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A study of community relations problems and their relations to the public relations function of community colleges (Utica College, Utica, N.Y.)

Knapp, Robert
Boston University

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Boston University
BOSTON UNIVERSITY
School of Public Relations

Thesis

A STUDY OF COMMUNITY RELATIONS PROBLEMS
AND THEIR RELATION TO THE PUBLIC RELATIONS FUNCTION
OF COMMUNITY COLLEGES (UTICA COLLEGE, UTICA, N.Y.)

By
ROBERT KNAPP
(B.S., Utica College of Syracuse University, 1951)

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Approved by

First Reader.  Carol S. Hill

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To
HARRIET, MOM, AND DAD,
without whose moral encouragement and guidance
this study could never have been undertaken.
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INTRODUCTION

THE BACKGROUND AND PURPOSE OF THE THESIS

This thesis was born approximately four years ago in the mind of the author, then a freshman at Utica College of Syracuse University, Utica, N.Y. At that time he had just become aware of the formal theory of public relations as the continuing process by which an organization seeks to secure and maintain the good-will and understanding of all those who come in contact with it; inwardly through self-analysis and correction, and outwardly through all methods of communication. And, to him, the term "community relations" was even more abstract and mysterious.

But he learned quickly, though, at first, informally. The author saw public relations and its subordinate, community relations, at work in the city of Utica. He saw college public relations --- Utica College public relations --- grow from its virtual infancy.

The author heard all the talk of "the community college," community participation, faculty and student speakers, visiting community lecturers, "the college serves the community," college radio programs, and "community service." Yet he passed off the college's efforts as "just so much wasted effort."

But, with the passage of the next few years and a major program of study in public relations, the author began to visualize the philosophy of the college in an entirely new
light. Practical class problems in general public relations prompted him to develop a "feeling" for his college's efforts to "tell its story to the public."

Upon entrance into graduate school and the realization that an acceptable thesis was called for, the author quickly seized upon the opportunity to delve sincerely and scientifically into that phase of public relations which had captured his attention at undergraduate school --- community college public relations --- or, more specifically, community college community relations.

But why community relations?

Herbert Baus answered that, in part, when he wrote, "In the final analysis, what neighbors say about an organization is the most valuable endorsement or the most damaging indictment the organization can have."¹ He continued, "The community relations program is actually, in broad pattern, a microcosm of an organization's entire public relations program."² Beginning with a situation, followed by research and policy adjustment, the community relations program moves along the same channels as the general public relations program to the ends of execution, evaluation, and fulfillment.

Thus, any valid and reliable contribution to the field of community relations must necessarily be also a significant

² Ibid, 86.
contribution to the general field of public relations, for public relations practitioners have become increasingly aware of the fact that communities, in many instances, are a "public," and that their attitudes and dispositions must be reckoned with in preparing specific types of public relations programs.

College public relations directors, in particular, have become aware of this factor in recent years, especially in those smaller colleges whose operating philosophy centers about the desire and need for community-college understanding and mutual interaction. The author, realizing the growth of the "community college" ideal among small city schools, both public and private, will attempt in this thesis to illustrate the importance of sound community relations as an integral part of the general public relations function of such colleges.

Whatever form the community college takes, be it a two-year, terminal institution or a four-year, degree-granting college such as Utica College, its purpose is service to the community.¹ This service may manifest itself in two major areas --- educational-cultural and in its daily participation in community life.

The community college offers itself to the people who live and work where it is located, and builds its educational and cultural program in accordance with the vocational and avocational needs of these people. In this manner, therefore,

the community college attempts to meet the needs of the people in the broadest cultural aspects as well as the vocational. And the two are basically one. General cultural education and vocational training make the most sound and stable progress toward personal competence when they are thoroughly integrated.¹

Too, as a community-centered institution, the community college plays the important role of the responsible citizen in the daily life of the community. The college realizes its unique position of being able to provide its community with extra-educational services not within the ken of other community agencies. And the community college accepts its civic obligations.

Although the community relations problems, policies, and efforts of Utica College, a six-year-old college of Syracuse University at Utica, N.Y., will be employed as the major focus of study, the discussion following is not necessarily peculiar to that institution, and is intended to be applied to other colleges of a similar nature as a guide to their community relations philosophy and activities.

METHODS OF STUDY PROCEDURE

The research methods used in collecting data for this thesis were as follows:

1. Personal investigation of printed and published material

¹ Ibid, 22.
concerning public relations and its community relations function,
A-texts,
B-pamphlets and brochures not publicly disseminated;

II-personal investigation of data concerning the history and present characteristics of the city of Utica,
A-library material,
B-Utica city office records,
C-personal interviews with civic leaders in Utica,
D-personal experience as a resident of Utica;

III-personal investigation of data concerning the history and present characteristics of Utica College,
A-personal interviews with college officials,
B-college news clipping scrapbooks,
C-college archives and records,
D-personal experience as a student at Utica College;

IV-personal investigation of the history of the public relations function of Utica College and the relation of community relations to that function,
A-personal interviews with college officials,
B-college news clipping scrapbooks;

V-personal investigation of the city of Utica concerning its information of, and attitude toward, Utica College, through the medium of a community information and attitude survey.
THE SURVEY METHODOLOGY

The Utica College Community Information and Attitude Survey was undertaken only after long deliberation by the author. There existed during the compilation of facts for the thesis an absolute need for some knowledge of exactly what the community in which the college is located knew and thought about the institution. This need became apparent when the author realized that it would be folly to attempt an analysis of the community relations efforts of a college while ignorant of any specific knowledge of how the "public" toward which that program was directed interpreted the presence and function of the college in the community. This information was unavailable, and there appeared to be no other method by which to gain this knowledge than to query the citizens directly.

The specific objectives of the survey were:
1-to determine the extent to which the presence, purpose, and function of Utica College was known and understood by the citizens of the community, and
2-to discover the attitudes of the citizens of the community regarding the general nature and community relations activities of Utica College.

The results of the survey were to be employed to ascertain some measure of the adequacy or inadequacy of the community relations program as conducted by the college.

Several administrative problems were encountered at the outset, in April, 1952. The most serious of these was the lack
of adequate personnel to carry out the survey field work. Utica College officials solved this problem, however, by offering the services of a class of 18 students studying public opinion to act as interviewers for three weeks.

The personal interview technique of survey was decided as the best suited to the existing situation, because it usually yields a high percentage of returns, return visits to complete items on the questionnaire or to correct mistakes can usually be made without annoying the informant, the interviewer may catch the informant off-guard and thus secure more spontaneous reactions than would be the case if a written form were mailed out for the informant to mull over, the interviewer can usually control which person answers the questions, more of the informant's time can be taken for the survey than would be the case if the interviewer were not present to elicit and record the information, and the language of the survey can be adapted to the ability or educational level of the person interviewed.

The author then set about the task of drawing the sample. The survey "universe" was declared to be bounded by the political limits of the city of Utica, and the sampling unit was designated as the "dwelling unit." A dwelling unit was defined by the author as comprising living quarters for an individual or a single family, e.g., a room in a boarding house, an apartment in an apartment house, a single family house, etc.

The type of sample to be employed in the survey, the
selection of a source list for the sample, and the determination of the size of the sample were the next problems to be met.

An "area sample," in which a sub-sample of a larger geographical or political area is chosen randomly, was decided upon as an easier and more effective means of securing accurate results than another method, for: 1) this system of sampling obviated the necessity for interviewing specific individuals, and allowed for any person at the designated sampling unit to be queried, provided that individual was of a responsible age (in this survey, over 17 years of age), and 2) the Utica City Planning Board maintained a list of every square block in the city grouped into four classifications — blighted, substandard, conservable, and stable. These classifications indicated the physical state of the dwelling units on each city block, and thus provided at least some indication of the economic and social status of the families within. This, in turn, facilitated stratification of the sample into those rough economic classes, and, treating each classification as a separate universe, insured a more adequate representation of all the city's population.

The four classifications of dwelling units were assigned the following characteristics by the Utica City Planning Board:

- old age of dwellings,
B-excessive density of dwellings,
C-low rental value of dwellings,
D-slight percentage of owner-occupancy;

II-substandard,
A-old age of dwellings,
B-above average density of dwellings,
C-below average rental value of dwellings,
D-low percentage of owner-occupancy;

III-conservable,
A-medium age of dwellings,
B-average density of dwellings,
C-above average rental value of dwellings,
D-above average percentage of owner-occupancy;

IV-stable,
A-less than 25 years of age of dwellings,
B-low density of dwellings,
C-high rental value of dwellings, and
D-high percentage of owner-occupancy.

The source list of dwelling units assigned a number to each of the city's 790 square blocks, and also listed the number of dwelling units on each block. These assigned block numbers corresponded to numbered blocks on a street map of the city, also prepared by the Utica City Planning Board.

The blighted area consisted of 46 blocks and 2,177 dwelling units, or eight percent of the total number of dwelling units in the city. The substandard area consisted of
332 blocks and 15,862 dwelling units, or 58 percent of the total. The conservable area consisted of 223 blocks and 6,622 dwelling units, or 23 percent of the total. And the stable area consisted of 189 blocks and 2,922 dwelling units, or 11 percent of the total number of dwelling units in the city.

