/admissions/financialaid.htm><http://www.jesuithigh.org/admissions/financialaid.htm>.

¹⁸³ *Jesuit At a Glance.*

¹⁸⁴ *Jesuit At a Glance.*

¹⁸⁵ *Jesuit 1847: Report of the President 1999-2000* (New Orleans, Louisiana).

¹⁸⁶ Jesuit At a Glance and “ACT Average Composite Score Steady for Fifth-Straight Year,” ACT Newsroom National Press Release (15 August 2001).

¹⁸⁷ *Athletics: Jesuit 1847* (New Orleans, Louisiana, 2000).

¹⁸⁸ *Jesuit 1847: Report of the President 1999-2000.*

¹⁸⁹ Father Anthony McGinn, personal interview, 10 November 2000.

¹⁹⁰ Barry Neuburger, personal interview, 10 November 2000.

¹⁹¹ Barry Neuburger, personal interview.

¹⁹² Barry Neuburger, personal interview.

¹⁹³ Ardley Hanemann, personal interview, 10 November 2000.

¹⁹⁴ “Biographical Information: Ardley Hanemann, Jr., Director of Development and Alumni Affairs,” Jesuit High School Homepage, 3 January 2002, <http://www.jesuitnola.org/cgi-bin/faculty.pl?action=homepage&query=Hanemann,%20Jr.&first=Ardley%20R>.

¹⁹⁵ Ardley Hanemann, personal interview.

¹⁹⁶ “Biographical Information: Ardley Hanemann, Jr., Director of Development and Alumni Affairs,” Jesuit High School Homepage.

¹⁹⁷ Ardley Hanemann, personal interview.

¹⁹⁸ “Biographical Information: Emmett Smith III, Assistant Director of Development and Alumni Affairs,” Jesuit High School Homepage, 3 January 2002, <http://www.jesuitnola.org/cgi-bin/faculty.pl?action=homepage&query=Smith%20III&first=Emmett%20A>.

¹⁹⁹ “Faculty/Staff Alphabetical Listing,” Jesuit High School Homepage, 3 January 2002, <http://www.jesuitnola.org/cgi-bin/faculty.pl?action=query>.

²⁰⁰ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” *Journalism Monographs* (1976): 18-19.

²⁰¹ Ardley Hanemann, personal interview.

²⁰² James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.

²⁰³ Father Anthony McGinn, personal interview.

²⁰⁴ Father Anthony McGinn, personal interview.

²⁰⁵ Barry Neuburger, personal interview.

²⁰⁶ Barry Neuburger, personal interview.

²⁰⁷ Father Anthony McGinn, personal interview.

²⁰⁸ Father Tony McGinn, personal interview.

²⁰⁹ Ardley Hanemann, personal interview.

²¹⁰ Ardley Hanemann, personal interview.

²¹¹ Ardley Hanemann, personal interview.

²¹² Barry Neuburger, personal interview.

²¹³ Father Anthony McGinn, personal interview.

²¹⁴ Father Anthony McGinn, personal interview and Ardley Hanemann, personal interview.

²¹⁵ Ardley Hanemann, personal interview.

²¹⁶ Ardley Hanemann, personal interview.

²¹⁷ Ardley Hanemann, personal interview.

- ²¹⁸ Barry Neuburger, personal interview.
- ²¹⁹ Father Anthony McGinn, personal interview and Ardley Hanneman, personal interview.
- ²²⁰ Ardley Hanemann, personal interview.
- ²²¹ James E. Gruing, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 1-28.
- ²²² Ardley Hanemann, personal interview.
- ²²³ Father Anthony McGinn, personal interview.
- ²²⁴ Barry Neuburger, personal interview.
- ²²⁵ Barry Neuburger, personal interview.
- ²²⁶ Father Anthony McGinn, personal interview.
- ²²⁷ Father Anthony McGinn, personal interview.
- ²²⁸ Ardley Hanemann, personal interview.
- ²²⁹ Ardley Hanemann, personal interview.
- ²³⁰ “Financial,” Jesuit High School Homepage, 27 December 2001, <http://www.jesuithigh.org/admissions/financialaid.htm> and “Tuition Comparison--Local Schools,” pamphlet (New Orleans, Louisiana, 2000).
- ²³¹ *Jesuit: At a Glance* (New Orleans, Louisiana, 2000)
- ²³² Father Anthony McGinn, personal interview.
- ²³³ Ardley Hanemann, personal interview.
- ²³⁴ *Jesuit 1847: Report of the President 1999-2000*, 21.
- ²³⁵ *Jesuit 1847: Report of the President 1999-2000*, 7.
- ²³⁶ Ardley Hanemann, personal interview.
- ²³⁷ Barry Neuburger, personal interview.
- ²³⁸ Ardley Hanemann, personal interview.