The determination of the sample size was dependent upon a number of factors. It was, of course, necessary to work with a sample large enough to provide fairly accurate results, and thus reduce any deviations occurring through the law of probability. However, it was also necessary to avoid unnecessarily high precision and to take into account the fact that only a certain number of returns could be handled efficiently by the author, due to lack of sufficient funds, administrative aid, and availability of mechanical counting and sorting devices. Too, the instructor in charge of the class of interviewers requested the author to limit his interview assignments to approximately 16 per student. Thus, a sample size of approximately 300 was chosen, to be stratified according to the percentage of each universe to the whole, e.g., blighted, 300 x .08, or roughly 24 interviews.

The method of sample selection and the scientific randomization of that sample was recognized as the most important determinant of a representative group of the city's populace. To that end, the author decided upon the following method.

First, it was arbitrarily decided that every tenth block in each universe would be selected as the blocks to be surveyed,
e.g., five of the 46 blocks in the blighted universe. These blocks were chosen by listing each block number in each universe on separate bits of paper, mixing them thoroughly, and choosing the required number of papers for each universe, taking care, however, to return each bit of paper to the pile after its drawing.

Then the number of dwelling units in each universe was totaled, e.g., 250 units in the five chosen blocks of the blighted universe. This figure was then divided by the approximate number of interviews desired in each universe, e.g., 250/24 equals 10.4 in the blighted area. This was done to insure each dwelling unit in each universe with an equal chance of being chosen in the sample of dwelling units. Thus, in the blighted area, every tenth dwelling unit was to be surveyed over the designated five blocks.

The next step was to determine randomly which dwelling unit on the first block of each universe was to be "interview number one" for that universe, again, so as to give each dwelling unit in each universe and equal chance of being chosen. This was determined again by listing the intervals between dwelling units in each universe (10 in the blighted area) from "one" to the highest number of that interval (again 10 in the blighted area) on bits of paper, mixing them thoroughly, and choosing one number. In the case of the blighted universe, this number was "nine."

Therefore, for example, the interviewer would begin
interviewing at the ninth dwelling unit on the first block of the blighted area, and interview consistently at every tenth dwelling unit thereafter throughout the five blocks of the blighted area. Each universe was treated merely as one long path of consecutive dwelling units, and the "carry-over" of units from one block was simply added on to the beginning of the next block in the universe, e.g., the interviewer in the blighted area was called upon to complete seven interviews on his first block, yet discovered seven more dwelling units still confronting him on the same block. So he began his interviewing again at the third dwelling unit on the second block, etc.

The corner at which the interviewers began counting off the dwelling units was also chosen randomly as the northwest corner of each block. The interviewers were instructed to work clockwise from the northwest corner.

Following this scientific procedure, the author arrived at a sample size of 306 for the survey. This total was stratified into 25 interviews in the blighted universe, 179 interviews in the substandard universe, 70 interviews in the conservable universe, and 32 interviews in the stable universe.

A formal, printed interview schedule, with all questions carefully and completely worded, was devised for use in the survey. This was done to insure against possible invalid questioning on the part of the relatively inexperienced interviewers. The questionnaire was pre-tested and amended
twice before being set up in its final form. The first pre-test was carried out in a class in opinion-attitude research methods at the Boston University School of Public Relations, which helped the author to revise the questionnaire with respect to ambiguous wording and other technical matters. Another pre-test was later conducted among several people in Utica, in an attempt to ascertain the need for possible additions or changes in the direct questions concerning Utica College, and, again, to clear up any misunderstanding in the wording of the queries.

The author was permitted a week to instruct his 18 interviewers concerning his survey methodology, and an additional two weeks in which to complete the field work. The interviewers were made aware of the "do's" and "don'ts" of skillful interviewing, and were told to make two additional call-backs at their designated dwelling units if a "not-at-home" was encountered.

The survey return was quite acceptable. Two hundred and thirty-two questionnaires were returned completed, for a total of 76 percent. A 75 percent return was secured from the blighted area; a 76 percent return was secured from the sub-standard area; an 80 percent return was secured from the conservable area; and the stable universe returned 66 percent.

Of the 74 incompletely completed interviews from the total sample of 306, 19 were listed as not-at-home, 10 were listed as having encountered a language difficulty, one was listed as an
illness or death in the dwelling unit, 25 were listed as refusals, and 19 were listed as the interviewer failing to complete his full assignment of interviews.

In evaluating the results of the survey, the author duly recognized the possibility of bias at several points in the execution of the project. These biases may have been:
1. possible faulty interviewing due to inexperience of interviewers,
2. possible untruthfulness on the part of respondents to several "personal" questions, and
3. the 24 percent incompletes questionnaires.

On the other hand must be noted definite strong points arguing for the absence of bias in other areas of the survey. These are:
1. correct source list,
2. scientifically random sample selection, and
3. questionnaire pre-tests to eliminate the possibility of poor question framing.

Validation checks were also employed by the author whenever possible in the survey. The pre-tests, in essence, gave an indication of whether or not the survey was technically geared to accomplish what it was subjectively designed to accomplish. The survey returns were also checked against available objective records, such as census data. Accurate results were difficult to attain in several areas here, due to a number of dated (1940) census figures, but the educational
level groupings did show a fairly close correlation. The survey figures of educational groupings never varied more than five percent from the totals of similar groupings in the 1940 census. Another check on the validity of the survey return was the relatively low percentage of "no opinion" answers to most "non-personal" queries. Personal questions, such as those requesting age, income, etc., did show a higher percentage of "no answer" results.

An accurate test of the reliability of the survey was, of course, impossible. The only relatively accurate test to determine whether the same results would be obtained from a similar survey in a similar situation would be to repeat that survey in that situation. This was naturally out of the question.

An explanation and analysis of the significant findings of the Utica College Community Information and Attitude Survey, plus a copy of the questionnaire employed in the survey, will be presented in Chapter IV.
CHAPTER I

UTICA -- THE COLLEGE COMMUNITY

All too often, a tyro practitioner of community relations has two strikes against him before he even realizes that he is at bat. Those two strikes are self-administered, and entirely unnecessary. They result from the practitioner's ignorance of one of the primary steps in the production of a continuing community relations program for any institution.

That step is an objective and searching investigation of the college community as a living organism -- an investigation of its social and economic history, traditions, prejudices, and human values.

All too often, the community relations "specialist" consults his "rule book" and notes a long list of "do's and don'ts," which he is urged to follow in order to pursue the path to the Utopia of community relations. And he attempts to follow those rules -- good rules, in themselves -- with no concern for the fact that no two communities are ever exactly alike, and that the rule book may not entirely apply in his situation.

Where one community may relish a college-sponsored series of lecture-discussions on the works of Plato, Tolstoy, and Shakespeare, another community may prefer more "earthy" leisure activities, and leave the college embarrassed with an empty auditorium and a red-faced guest lecturer.
Thus, the time spent in analyzing the specific community is more than compensated by at least some knowledge of what sort of personality the community boasts and what might be acceptable, community relations-wise. What sort of city is it? Does it have a historical tradition of one sort or another to uphold? What is its history? What is its business history and business future? Are its leading citizens an enlightened and forward-looking group? Is it a morally conservative town, or is it "wide-open?" What are its social and religious groups? What sort of informal pressures are exerted in the city, and by whom? What are the social and economic values of the citizens? Question may follow question, and, indeed, there are always more facts and answers than there are questions.

Only after this searching investigation can the community relations technician determine his programs and practices. Only then can he accurately evaluate what his institution can offer to its community in the way of honest, effective service. No college can adequately fulfill its civic responsibilities without first determining just exactly what those responsibilities are.

Look now at Utica --- a college community.

Utica, N.Y., is an incorporated city with a population of 96,321 (1950). Lying in the Mohawk Valley on the New York State Barge Canal and the Mohawk River, Utica is located in Oneida County, almost the exact geographical center of the state.
The transportation facilities in Utica are varied. The New York Central Railroad, the Delaware, Lackawanna and Western Railroad, and the New York, Ontario and Western Railroad all maintain service through the city. Robinson Airlines operates out of the city airport, and 70 motor truck lines and six inter-city bus lines offer freight and passenger service to Utica.

Approximately 225 industrial firms were operated in 1950. At that time the city maintained first rank in the state in the manufacture of cotton cloth and knit goods, and produced a third of the knitted underwear manufactured in the United States. Other manufactures included sheets and pillow cases, heating and ventilating equipment, rayon yarn, men's clothing, ordnance, metal products, air compressors, and sporting goods.¹

At this point in the development of the general nature of the city of Utica a brief survey of the major facilities, both public and private, which record the "pulse" of the community, should provide the reader with additional insight into the body of the city's life.

There are 20 public elementary schools and two public high schools in Utica. Twelve thousand-eight hundred-two students are registered in the public schools, and 1,000 more

¹ "Utica, N.Y.," Encyclopedia Britannica, XXIII, 803.
in two Catholic parochial schools.\(^1\) Eight of the 22 public schools are 50 to 80 years old, and three others are nearly 50 years old. There is a general existence of over-crowding, substandard equipment, and substandard sanitation in the city schools.\(^2\)

The Excelsior School of Business and the Utica School of Commerce are two private institutions which offer courses in secretarial science and general business. The New York State Institute of Applied Arts and Sciences offers two years of post-high school technical education. Utica College of Syracuse University is an accredited, four-year, degree-granting branch of Syracuse University.

Through 1951 Utica also maintained a 180,000 volume public library, four hospitals, 900 acres of parks and recreation areas, four golf courses, 10 theaters, four banks, and 65 churches, of which 32 were Protestant, 18 Catholic, and seven Jewish.

The city's communication media are centered in three newspapers, one of which is a Polish language weekly, three radio stations, and one television station.

The Utica Daily Press is an English language newspaper of the Gannett chain, and is published every morning except

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\(^2\) Harland Bartholemew Associates, City Planners, A Report Upon the City Plan, St. Louis, M., 1947, 126.
Sunday. It boasts a circulation of 21,549, of which approximately one-third is absorbed by the surrounding farm communities.

The Utica Observer-Dispatch is also an English language newspaper of the Gannett chain, and is published Monday through Saturday evening, and Sunday morning. It claims a daily circulation of 42,588, and a Sunday distribution of 47,387.

The Polish language newspaper is The Slowo Polskie, a weekly, and declares a circulation of 5,442.

Thus it is observed that the Gannett chain dominates the newspaper scene. Both dailies are conservative and generally opposed to the political administration of the city, which has been traditionally Democratic. The editorial policy of the newspapers, however, is invariably mild-mannered. The editorial conduct was once voiced by the editor of The Daily Press as "journalism in good taste." As a result, both dailies are often guilty of "Afghanistanism" in their editorials, and cannot be classed as civic leaders and moulders of progressive public opinion.

Radio station WGAT is a member of the Liberty Broadcasting System, WTEx is a Columbia affiliate, and WRUN is a member of the American Broadcasting Company. The television station, WKTV, views local, NBC, and CBS shows.

Utica also helps to support numerous social service agencies through its Community Chest organization. The city has responded "well" to the yearly Chest campaigns, according
to Faber Stevenson, executive director of the Utica Community Chest, "but it has been generally lethargic in its response to other monetary drives." ¹

To this point a cursory study of Utica has been drawn. What has been presented is, of course, important to the overall investigation of the Utica College community. The physical characteristics of the city have been considered, as have its community facilities, services, transportation, and communication. But that is only the bare shell of the study — the surface of the city's existence. The heart of the city's being — its history, economy, people and their backgrounds, has yet to be uncovered.

The history of Utica is the story of two cycles. The first cycle began when the city was settled early in the eighteen century and grew for one hundred years on an economy of commerce as a thriving way station on the Erie (New York State) Barge Canal. The crash came in the middle of the nineteenth century when the railroads drove the canal into virtual disuse. A second cycle, based upon textile manufacturing, arose soon after and reached its peak early in the twentieth century. Then, it too collapsed in the face of depression and competition. And a third cycle is still in the future. Utica has hit bottom.

Prior to the French and Indian War, Utica was a part of

¹ Personal interview with Faber Stevenson, executive director of the Utica Community Chest.
the domain of the Oneida tribe of the Iroquois Nation. Old Fort Schuyler was built in 1759 on the present site of the city by the English to protect the surrounding farmland against French attacks by their Indian allies.

In 1772 one William Cosby was granted a 22,000 acre tract, which included the old fort, and established Cosby Manor. The following year General Philip Schuyler purchased the land and groups of settlers began migrating to the area in large numbers from Dutch Flats, near Schenectady, and from the eastward. This settlement was named Old Fort Schuyler, and it was not until the New York State legislature, by an act of incorporation on April 3, 1798, that the village was named Utica.

Utica grew slowly until the Erie Canal was completed in 1825. Then the tiny community boomed. Between 1820 and 1830 the population grew from 2,972 to 8,322.

Industry was hindered, however, in the early nineteenth century by the lack of available water power. The city is located on fairly flat land, and there are a minimum of rapids and waterfalls which are needed for water power. Utica's first manufactures were, as a result, small shops which produced mainly for local consumption.

Due to its key location on the barge canal, the city nonetheless grew into a prospering stopover for water traffic between Albany and Buffalo. Thus, most of the local citizenry turned to commerce as a means of livelihood. In 1832 Utica was
incorporated as a city, and by 1845 its population had grown to 12,190.

Then disaster struck. The railroads were extended to the westward from New York, and began to bite heavily into the traffic along the Mohawk River and the Erie Canal. Commerce dwindled quickly as Utica became a mere "whistle stop" on the rail route through the Mohawk Valley. By 1845 the people of Utica were faced with a grave economic situation. With their main source of income stifled, what little industry the city maintained began to decline.

The first cycle was complete. A new and more vicious cycle was just beginning.

A committee of civic leaders was organized to seek means to bolster the city's sagging economy. Working on one alternative, the committee dispatched a delegation to Massachusetts to observe the operation of the textile industry under steam-driven machinery. The group soon returned to Utica with glowing reports of the potentialities of the textile industry, and textile manufacturing was formally launched in Utica in 1846 with the establishment of the Utica Steam Woolen Mills. The following year the Globe Woolen Mills were opened, and, soon after, the Mohawk Valley Cotton Mills were put into operation.

By 1900 the cotton and woolen industry was firmly established as the dominant enterprise in the city. Of the total capital industrial assets of $12 million, the textile industry
claimed $5 million. Of the total of 13,523 industrial employees, the textile industry claimed 5,000. Of the 1900 industrial sales total of $15 million, textiles won $7 million. Textiles distributed one-half of the city's industrial payroll of $4 million.¹

Truly, textiles brought large-scale business activity to Utica by 1900. But textiles also brought an evil and notorious reputation, which the city has not lived down to this day. The textile interests seized the leadership of the Utica Chamber of Commerce before 1900, and desperately fought all comers for over a half-century. The textile manufacturers exerted a stranglehold on the city's business activities, and prohibited other industries from entering the community for fear that they would disrupt the totalitarian regime of the textile companies. They fought labor, minimum wage laws, factory health and sanitation laws, and child and female labor legislation.²

Utica reached its industrial peak in 1928. Forty textile mills were operating, accounting for one-half of the value of the city's manufactured products and 7,000 of Utica's 15,139 industrial employees. Yet the industry paid less than one-third

¹ Utica, City of Progress, Utica: Chamber of Commerce, 1948, 6.
of the industrial payroll of the city. Also in that year Utica's population touched its all-time high of over 106,000.¹

From that date onward the road was all downhill. One by one, through the third and fourth decades of the twentieth century, the textile manufacturing companies loosed their hold on the city they had bled white and moved south to the greener pastures of cheaper labor, tax-free property, and closer proximity to their raw materials. Utica moved on through the depression, and in 1940 could still boast of the value of its manufactured products exceeding $75 million. In that year, however, wages totaled only $23 million for 24,000 industrial employees, maintaining the still poor average annual wage of less than $1,000 per employee.¹

After World War II the economic situation in Utica became intolerable to both the townspeople and a group of young, enlightened businessmen who saw a chance to take the reins of the Chamber of Commerce from the faltering textile manufacturers. Their plan for the rehabilitation of Utica's industry was one of diversification -- an attempt to break the textile tradition by luring new industries into the city.

During the past five years the Chicago Pneumatic Tool

² Ibid, 1947, 263.
Company, the Continental Can Company, and the General Electric Company have established plants in Utica. But the downward trend could not be stopped, and Continental Can and one of two General Electric plants have since closed down.

And the trend continues at an alarming rate. Over the past two years, in addition to those companies mentioned above, Utica-Mohawk Cotton Mills have moved out, releasing 800 employees; A.D. Julliard Company (textiles) has closed down, putting 500 employees out of work; Oneita Knitting Mills have laid off 600 employees; the Globe Woolen Mill of the American Woolen Company has closed down, releasing 400 employees; Savage Arms Company has closed down, putting 200 out of work; Utica Structural Steel Company has laid off 75 employees; General Electric Receiver Works has laid off 50 workers; and the International Heater Company has dismissed 25 employees.

This liquidation has mushroomed to unbelievable proportions, and shows little sign of any immediate relief. In October, 1947, there were up to 4,255 claimants registered for unemployment benefits. By December, 1951, this total had risen to over 13,000. In one month alone, December-January, 1950-51, total employment in the city of Utica dropped from 24,646 to 22,863, a total of 1,783, a figure not entirely contributed to by seasonal layoffs in retail establishments.¹

In 1950 the average weekly earnings of production workers in Utica was $47.96, more than $10 below the national average. Textile workers averaged $40.78 per week, and metal and machinery workers averaged $54.48 per week. These figures were forced down by the high percentage (41 in 1950) of women employed in Utica industry (textiles). With the textile industry still accounting for one-third of the total value of manufactured products in the city, women continued to be employed in the mills, averaging a meager $29.63 per week. This, of course, tended to counteract the average wage of men in Utica industry in 1950, which was $54.33.\(^1\)

Thus has the city of Utica reached the end of the second economic cycle. Economically, it is a sick community, resisting all efforts, albeit feeble, to attain economic solvency. The city has been raped by greedy, short-sighted businessmen; it has been the victim of an outmoded business philosophy; and it has been subject to unfortunate, though probably unavoidable, economic circumstances.