- ²³⁹ Ardley Hanemann, personal interview.
- ²⁴⁰ Ardley Hanemann, personal interview.
- ²⁴¹ Ardley Hanemann, personal interview.
- ²⁴² Ardley Hanemann, personal interview.
- ²⁴³ Ardley Hanemann, personal interview.
- ²⁴⁴ Ardley Hanemann, personal interview.
- ²⁴⁵ “Basic Information: Who We Are—Benjamin Franklin High School,” 26 January 2002, <http://www.gnofn.org/~bfsenior/info.html>.
- ²⁴⁶ Ardley Hanemann, personal interview and Father Anthony McGinn, personal interview.
- ²⁴⁷ Barry Neuburger, personal interview.
- ²⁴⁸ Father Anthony McGinn, personal interview.
- ²⁴⁹ Barry Neuburger, personal interview.
- ²⁵⁰ Ardley Hanemann, personal interview.
- ²⁵¹ Father Anthony McGinn, personal interview.
- ²⁵² Ardley Hanemann, personal interview.
- ²⁵³ Ardley Hanemann, personal interview.
- ²⁵⁴ Ardley Hanemann, personal interview.
- ²⁵⁵ Ardley Hanemann, personal interview.
- ²⁵⁶ Ardley Hanemann, personal interview.
- ²⁵⁷ Ardley Hanemann, personal interview.
- ²⁵⁸ Ardley Hanemann, personal interview.
- ²⁵⁹ Ardley Hanemann, personal interview.
- ²⁶⁰ Ardley Hanemann, personal interview.

- ²⁶¹ Ardley Hanemann, personal interview.
- ²⁶² Father Anthony McGinn, personal interview.
- ²⁶³ “Jesuit High School: 1997-1998 Fact Sheet,” (New Orleans, Louisiana, 1998).
- ²⁶⁴ Father Anthony McGinn, personal interview.
- ²⁶⁵ Ardley Hanemann, personal interview.
- ²⁶⁶ Ardley Hanemann, personal interview.
- ²⁶⁷ Ardley Hanemann, personal interview.
- ²⁶⁸ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” *Journalism and Mass Communication Quarterly* 72(1) (Spring 1995): 108.
- ²⁶⁹ Ardley Hanemann and Father Anthony McGinn, personal interviews.
- ²⁷⁰ Ardley Hanemann, personal interview.
- ²⁷¹ *Jesuit 1847: Report of the President 1999-2000*: 20-1.
- ²⁷² Ardley Hanemann, personal interview, and *Jesuit 1847: Report of the President 1999-2000*: 20-1.
- ²⁷³ Ardley Hanemann, personal interview.
- ²⁷⁴ *Some Frequently Asked Questions About PAG* (New Orleans, Louisiana, 2000).
- ²⁷⁵ *It’s All About the Boys* (New Orleans, Louisiana, 2000).
- ²⁷⁶ *Some Frequently Asked Questions About PAG*.
- ²⁷⁷ Alumni Contributions Class Analysis (New Orleans, Louisiana, 1997).
- ²⁷⁸ Ardley Hanemann, personal interview.
- ²⁷⁹ Ardley Hanemann, personal interview.
- ²⁸⁰ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” 108.
- ²⁸¹ Ardley Hanemann, personal interview.