The "new" Chamber of Commerce has promised a bright future, based upon diversification of industry. But that promise is far from fulfillment. Meanwhile, its population has fallen off from over 106,000 to 96,000, its total labor force has dwindled from 35,000 to less than 23,000, its payrolls have not kept pace with the rising cost of living, its average

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\(^1\) Business Statistics for New York State, Albany: New York State Department of Commerce, 1950, 18, 42, 68.
weekly wage is $10 or more below the national average, and its women have taken to the factories en masse to supplement their family income, and have succeeded mainly in keeping their men out of work and lowering the wage scales still further.

Theoretically, Utica is in a period of economic transition. Practically, the city is caught in economic quicksand. But the picture of the economy of Utica is by no means the entire story of the city. As in every other community in the world, the real heart of the city is its people. What kind of people are they? What is their national and religious descent? What is the nature of the informal social groups and cliques? Which are the influential groups --- business, religious, and nationality? Who are the influential citizens? How well are the citizens housed? What is their educational level? What is the nature of their city government? What is the extent of criminal activity in the city?

The answers to these queries may provide an even more adequate description of the personality of Utica than did the stark statistics of its business activities.

The over-all population of Utica is declining. (see TABLE I) Statistics for the 1950 United States Census showed a rapid fall in Utica's populace --- from a 32 percent increase in the first decade of the twentieth century, to a 27 percent increase in the second decade, to an eight percent increase in the third decade, to a two percent decline in the fourth decade, to a three percent decline in the fifth decade.
### TABLE I

**POPULATION TREND IN Utica, 1820 to 1950**

<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1820</td>
<td>2,972</td>
</tr>
<tr>
<td>1830</td>
<td>8,322</td>
</tr>
<tr>
<td>1840</td>
<td>10,603</td>
</tr>
<tr>
<td>1850</td>
<td>15,178</td>
</tr>
<tr>
<td>1860</td>
<td>21,597</td>
</tr>
<tr>
<td>1870</td>
<td>30,211</td>
</tr>
<tr>
<td>1880</td>
<td>33,914</td>
</tr>
<tr>
<td>1890</td>
<td>44,007</td>
</tr>
<tr>
<td>1900</td>
<td>56,383</td>
</tr>
<tr>
<td>1910</td>
<td>74,419</td>
</tr>
<tr>
<td>1920</td>
<td>94,156</td>
</tr>
<tr>
<td>1930</td>
<td>105,623</td>
</tr>
<tr>
<td>1940</td>
<td>100,518</td>
</tr>
<tr>
<td>1950</td>
<td>96,321</td>
</tr>
</tbody>
</table>

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The 1940 United States Census reported 100,518 residents of Utica. Of these, 82,649 were native white, 17,340 were foreign-born white, and 514 were negro. Forty percent of the foreign-born were Italian, 18 percent were Polish, six percent were German, six percent were Canadian, five percent were English, five percent were Welsh, and five percent were Irish.

This large percentage of Italians and Poles has made the Catholic Church dominant among the religious groups of the city. Seventy percent of the Uticans profess the Catholic faith, 26 percent are Protestant, and four percent are Jewish.¹

According to Faber Stevenson, aforementioned executive director of the Utica Community Chest, the Catholic point of view exerts great power in the city, both through the formal church hierarchy and through its two lay organizations, the Knights of Columbus and the Catholic Women's League. Stevenson is of the opinion that the Jewish Community Council, though continually torn by factional disputes and representing only a small minority of Uticans, acts as a tightly-knit unit on civic matters affecting it. The Protestant group, on the other hand, represented by the Utica Council of Churches, is a loosely organized body and yields little power in civic affairs.²

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² Personal interview with Faber Stevenson.
Recognizing the high incidence of foreign-born and first generation Americans, it is well to realize the strength and cohesiveness of the various nationality groups in Utica. There are numerous "clubs" maintained by the dominant nationality groups in the city --- Italian, Polish, Welsh, and German --- and are conducted both as social and cultural organizations designed to retain the customs and lore of their European homelands. Although the major percentage of foreign-born is Italian, they have generally been assimilated readily into the community. The Poles, on the other hand, through the Polish Community Association, are quite introverted and have resented outside "interference" into "their" affairs.¹

Business groups and formal civic organizations are also of some importance in this study of Utica as a living organism. The list runs well into the hundreds, but the influential groups are few. As far as "service" clubs are concerned, Kiwanis and Rotary lead the way, representing the top business leadership in the city. Of equal power are the Chamber of Commerce, the Industrial Association of the Mohawk Valley (Utica's National Association of Manufacturers), and the Junior Chamber of Commerce.

A roster of the most influential people in the city would include: Peter Karl, export business; Will Murray, manufacturer; Charles Hall, banker; Thomas Kernan, attorney;

¹ Ibid.
Henry Dorrance, attorney; Roy Van Denbergh, banker; Stuart Kellogg, manufacturer; Francisco Penberthy, attorney; Richard Balch, manufacturer; Hugh Jones, attorney; Harold Shekelton, insurance business; Moses Hubbard, attorney; A. Edward Allen, manufacturer; Asa Rouse, telephone company executive; Rocco DiPerno, American Federation of Labor; and Leo Bonner, Congress of Industrial Organizations. The most powerful religious figure in the community has been Reverend Joseph L. May, of the Catholic Church.

The local Community Chest has consistently called upon most of these men to lead committees, boards, and campaigns for the Chest, and they exert much influence among their circles and acquaintances. The names, of course, mean nothing as yet. But as the story of the college's community participation unfolds, the names of some few of these people will take on more significance.

Returning to the community at large, the educational level of the citizens of Utica is lower than the average for the state, and their housing conditions are even more deplorable.

A mere glance at the table citing the number of school years completed by persons 25 years and older (see TABLE II) shows that, through 1940, Utica's adult population completed only half as many school years as the average person in the remainder of the state. This situation is caused, no doubt, by the need for additional income in families, which necessarily
TABLE II

NUMBER OF SCHOOL YEARS COMPLETED BY UTICANS,
25 YEARS OR OLDER, 1940, BY PERCENTAGES\(^1\)

<table>
<thead>
<tr>
<th>SCHOOL YEARS</th>
<th>LOCAL PCT.</th>
<th>STATE PCT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No school</td>
<td>7.1</td>
<td>3.0</td>
</tr>
<tr>
<td>1 to 4 years</td>
<td>8.0</td>
<td>3.6</td>
</tr>
<tr>
<td>5 to 6 years</td>
<td>12.7</td>
<td>6.1</td>
</tr>
<tr>
<td>7 to 8 years</td>
<td>35.4</td>
<td>25.3</td>
</tr>
<tr>
<td>9 to 11 years</td>
<td>16.2</td>
<td>28.1</td>
</tr>
<tr>
<td>12 years</td>
<td>13.8</td>
<td>23.0</td>
</tr>
<tr>
<td>13 to 15 years</td>
<td>3.1</td>
<td>6.1</td>
</tr>
<tr>
<td>16 years and over</td>
<td>3.7</td>
<td>4.8</td>
</tr>
</tbody>
</table>

\(^1\) Sixteenth Census of the United States, 267.
cuts a child's education and requires him to go to work. If the wage scales in the community were higher, the secondary and post-high schools would do much toward relieving the already glutted labor market. But no solution appears in the offing.

As far as housing is concerned, Utica again falls below state levels. Of the 27,573 dwelling units in the city, 40 percent were built before 1900, and at least 80 percent are 27 or more years old. Only 32 percent of the dwellings are owner-occupied, and the average monthly rental of Utica dwellings is $24.33.¹

Only 65 percent of the dwelling units in Utica have baths, compared to 85 percent on the state municipal level. Only 90 percent of the dwellings have electric lighting, compared to 96 percent on the state municipal level. And only 43 percent of the dwellings have mechanical refrigeration, as compared to 69 percent on the state municipal level.²

Utica maintains a mayor-council form of government. The mayor is elected directly by the people for two-year terms, as are the 17 councilmen.³

Boyd E. Golder has been mayor for six consecutive years, and continues the reign of the city's Democratic machine.

² County Data Book, 1947, 267, 281, 283.
Although Golder is the nominal chief of the party in power, the city is actually "run" by three men behind the scene in the Democratic organization — Charles Donnelly, postmaster; Dennis O'Dowd, commissioner of public works; and Rufus Elefante, a contractor.

Moral looseness and gambling are rife in Utica. Approximately 12 brothels flourish in the city, one only a scant half-block from the city hall! Pinball machines, slot machines, punchboards, lotteries, and bookmaking establishments operate openly. The city administration recognizes these illegal practises and tolerates them for obvious reasons not pertinent to this discussion. It has been said that Donnelly, O'Dowd, and Elefante are "behind" the criminal interests in the city, but although one or another has been accused at various dates for actions ranging from vote frauds to bookmaking, the charges have always been dropped.¹

Civic response to these practises has been non-existent. There appears to be a general indifference and apathy in the morale of the townspeople. They take little interest in civic problems and completely ignore the corruption that flows around them. Yet there is good reason for this low state of morale.

The city's population is growing older, and the young people are deserting for more lucrative locations. A major

¹ Personal interview with Faber Stevenson.
portion of the population is foreign-born or first generation American, and has yet to be assimilated into the "ideal" community organization. Utica has always been guilty of paying low wages. It has been strangled by the textile industry for over 100 years, and it has not yet shaken off the effects of that regime. Its press is generally conservative and lex in the fulfillment of its civic responsibility. Its people are poorly educated, and they are housed in substandard dwellings. Crime, gambling, and prostitution flourish in the city, and the local government is riddled with corruption. All these are vital causal factors of low civic morale.

The one bright star is the promise of better times when the "transitional" period from textiles to diversified industry is complete. But no one even ventures a guess as to when that promise will be realized.

This, then, is the community in which Utica College established residence six years ago. It is not a pretty town, from any aspect, but it is not too unusual in many of its characteristics. It was the task of Utica College to adjust itself to life in that community, and become a "good citizen" of the city of Utica. How the college accomplished its task is an interesting story.
CHAPTER II

A BRIEF HISTORY OF UTICA COLLEGE
AND ITS EARLY COMMUNITY PROBLEMS

For several years prior to 1946, Syracuse University conducted extension courses in Utica and two nearby cities, Rome and Herkimer. The courses were offered in the evening to those people who, for business or other reasons, could not attend college in the daytime. Several hundred residents enrolled in these classes, essentially an adult education program.

Late in 1945 it became apparent to a group of Uticans, nominally headed by Mayor Golder, that this program should be expanded to meet the needs of an increasing number of citizens who wanted to start their college education while living and working in Utica. The dominant percentage of these people were, of course, returning veterans of World War II who were bolstered by the "G.I. Bill of Rights."

At the request of this group of Uticans, Syracuse University was invited in the Spring of 1946 to examine the possibilities of establishing a resident daytime college which would offer at least the first two years of study toward a bachelor's degree.

The university accepted the proposal, and that Summer it was announced that a new, two-year, co-educational college would be established in Utica in the Fall by the university. The college was to enjoy a modicum of autonomy from the
mother university, but staff appointments, budgets, and broad operating policies were to be subject to the approval of Syracuse University.

The college was originally designed to accommodate only students living in Utica or the immediate surrounding area, and it was first housed in three classroom buildings, a student union, and an administrative and faculty office building off Oneida Square, a semi-residential district near the center of the city.

A resident staff of 30 people, including 18 faculty members, directed the initial college semester, and the student enrollment totaled 550, with 150 attending the continued evening extension program. World War II veterans comprised 82 percent of the college's first year enrollment.

As planned, the college was not established as a terminal junior college, but provided the first two years of a normal, four-year education in the arts and sciences. Students who enrolled were requested to do so with the intention of completing the final two years of the bachelor's degree at Syracuse University or another institution, in the event that Utica College did not extend its program to cover four years at the time the students completed the program then established.

By the end of the first academic year in June, 1947, the enrollment at Utica College had increased to approximately 1,000, and 61 communities in New York State, 15 in other states, and three in Canada were represented in the student
body.

Varsity sports, a weekly student newspaper, and fraternities and sororities were also introduced that first year.

It appeared that, at least academically, Utica College had "arrived."

But other forces were also at work. Several civic groups made public their approval of the existence of a college in Utica and pressed for steps to maintain Utica College as a permanent municipal enterprise. This opinion was not opposed by the university, and was, at first, publicly praised by officials of Utica College.

On November 6, 1946, Dean Winton Tolles of Utica College reaffirmed the desire to "convert" Utica College into a permanent municipal institution, and lauded the recent suggestion of the Exchange Club, a local civic organization, to that end. The dean quoted a statement made by Chancellor William P. Tolley of Syracuse University that "any time Utica was ready to support a civic college, Syracuse University would withdraw and sever all legal and financial relations with Utica College."¹

In that month the university invited a nationally-known landscape architect to Utica to inspect several sites suggested for permanent buildings of Utica College.

At a meeting of Chancellor Tolley, Dean Tolles, Mayor

¹ *Utica Daily Press*, November 9, 1946.
Golder, and Henry Dorrance, president of the Chamber of Commerce, one site for the college was strongly favored. Dean Tolles declared,

At the present time Syracuse University does not want any financial support from the city, but we do want the good-will of the people. We are extremely hopeful that eventually the war memorial may be tied in with the college and other organizations. We hope that eventually the college will receive financial aid from the city on a purely voluntary basis when the college has proved its worth to the city.¹

This proposal to establish a municipally-maintained Utica College as a war memorial kindled a fire which encompassed a full year of accusations, recriminations, and deceit before it was quenched. A memorial to honor the Uticans who gave their lives in World War II had been proposed by various civic and veterans' groups and received the general, though passive, acclaim of the city's populace. Although a sports arena or a civic auditorium had been suggested as the memorial, no tangible action had ever been taken toward the execution of the plan. When Dean Tolles offered the maintenance of Utica College as a war memorial, the spark was ignited, factions sprang up supporting one argument or another, and the battle was on.

In July, 1947, the Utica Citizens' Community Council, headed by Moses Hubbard, publicly proclaimed its support for

¹ Ibid, November 27, 1946.
the establishment of a municipally owned and operated Utica College. After a two-and-one-half hour debate on July 29, the Community Council voted unanimously in favor of a resolution requesting the Common Council of Utica to put the proposal before the city voters on election day the following November. The resolution proposed that the city of Utica borrow a million dollars in bonds from the city treasury to erect the main building of a permanent city-owned Utica College.

This proposition was presented to the Community Council at its meeting by a committee of that council which had studied the plan for six months. The committee claimed that, although the greatest "unknown" in the project would be cost and maintenance, Syracuse University was willing to guarantee a half-million dollars toward the execution of the project.

The plan came as a surprise to many members of the Community Council, and, at first, several points of opposition were raised. Some people questioned the wisdom of spending a million dollars on a college when the city had never been able to afford needed improvements in the city's public schools. Others declared their belief that most Uticans preferred a civic auditorium or a sports stadium as a war memorial. But the resolution was passed.

The Junior Chamber of Commerce of Utica seconded the

1 Ibid, July 30, 1947.
motion of the Citizens' Community Council a week later when it, too, adopted a resolution asking the Common Council to submit to the people of Utica, by referendum vote, the proposition of borrowing one million dollars to erect a permanent city college as a war memorial.¹

Concerted opposition to the project was first encountered in early August as the majority of the local veterans' groups condemned the move of the Citizens' Community Council. In a letter to the editor of the Utica Observer-Dispatch, the commander of the West Utica Veterans of the Army-Navy Union stated,

To our knowledge the Community Council has never invited the views of a World War II, or any other, veterans' organization. Yet they expect us to ascend blindly to their plan. To this end we request the Common Council of Utica not to act on the college as a war memorial, but to refer it to a committee for a later date until the views of veterans' organizations and the people of Utica are compiled and aired together.²

The Utica Post of the American Legion also made known its resentment against the "slight" by the Citizens' Community Council by adding its condemnation of the college war memorial plan. The Legion claimed that, 1-11 veterans' groups had expressed their opposition to the project, 2-the first obligation of the city is to its public schools,

¹ Utica Observer-Dispatch, August 7, 1947.  
and,

3-the increased taxes and expenditures would make the cost of
the venture prohibitive.

The first editorial opinion concerning the proposed
college war memorial was voiced in opposition by the Utica
Observer-Dispatch.

The fact is that Utica can't afford to spend
many millions of borrowed money without setting
back the progress made in getting out of a terrific
burden of interest charges. We must choose carefully,
putting first things first.¹

Mayor Goldei ignored the plea of the veterans' groups
and the press, however, and on August 20 called the Common
Council to a special session to decide upon the issue which had
begun to stir the city.

The following day the city aldermen voted 14 to 3 to put
the proposal before the citizens in the form of a referendum
vote on election day. Few of the aldermen honestly favored
the project and believed that it would be voted down, but the
majority were of the opinion that the people should decide for
themselves. The now common objections of the increased debt,
uncertain fiscal future of the city, and the need for improve-
ments in the public school system were nevertheless raised once
more.

One week later the Utica Observer-Dispatch again editor-
ialized,

¹ Editorial in the Utica Observer-Dispatch, August 21, 1947.
There is nothing much that is complicated about it. Colleges and education are highly desirable, and they also take money. Some people can afford them, while others cannot, and the same is true of communities which want them.¹

As the days before the election date dwindled, increasing sentiment was sparked on both sides of the issue. In September, 1947, the Utica Board of Education openly condemned the proposal, again stating the need for physical improvements in the city schools.