- ²⁸² Ardley Hanemann, personal interview.
- ²⁸³ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” 108.
- ²⁸⁴ Barry Neuburger, personal interview.
- ²⁸⁵ Ardley Hanneman, personal interview.
- ²⁸⁶ Ardley Hanneman, personal interview.
- ²⁸⁷ Ardley Hanneman, personal interview.
- ²⁸⁸ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” 108.
- ²⁸⁹ Ardley Hanemann, e-mail, 4 March 2002.
- ²⁹⁰ Ardley Hanemann, e-mail.
- ²⁹¹ Ardley Hanemann, e-mail.
- ²⁹² Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” 108.
- ²⁹³ Ardley Hanemann, personal interview.
- ²⁹⁴ Ardley Hanemann, personal interview.
- ²⁹⁵ Father Anthony McGinn, personal interview.
- ²⁹⁶ Barry Neuburger, personal interview.
- ²⁹⁷ Ardley Hanemann, personal interview.
- ²⁹⁸ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ²⁹⁹ *Tradition Guides Our Future: Jesuit High School* (New Orleans, Louisiana, 1999.)
- ³⁰⁰ Father Anthony McGinn, personal interview.
- ³⁰¹ Father Anthony McGinn, personal interview.

- ³⁰² Ardley Hanemann, personal interview.
- ³⁰³ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ³⁰⁴ Ardley Hanemann, personal interview.
- ³⁰⁵ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19 and Ardley Hanneman, personal interview.
- ³⁰⁶ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ³⁰⁷ Ardley Hanemann, personal interview.
- ³⁰⁸ Kathleen S. Kelly, “The Fund-Raising Behavior of U.S. Charitable Organizations: An Explanatory Study,” *Journal of Public Relations Research* 7(2) (1995): 115.
- ³⁰⁹ Ardley Hanemann, personal interview.
- ³¹⁰ Ardley Hanemann, personal interview.
- ³¹¹ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ³¹² Barry Neuburger, personal interview.
- ³¹³ Ardley Hanemann, personal interview.
- ³¹⁴ *Tuition Comparison—Local Schools and Tuition Comparison—Other Jesuit Schools* (New Orleans, Louisiana, 2000).
- ³¹⁵ Father Anthony McGinn, personal interview.
- ³¹⁶ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ³¹⁷ Ardley Hanemann and Father Anthony McGinn, personal interviews.
- ³¹⁸ *St. Thomas More Catholic School Handbook for Students and Parents* (Lafayette, Louisiana, 2001): <http://www.stm.k12.la.us/about%20us/handbook.htm>.
- ³¹⁹ “Future Thomas More High Students Plan for Merger,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/about%20us/Archive/Newspaper%20Articles/article2c.html>.

- ³²⁰ *St. Thomas More Catholic School Handbook for Students and Parents.*
- ³²¹ Leslie Davis, telephone interview, 28 February 2002.
- ³²² Babette McHardy, personal interview, 11 November 2000. Note: McHardy is the former development director at STM. McHardy served as development director prior to Leslie Davis, who at the time of interview had been development director at STM for less than one year.
- ³²³ Leslie Davis, personal interview, 11 November 2000.
- ³²⁴ “Mission Statement,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/about%20us/statements.htm>.
- ³²⁵ “Athletics” and “Clubs/Organizations,” St. Thomas More Catholic High School Homepage, 11 February 2002, www.stm.k12.la.us.
- ³²⁶ “Faculty,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/whos%20who/faculty.htm>.
- ³²⁷ “Curriculum,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/guidance/curriculum.htm>.
- ³²⁸ Ray Simon, personal interview, 11 November 2000.
- ³²⁹ Ray Simon, personal interview.
- ³³⁰ “Admission Policy,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/about%20us/admissions.htm>.
- ³³¹ *St. Thomas More Catholic School Handbook for Students and Parents.*
- ³³² Ray Simon, personal interview.
- ³³³ Leslie Davis, telephone interview.
- ³³⁴ Leslie Davis, telephone interview.
- ³³⁵ *St. Thomas More Catholic School Handbook for Students and Parents.*
- ³³⁶ “Top Scholars,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/whos%20who/top%20scholars.htm>.
- ³³⁷ “Blue Ribbon Schools Program,” Blue Ribbon Schools Homepage, 11 February 2002, <http://www.ed.gov/offices/OERI/BlueRibbonSchools/82-01brsschools.pdf>.