The Inter-club Council of Utica, a loose confederation of minor local civic groups, also joined the ranks of those opposed to the college as a war memorial. The Council reported on October 2 that the first 13 replies to a questionnaire sent to 60 member clubs showed them in favor of an arena or auditorium as a war memorial.²

Three days later, however, the powerful Utica Chamber of Commerce threw its weight in favor of the proposed project, and was quickly seconded by the Republican aspirant for mayor, Russell Peters, in a speech before party workers in Utica. Thus it appeared that the tide of pessimism was turning, as the city's business interests voiced their approval of the measure.

Utica College and Syracuse University made a formal statement concerning the issue on October 16, and preferred to

¹ Editorial in the Utica Observer-Dispatch, August 28, 1947.
remain aloof from the battle. Dr. Ralph E. Strebel, newly-appointed dean of the college, reversed the stand previously taken by Dean Tolles and said, "Utica College cannot legitimately take any official stand on the issue." But he gave his students the go-ahead to campaign as they wished on the referendum vote. "You folks," he declared, "are mature men and women, and it is not the right of the college to dictate what you should or should not do with regard to any genuine public issue."

The students seized the opportunity afforded them, as the great majority of them were Uticans, and on October 29 conducted a torchlight parade and a rally which attracted approximately 1,000 citizens. Henry Dorrance, president of the Chamber of Commerce, and Moses Hubbard, president of the Citizens' community Council, spoke at the gathering and restated their case for a college war memorial.

The day following the student rally the Utica Observer-Dispatch renewed its editorial battle to defeat the measure in the election the next week.

Any such memorial building could hardly be built swiftly these days. The price would be extraordinarily high if it were.

Perhaps this sort of building would not suit the majority of citizens as a war memorial. Our vote next week will give us an indication.

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1 Ibid, October 17, 1947.
Citizens should weigh this question carefully before Tuesday.1

Thus, four days before the election date, the forces were aligned pro and con on the question of whether or not the city of Utica wished to avail itself of the opportunity to maintain a municipal college.

The Citizens' Community Council, the Junior Chamber of Commerce, the Exchange Club, the Chamber of Commerce, Mayor Golder, the Republican mayoralty aspirant, and several influential businessmen were arrayed clearly in favor of the passage of the referendum, in addition to the college students. Passive acceptance was also displayed by both Syracuse University and Utica College.

They claimed that Utica College as a permanent municipal institution would:
1- bring more money into Utica,
2- act as a magnet for new industry,
3- encourage residence of graduates and future civic and business leaders in Utica,
4- create a stronger, more balanced school system,
5- create a pool of knowledge,
6- act as an advertisement for Utica, and
7- make Utica a center of culture.

The opposition ranks included the Utica Observer-Dispatch.

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1 Editorial in the Utica Observer-Dispatch, October 30, 1947.
a majority of the city's veterans' organizations, the Inter-
club Council, and the Board of Education.

This group sought defeat of the plan because they believed that:
1-it would make for unnecessary expenditures and increased debt,
2-the city's public school system was in dire need of physical improvements,
3-their counsel was not sought before the project was put into motion,
4-Syracuse University was running the college and did not intend to close the institution down in the near future (this was false at the time), and
5-that the fiscal future of Utica was uncertain and the risk prohibitive.

These forces appeared to be evenly matched on November 1, 1947, but the following day sounded the death knell for the college war memorial issue.

The Catholic bishop in Syracuse, N.Y., instructed his priests in Utica to denounce the referendum vote from their pulpits, and called upon the Utica chapter of the Knights of Columbus to add its pressure to that of the clergy in attempts to smash the plan before the Uticans went to the polls two days hence.¹

¹ Personal interview with Faber Stevenson.
It was generally believed that the Catholic Church was attempting to block the establishment of a permanent college in Utica, which would necessarily attract Utica students enrolled at, or considering, Catholic-sponsored institutions, notably LeMoyne College in Syracuse. Too, there had been talk of the Catholic Church erecting a college of its own in Utica.

On November 2 several Catholic priests in Utica openly condemned the proposal from their pulpits, and 24 hours later an anonymous circular, allegedly printed by the Knights of Columbus, attacking the referendum vote issue appeared throughout the city.

The following day, November 4, 1947, the referendum was defeated at the polls by 152 votes, 12,763 to 12,611, and Utica College was still a part of Syracuse University.

The Utica Daily Press, in its first editorial on the issue, praised the college students for their hard work in the campaign and declared,

It is unfortunate that some organization saw fit to pull a snide trick at the last minute with an anonymous circular which certainly cost the proposition votes.¹

Since neither Utica College or Syracuse University took an official stand on the entire matter, there was no visible bitterness resulting from the defeated referendum. On the

surface, of course, it was strictly a civic affair, with Utica College merely the passive subject of the dispute. As such, it attempted to remain aloof and accept the outcome as it occurred.

Catholic people continue to attend Utica College, and an increasing number of youngsters from Utica's Catholic parochial schools have enrolled at the college during the past few years. The Catholic Church in Utica has apparently accepted the fact that the college is in Utica to stay, and, fully cognizant of the latent power of the Catholic majority in the city, the college approached its religious "problem" by merely ignoring it. And, to date, that approach has proved to be best.

Thus, the college war memorial issue was closed. Utica College received a wealth of publicity --- some good, some bad --- and it was an important chapter in the history of the young institution. But the entire incident faded quickly from the minds of the citizens of Utica. The erection of a war memorial has long since been forgotten, the city's public schools are still in dire need of physical improvements, and Utica is still heavily in debt. Of 20 Uticans polled in the pre-test of the Utica College Community Information and Attitude Survey by the author, only one had even a vague recollection of the college war memorial issue.

Soon after the proposal was defeated, Vice-chancellor Finla Crawford of Syracuse University stated the official
position of the university regarding Utica College. He declared that the university would continue to operate the college and establish it on a four-year, degree-granting basis.

In the development of long-range plans for Utica College, he added, the university would consult with community leaders and work closely with them on any projected plans.

The Vice-chancellor restated an offer by the university under which the city of Utica could take over the college as a municipal operation, should the city wish, and the university would withdraw from the scene. But a stipulation of that agreement, he went on, called for investment of a million dollars on the part of the city, and the defeat of the bond issue had obviously settled that question. Since that matter was settled, he concluded, the university would begin a program of physical expansion of Utica College and authorize an increase in the faculty.¹

Student enrollment at Utica College totaled 1,536 in 1947, 1,952 in 1948, 2,078 in 1949, 1,921 in 1950, 1,650 in 1951, and 1,583 in 1952. Enrollment has steadily decreased in the day division since the outbreak of the Korean War, but has been counter-balanced by an increase in the evening division. Approximately 35 percent of the day students are from cities outside a 25 mile radius of Utica.²

² College records, Office of the Registrar, Utica College.
In 1947 another classroom building was added to the college's city campus, and the following year a library was built and a permanent administration building was purchased. Also in 1948 two faculty office buildings and a student theater were acquired, and in 1949 an additional classroom building and student lounge were erected. Through May, 1952, Utica College had leased, contracted, or purchased 12 buildings within a three-block radius which comprised its campus.

In addition to the four-year Baccalaureate, Utica College offers two-year Associate degree programs in the arts and sciences. The college has also conducted a summer study session since 1947.

Utica College of Syracuse University is definitely a full-fledged citizen of the city of Utica. It has its own personality, it pays its bills, and it conducts its business. But being a "good" citizen involves more than just being a law-abiding individual and conducting an ethical business. It involves a recognition of one's personal civic responsibility. How has Utica College fulfilled its civic responsibilities?
CHAPTER III

THE ORIGIN AND DEVELOPMENT OF PUBLIC RELATIONS
AND ITS COMMUNITY RELATIONS FUNCTION AT UTICA COLLEGE

When Utica College was established in 1946, public relations and community relations, per se, were virtually unheard of by the college administration. To be sure, the college had accepted the avowed philosophy of a community college, and, from the first, sought to serve in the best interest of the city in the broadest cultural aspects as well as the vocational. But what Utica College did attempt to accomplish was not knowingly recognized as public or community relations.

At the outset there was no specific philosophy of public relations, no specific individuals charged with the development of such a philosophy, no specific program established to carry out the avowed ideals of community service, and no system of criteria by which to determine what community needs the college might fulfill.

For the first year-and-a-half confusion reigned. The dean of the college had a vague conception of what the college might do in an attempt to effect its civic responsibilities and interpret itself to the community, but his practical

All information in this chapter, not otherwise documented, was gathered by the author in his personal experiences at the college, or in interviews with Prof. Robert Willard, former registrar; Richard H. Costa, former director of public relations; and Harold F. Hale, assistant to the dean in charge of public relations at Utica College.
approach to the execution of his ideas was even more vague. And he had no qualified member of the administration or faculty to call upon for advice and counsel.

Utica College's formal introduction to the city of Utica was arranged by Syracuse University. Following the formalities, Utica College was given the "green light" to proceed on its own. A dinner meeting for 500 Uticans of industrial, governmental, and social prominence was conducted on September 15, 1946, before the first semester was launched. Chancellor Tolley and Vice-chancellor Crawford of the university and Dean Tolles of Utica College presented an outline of the aims of the new college, and explained the initial steps in its establishment and its plans for the future. Mayor Golder, President of the Chamber of Commerce Dorrance, and Francis McGinty, president of a local bank, spoke for the city. They commented on the benefits which the college would bring to the city, and discussed methods by which Utica could cooperate to further the aims of the college. Richard H. Balch, a local manufacturer, was appointed by the mayor to head a committee of citizens chosen to assist the college officials in getting acquainted with the community.