- ³³⁸ Leslie Davis, e-mail, 7 March 2002.
- ³³⁹ Ray Simon, personal interview.
- ³⁴⁰ Ray Simon, personal interview.
- ³⁴¹ “Administration,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/whos%20who/administration.htm>.
- ³⁴² Leslie Davis, personal interview.
- ³⁴³ Leslie Davis, personal interview.
- ³⁴⁴ Leslie Davis, personal interview.
- ³⁴⁵ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ³⁴⁶ “How did we ever get to be the Cougars,” St. Thomas More Catholic High School Homepage, 11 February 2002, <http://www.stm.k12.la.us/about%20us/Archive/Newspaper%20Articles/article3c.html>.
- ³⁴⁷ Ray Simon, personal interview.
- ³⁴⁸ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” *Journalism Monographs* (1976): 18-19.
- ³⁴⁹ Ray Simon, personal interview.
- ³⁵⁰ *St. Thomas More Catholic School Handbook for Students and Parents*.
- ³⁵¹ Ray Simon, personal interview.
- ³⁵² Ray Simon, personal interview.
- ³⁵³ Ray Simon, personal interview.
- ³⁵⁴ Ray Simon, personal interview.
- ³⁵⁵ Ray Simon, personal interview.
- ³⁵⁶ Ray Simon, personal interview.

³⁵⁷ Kathleen Toups, "Ground Broken for new Catholic high school," St. Thomas More Catholic High School Homepage (Lafayette, Louisiana, 1981): <http://www.stm.k12.la.us/about%20us/Archive/Newspaper%20Articles/article1a.html>.

³⁵⁸ "Personal Income by Major Industry—Louisiana Parish—Lafayette," Louisiana Electronic Assistance Program Homepage, 12 February 2002, <http://leap.ulm.edu/reis/ECaSeries.asp>.

³⁵⁹ "Personal Income by Major Industry—Louisiana Parish—Orleans" and "Personal Income by Major Industry—Louisiana Parish—East Baton Rouge," Louisiana Electronic Assistance Program Homepage, 12 February 2002, <http://leap.ulm.edu/reis/ECaSeries.asp> and <http://leap.ulm.edu/reis/ECaSeries.asp>.

³⁶⁰ Leslie Davis, personal interview.

³⁶¹ Brett Martel, "Where have all the Cajuns gone? U.S. census estimates show fewer than 80,000 descendants of expelled Acadians," *Canadiana News Online* (17 August 2001): http://www.canoe.ca/CNEWSCanadiana01/0817_cajun-ap.html.

³⁶² Ray Simon, personal interview.

³⁶³ Leslie Davis, personal interview.

³⁶⁴ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," *Journalism Monographs* (1976): 18-19.

³⁶⁵ Ray Simon, personal interview.

³⁶⁶ Ray Simon, personal interview.

³⁶⁷ "Administration," St. Thomas More Catholic High School Homepage.

³⁶⁸ Leslie Davis, personal interview.

³⁶⁹ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," *Journalism Monographs* (1976): 18-19.

³⁷⁰ Leslie Davis, personal interview.

³⁷¹ Ray Simon, personal interview.

³⁷² Leslie Davis, personal interview.

³⁷³ Leslie Davis, telephone interview.

³⁷⁴ Leslie Davis, personal interview.