This move by the university was certainly the first practical step toward sound community relations. But Utica College never followed up the splendid advantage granted it. Balch's committee was never heard from again.

The college's initial civic responsibility was believed to be an effort to introduce itself to the city through the
medium of news releases to the local press. This endeavor was made known to the faculty and administration without any definite organizational plan. No central college news bureau was established through which to channel all the releases; no single person was placed in charge of the publicity operation; no policy was established as to the type and content of the newspaper publicity; and no one even knew how to write a news release!

Thus the business manager, registrar, personnel deans, department chairmen, and administrative assistants all attempted to crash the columns of the local newspapers, and succeeded mainly in encouraging the wrath of the harassed editors. The college people violated, among other things, the cardinal rules of news copy writing and the copy deadline.

Utica College did receive newspaper publicity, of course, for it was making news. However, it took little more than a month for Dean Tolles to become aware of the high number of rejected releases, and he quickly sought to place the responsibility of "publicity director" in the hands of a single individual. He chose a professor of English to assume the task on a part-time basis. It was at least a move in the right direction, but the professor was not paid for his extra duties and was not relieved of any of his teaching load. Therefore, much the same situation continued to prevail.

Utica College partook of its first community relations project in November, 1946, although it did not initiate the
action. At the invitation of radio station WIBX, Utica College was asked to co-sponsor a 15-minute weekly college radio program with the New York State Institute of Applied Arts and Sciences and Mohawk College, a member of the war-born Associated Colleges of Upper New York State. The program was aired at 5:00 p.m. each Thursday and featured talks on education by the deans and officials of the three institutions.

The following month, however, saw a real effort on the part of Utica College to provide a sincere, college-instituted and maintained continuing community service to the citizens of Utica. It was true that the college had no indication of how the community would receive its new program, or even if the city actually needed a service such as the college was planning to invoke. But it was at least to the credit of the school that it had struck upon something through which it believed it could satisfy some measure of its civic obligations.

A series of lecture-discussions, presented by noted national personalities concerning topics of present-day, worldwide importance, was the core of the program. Among the guest lecturers through the years have been: William Lydgate, editor of the Gallup Poll; Leland Stowe, journalist; George Fielding Elliott, news commentator and columnist; Col. Robert Allen, former radio and columnist partner of Drew Pearson; Karl Mundt, senator from South Dakota; Quincy Howe, CBS news commentator; Roscoe Drummond, of the Christian Science Monitor; Stuart Chase, lecturer and writer; Harold Lasswell, writer and authori-
ty on political and social science; and George Denny, of "The Town Meeting of the Air."

Although attendance at these free lecture-discussions has rarely exceeded 300, a large majority of which has been Utica College people, the college has thought the series to be worth the $150 in transportation, food, lodging, and hall rental each lecturer has cost. These lectures have been conducted monthly through the school year for the past six years, and have been held in a local high school auditorium rented for the evening.

Through May, 1952, this Community Service Lecture Series has been one of the largest community service productions undertaken by the college, and has garnered favorable publicity for the institution. But after these six years and some $10,000 in expenditures and man hours, Utica College still has not approached the optimum potential in its lecture series. The college does not know exactly who its lecture series "public" is. It has done nothing to increase the attendance at the lectures. And it has ignored the stratagem of registration of audiences and the use of the follow-up letter.

Utica College, meanwhile, had some speakers of its own. As the existence of the college became known to the community, and as members of the administration and faculty became assimilated into formal community groups, demands for speakers before local organizations flooded the desk of the dean. Thus was Utica College abruptly made aware of another of its civic
responsibilities.

Fraternal, civic, business, vocational, social, and Protestant church groups recognized the vast store of diverse knowledge latent in the college's faculty and administration, and realized that the college could probably serve the interests of nearly every group in the city in one way or another. The embarrassed dean was quick to comply with the wishes of the citizenry, and encouraged his faculty and administration to accept speaking engagements on topics in which they believed they were proficient. As a result of the lack of organization of the faculty speakers program, engagements were confused or missed, faculty members spoke without adequate preparation, and several spoke "over the heads" of their lay audience.

It was not until Dr. Ralph N. Schmidt, chairman of the speech department, assumed command of the Faculty Speakers' Bureau in 1947 that the confusion and consequent ill-feeling was largely erased. Dr. Schmidt maintained listings of every request for speakers and a roster of those faculty members qualified to speak on various subjects.

The Faculty Speakers' Bureau has filled 50 to 100 engagements a year since 1947. The dean of the college has spoken on varied phases of education to the New Century Club, Protestant church groups, parent-teachers associations, Kiwanis, Boy Scout Council, Rotary, American Legion, Inter-club Council, Industrial Committee of the Young Men's Christian Association, and the Optimist Club. Economics professors have lectured before
such groups as the Business Girls' Club of the Young Women's Christian Association, a seminar on labor education at the YMCA, Rotary, Masons, Lions, and the National Federation of Federal Employees. Professors of social science have addressed various Protestant church groups on modern living, and members of the department of philosophy have lectured on spiritual topics at meetings of the Exchange Club, Lions, and Protestant church groups.

This faculty body has indeed added to the local prestige of the college, and has proved to be a mainstay of the college's community service programs, although the "public" reached by these lecturers at any one time has not been too wide.

Thus the first year of the college's existence revealed at least some acceptance of its community college philosophy, but a passive acceptance which generally had to be encouraged by outside forces. The fulfillment of Utica College's civic responsibilities were clouded by an acute lack of knowledge of the methods by which its obligations could be implemented, and only a vague notion of just exactly what those civic responsibilities really were. Utica College had apparently bitten off more philosophy that it could chew!

September, 1947, saw a change at Utica College. Dean Winton Tolles was replaced by Dr. Ralph F. Strebel, and with him Dean Strebel brought the seed of a realistic community college and community relations doctrine. The new dean was an educator and knew nothing of the techniques of community
relations. But he did know that Utica College should be an active citizen of the community and should not continue the virtually passive role which it had assumed the previous year. He realized the strength of the various community forces which could act to benefit or hurt the school, and he was determined that they should act in the former manner.

But Dean Strebel, too, was frustrated and handicapped in the fulfillment of his aims. He had no one to turn to for counsel. He had no one to keep him informed. And the fumbling publicity policy was continued for want of something better.

The latter months of 1947, however, did see an increase in Utica College's community participation, although it was still largely encouraged by outside groups. These groups recognized the potential intellectual and physical facilities of Utica College as a definite asset in furthering their own community causes even before the college did.

In October, 1947, the Board of Education of Utica approached Dean Strebel to establish a residence center for graduate work in which Utica high school teachers might secure, or at least take courses toward, their master's degrees. This plan was effected by the dean.

The same month the Faculty Wives Club of Utica College decided to add their contribution to the actuation of the college's community service principles. In fulfilling their pledge, the women volunteered their time for the college year to assist in the operation and maintenance of the Utica
Day Nursery, a Community Chest agency.

In November, Utica College was contacted by the Industrial Committee of the YMCA, a local vocational club of industrial employees devoted to the encouragement of new methods of technical production and human relations in industry. The committee was considering the establishment of a series of two-year courses in industrial training for men in Utica industry, and sought the counsel of the college in setting up and conducting the program. Dean Strebel and Prof. Virgil Crisafulli, chairman of the department of business and economics at the college, accepted the task, and the program is now in its fifth year. The classes in time and motion study, production management, human relations, etc., are held at Utica College and are instructed by college personnel. Recently, new courses for foremen, supervisors, and union officials were added to the program.

The year ended, however, with Dean Strebel quite dissatisfied. He was irked by the haphazard system of news releases, and he was opposed to the occasional dissemination of what he believed was publicity adverse to the best interests of the college. He disliked the absence of a central office through which all college policies, practises, and publicity could be channeled and interpreted to the community at large. And the dean was further disturbed by the lack of a competent official who could head the office and turn his own theories of college community participation into real programs and
activities.

Dean Strebel appealed to Syracuse University for aid in establishing a public relations office at the college. The university sent him Richard H. Costa, a young journalist who had recently completed his master's degree in journalism at the university. Costa admittedly knew little or nothing about public relations, per se, but after a series of conferences Dean Strebel established him in an office in the administration building with the title, "Director of Public Relations," emblazoned on the door.

The dean visualized a college public relations practitioner as a coordinator of college policies and practices and as a liaison between the college administration and its various "publics." But Costa was neither of these. He was solely a "publicity man," and he was accepted as such by the dean who at least realized the college's publicity function as one sadly in need of revision and revitalization. Thus the dean hired Costa on that basis, and gave him a virtual free hand in the establishment of his department's broad functions.