- ³⁷⁵ Leslie Davis, personal interview.
- ³⁷⁶ James E. Gruning, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 1-28 and Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," *Journalism and Mass Communication Quarterly* 72(1) (Spring 1995): 108. \
- ³⁷⁷ Kathleen Toups, "Ground Broken for new Catholic high school," St. Thomas More Catholic High School Homepage.
- ³⁷⁸ Leslie Davis, personal interview.
- ³⁷⁹ Ray Simon, personal interview.
- ³⁸⁰ Ray Simon, personal interview.
- ³⁸¹ Leslie Davis and Ray Simon, personal interviews.
- ³⁸² Leslie Davis, telephone interview.
- ³⁸³ Leslie Davis, personal interview.
- ³⁸⁴ Ray Simon, personal interview.
- ³⁸⁵ Leslie Davis, telephone interview, 28 February 2002 and Teurlings Catholic High School Homepage, <http://www.tchs.net/adm.html>, 4 March 2002.
- ³⁸⁶ Ray Simon, personal interview.
- ³⁸⁷ Academy of the Sacred Heart Homepage, www.achcoteau.org/admissions/admissions.html, 5 March 2002 and Independent Schools Association of the Southwest Homepage, <http://www.isasw.org/directory.htm#LOUISIANA>, 5 March 2002.
- ³⁸⁸ Ray Simon, personal interview.
- ³⁸⁹ Ray Simon and Leslie Davis, personal interviews.
- ³⁹⁰ "Drug Testing," St. Thomas More High School Homepage, 16 February 2002, <http://www.stm.k12.la.us/about%20us/drug%20testing.htm>.
- ³⁹¹ Leslie Davis, personal interview.
- ³⁹² Ray Simon, personal interview.

³⁹³ Leslie Davis, telephone interview.

³⁹⁴ Leslie Davis, telephone interview.

³⁹⁵ Leslie Davis, telephone interview.

³⁹⁶ Leslie Davis, telephone interview.

³⁹⁷ Leslie Davis, personal interview.

³⁹⁸ Leslie Davis, personal interview.

³⁹⁹ James E. Grunig, *Excellence in Public Relations and Communication Management* (Hillsdale, New Jersey: Erlbaum, 1992): 14-18.

⁴⁰⁰ Leslie Davis, personal interview.

⁴⁰¹ Leslie Davis, personal interview.

⁴⁰² Leslie Davis, personal interview.

⁴⁰³ Ray Simon, personal interview.

⁴⁰⁴ Leslie Davis, personal interview.

⁴⁰⁵ Ray Simon, personal interview.

⁴⁰⁶ Leslie Davis, telephone interview.

⁴⁰⁷ “Florida RB dies after collapse,” CNN Sports Illustrated Home page, http://sportsillustrated.cnn.com/football/college/news/2001/07/25/florida_artin2_ap/, 5 March 2002.

⁴⁰⁸ Leslie Davis, telephone interview.

⁴⁰⁹ Leslie Davis, personal interview.

⁴¹⁰ Leslie Davis, personal interview.

⁴¹¹ Leslie Davis, personal interview.

⁴¹² Leslie Davis, personal interview.

⁴¹³ Leslie Davis, telephone interview.

- ⁴¹⁴ Leslie Davis, personal interview.
- ⁴¹⁵ St. Thomas More Catholic High School Homepage, 17 February 2002, www.stm.k12.la.us.
- ⁴¹⁶ Leslie Davis, personal interview.
- ⁴¹⁷ “Development Activities,” St. Thomas More Catholic High School Homepage, 17 February 2002, <http://www.stm.k12.la.us/development/activities.htm>.
- ⁴¹⁸ Leslie Davis, personal interview.
- ⁴¹⁹ James E. Gruing, *Excellence in Public Relations and Communication Management*.
- ⁴²⁰ Leslie Davis, personal interview.
- ⁴²¹ James E. Grunig, *Excellence in Public Relations and Communication Management* and Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising,” *Journalism and Mass Communication Quarterly* 72(1) (Spring 1995): 108.
- ⁴²² Leslie Davis, personal interview.
- ⁴²³ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ⁴²⁴ “Development Activities,” St. Thomas More Catholic High School Homepage.
- ⁴²⁵ Leslie Davis, personal interview.
- ⁴²⁶ Leslie Davis, personal interview.
- ⁴²⁷ Leslie Davis, personal interview.
- ⁴²⁸ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ⁴²⁹ Ray Simon, personal interview and Virtual Development Group LLC Homepage, 17 February 2002, <http://www.virtualdevelopment.net/>.
- ⁴³⁰ Leslie Davis, personal interview.
- ⁴³¹ Leslie Davis, personal interview.
- ⁴³² Leslie Davis, personal interview.
- ⁴³³ Leslie Davis, personal interview.

- ⁴³⁴ Leslie Davis, telephone interview.
- ⁴³⁵ Leslie Davis, personal interview.
- ⁴³⁶ Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ⁴³⁷ Leslie Davis, personal interview.
- ⁴³⁸ Leslie Davis, personal interview.
- ⁴³⁹ Ray Simon, personal interview.
- ⁴⁴⁰ Leslie Davis, personal interview.
- ⁴⁴¹ Ray Simon, personal interview.
- ⁴⁴² Kathleen Kelly, “Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising.”
- ⁴⁴³ Leslie Davis, personal interview.
- ⁴⁴⁴ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ⁴⁴⁵ Ray Simon and Leslie Davis, personal interviews.
- ⁴⁴⁶ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ⁴⁴⁷ Leslie Davis, personal interview.
- ⁴⁴⁸ Ray Simon, personal interview.
- ⁴⁴⁹ Ray Simon, personal interview.
- ⁴⁵⁰ Leslie Davis, personal interview.
- ⁴⁵¹ James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.
- ⁴⁵² James Grunig, “Organizations and Public Relations: Testing a Communication Theory,” 18-19.

- ⁴⁵³ Leslie Davis, personal interview.
- ⁴⁵⁴ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," 18-19.
- ⁴⁵⁵ Leslie Davis, personal interview.
- ⁴⁵⁶ Leslie Davis, personal interview.
- ⁴⁵⁷ Leslie Davis, personal interview.
- ⁴⁵⁸ Leslie Davis, personal interview.
- ⁴⁵⁹ Ray Simon, personal interview.
- ⁴⁶⁰ James Grunig, "Organizations and Public Relations: Testing a Communication Theory," *Journalism Monographs* (1976): 18-19.
- ⁴⁶¹ Brett Martel, "Where have all the Cajuns gone? U.S. census estimates show fewer than 80,000 descendants of expelled Acadians."
- ⁴⁶² Kathleen Kelly, *Fund Raising and Public Relations: A Critical Analysis* (Hillsdale, New York, Erlbaum, 1991).
- ⁴⁶³ Leslie Davis, telephone interview.
- ⁴⁶⁴ Ardley Hanemann, personal interview.
- ⁴⁶⁵ Ardley Hanemann, personal interview.
- ⁴⁶⁶ *Some Frequently Asked Questions about PAG* (New Orleans, Louisiana).
- ⁴⁶⁷ Leslie Davis, telephone interview.
- ⁴⁶⁸ James E. Grunig, "Two-Way Symmetrical Public Relations: Past, Present, and Future," in *Handbook of Public Relations*, Robert L. Heath, ed. (Thousand Oak, California: Sage Publications: 2001): 12.
- ⁴⁶⁹ James E. Grunig, "Two-Way Symmetrical Public Relations: Past, Present, and Future," 12.
- ⁴⁷⁰ Kathleen Kelly, "Utilizing Public Relations Theory to Conceptualize and Test Models of Fund Raising," 125.
- ⁴⁷¹ Ardley Hanemann, personal interview.

VITA

After receiving a Bachelor of Science in Social Studies Education degree from Louisiana State University in 1999, Christine Indest decided to pursue a Master of Mass Communication degree. After completing three semesters in the master's program in mass communication, Indest took a teaching position at St. Amant High School in Gonzales, Louisiana. Currently, Indest teaches American history and civics at St. Amant High School and will receive a Master of Mass Communication degree in May, 2002.

While a graduate student in the Manship School of Mass Communication, Indest served as President of the Mass Communication Association of Graduate Students (MCAGS) from August 2000-May 2001. In addition, Indest worked as an intern at The Arc Baton Rouge, where she composed The Arc's quarterly newsletter and maintained its web site.