On February 2, 1948, Costa entered his office, and was delegated as a one-man public relations department. Indeed, his single activity of publicity director precluded any move he might have contemplated toward the establishment and effectuation of a complete public relations philosophy and program. During his entire three-and-one-half-year tenure at Utica College he alone reported every college function, in addition to
laboring under a teaching load. As a result, his maximum effectiveness was virtually stifled before he began.

Costa devoted his entire first year to a revision of the publicity function of the college. He assumed complete responsibility for all publicity, save sports, and, to a great degree, succeeded in eliminating the chaotic situation which had previously prevailed. He did not, however, consider the foreign language press of Utica in his newspaper publicity program.

Meanwhile, the college continued to play its passive role in community participation, accepting the lead of community organizations when they appealed to the college for aid, but never developing a dynamic philosophy and program of community relations of its own.

In February, 1948, a group of small businessmen in the Utica area asked the college to conduct a series of lecture-discussions on various phases of business operation. The department of business and economics complied, and directed a number of classes for the group in buying, inventory practice, sales, credit policy and other business functions.

The same month saw a request by the Public Affairs Committee of the Citizens' Community Council to help devise and conduct a class in discussion leadership training. The Council's committee sought the aid of the college in preparing its members to take part in a broad program of panels, forums, and discussion groups on public affairs. And, once again, the college complied.
A church group was the next to appeal to Utica College. A Unitarian institution, located near the college campus, boasted several members of the college faculty among its followers, and had also been addressed by a lecturer of the Faculty Speakers' Bureau. Impressed by what it had seen and known of the college faculty, the church asked Dean Strebel for a professor to instruct a Sunday morning adult group in various phases of psychology. As it happened, the professor was also a member of the church.

Also in 1948, the business manager of the college secured the publication of a simple news story in the *Utica Daily Press*, unaware of its power as a potential continuing "weapon" of community relations, if followed up. The article stated that Utica College would bring in to Utica businessmen and house­holders in 1948 a total income of over $775,000. This figure was broken down into: rent from out-of-town students, $50,000; board from out-of-town students, $100,000; spending or bank deposits by the faculty, $225,000; spending by students, $290,000; and college purchases from Utica business firms, $90,000. Neither was Costa mindful of the importance of the mute figures, which could have been easily parlayed into a significant community relations "sales" device if properly employed in semi-annual news stories or in advertisements in the local press. Dollar signs have loud voices.

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January, 1949, saw the department of speech at Utica College establish another speaking program which has at least paralleled, if not overshadowed, the Faculty Speakers' Bureau. Continuing his personal community service program, Dr. Schmidt conceived the Student Speakers' Bureau as another agency of his speech department. Avoiding the difficulties encountered by the early faculty speakers group, the Student Speakers' Bureau was an immediate success. Dr. Schmidt drew up a roster of community organizations which had expressed interest in securing college speakers. To these organizations he mailed brochures listing the names of his student speakers and the topics about which they were qualified to speak. The organizations were invited to choose the speakers and topics they desired. These student speakers effectively complemented the faculty lecturers with a simple, direct, fresh approach to their subjects.

With the advent of 1949, Costa, too, attempted to enlarge his activities, as far as college community participation was concerned. But he still chose to emphasize the publicity aspect of his endeavors and did not consider himself able to develop a continuing community relations program. At other points he encountered opposition from members of the official family of the college in his venture to extend the scope of his work.

Near the end of the third year of the college's existence, its physical plant had matured, and the college's presence in the community was generally known. Costa reasoned that the time was ripe for a display of old-fashioned showmanship — the
special event --- perhaps one of the most ancient, but still one of the most effective, techniques of public relations. "Community Day" was chosen as the ideal event.

A four-hour program was planned for a Sunday afternoon in January, 1949. The theme of the production was the newly-erected, modernistic classroom building and student lounge, and was effectively supplemented by student-conducted tours of the campus, a receiving line of members of the administration and faculty, departmental exhibits, refreshments, and a Costa-designed souvenir brochure, "I Am I College."

"Community Day" was advertised through paid newspaper advertisements, posters placed in strategic locations throughout the city, spot announcements over the radio, news releases to the local press, and word-of-mouth advertising by students, faculty, and administration. City and county officials and community business, educational, and social leaders were also invited to the event.

More than 2,000 Uticans presented themselves at the college, and, in itself, the program was a rousing success. Whatever follow-up effect the day might have prompted was irrevocably lost, however, for Costa had no continuing community relations program through which he could keep alive the spontaneous spirit of the day.

In March, 1949, Costa instituted another college-sponsored endeavor which he believed would be accepted by Uticans as another community service program. In cooperation with the
college's department of English, he established "The Book And You," a community participation series of lecture discussions on the classics. A fee of three dollars was set for the first eight-lecture series, and Utica College English professors spoke on the works of Tolstoy, Dostoevsky, and Plato, among others.

Costa and the academically-minded English department once again neglected to consider their "public." The program appeared to be a noble effort on the part of the college, but Costa failed to discover beforehand if the community really wanted a service of that nature. Had he taken the time to analyze the social and economic characteristics of the city before the program was undertaken he would have become aware of the fact that Uticans would not appreciate that manner of community service. Even the self-styled cultural reading groups of the city found the lecture series above their level. The program was simply not geared to the needs of the community.

Needless to say, the college was quite astonished and embarrassed as the well-intentioned "The Book And You" proved a dismal failure and was dropped at the end of the college year.

Costa's first, and last, attempt at a complete integration of the college's community service activities under his own department came in 1950. But once again he was frustrated, and a breach began to widen between the public relations director and the dean, who was becoming increasingly dissatisfied with
Costa's work.

Dr. Schmidt protested Costa's attempt to destroy his "empire" when the harassed public relations director sought to bring the Faculty and Student Speakers' Bureaus under his jurisdiction, the better to coordinate their activities in his department. Costa's venture was thwarted, and the relations between the unhappy Syracusan and the dean, Dr. Schmidt, and several other members of the college's official family became irrevocably strained.

Costa retired chastened to his publicity function, and, soon after, obtained a part-time position on the copy desk of the Utica Daily Press, preparatory to leaving the college when Dean Strebel could contract an acceptable replacement. Costa's short-lived career as a public relations director was fast approaching its close.

Save for an acceptable college publicity set-up, Costa's tenure at the Oneida Square institution brought little in the way of the development of a complete understanding, philosophy, and continuing program of public and community relations.

Indeed, Costa himself had no philosophy of public relations. His background was purely journalistic, and he knew only publicity and press relations. He functioned as a one-man department, which necessarily hampered the execution of whatever program he may have envisioned. And the fact that several administrative officials did not understand, and thus resented, Costa's position in the college, also negated any good the
public relations director might have accomplished.

Whatever Costa attempted outside of his publicity function was a hit-or-miss venture. As far as community relations was concerned, he never knew what organizations in the community were represented on the faculty or administration, so that he could employ those persons advantageously to interpret the college to community groups. He never developed a continuing roster of the influential groups and citizens in the community, through whom he could have worked to present the college in a more favorable light. Although Costa did endeavor to devise a few community service programs, however poorly planned and executed, he generally adopted a passive attitude toward community participation. His attempt to maintain the public relations department as the coordinator and clearing house for all college publicity and community activities was never realized, for the athletic department and Dr. Schmidt preferred to remain aloof, and rebelled at Costa's attempted inroads on their domains.

Costa never really knew the effectiveness of his work. He had no definite philosophy or operating policy of public or community relations, and had established no criteria or system by which he could evaluate his efforts. He felt that he was doing his best, under the circumstances, but he was vaguely aware of a suspicion that the college was not fulfilling its avowed principles of community service.

Director of Public Relations Richard H. Costa resigned
his position in June, 1951. A dismal era was at an end. A new, and somewhat brighter, era was just ahead.

Dean Ralph Strebel looked no further than the roster of 1950 graduates of Utica College for Costa's successor. He chose Harold F. Hale, a 27-year-old product of the college's division of public relations, to the post of "Assistant to the Dean in Charge of Public Relations."

Hale had four distinct factors in his favor as he took the reins in the summer of 1951. He was a graduate of Utica College, and he knew his organization. He had watched Costa at work, and he could profit from his predecessor's errors. He had majored in public relations, and he knew his profession, at least theoretically. And he was willing to learn.

Once his position in the administrative hierarchy of the college was made known, Hale's first move was to establish his department. Dean Strebel had recognized fully the physical disadvantages under which Costa had labored, and gave Hale a free hand in the creation of his department.

Hale chose his entire staff from the ranks of the college or its graduates. He selected a veteran reporter for the Herkimer, N.Y., Telegram, who was also a junior majoring in public relations, as his assistant in charge of the newly-conceived college news bureau. The news bureau was established as the sole college agency charged with publicity and press relations. Another public relations student was contracted as the full-time college photographer, and two graduates who had
taken courses in public relations were hired as departmental assistants and secretaries.

After assuming his duties in the Summer of 1951, Hale was quick to realize that he was obliged to conceive a definite policy of public and community relations and establish an ultimate objective toward which the college could strive. He saw no profit in sketchy, haphazard community relations "gimmicks," which offered the college no assurance of the continuing acceptance and respect of the city.

He reaffirmed the philosophy of the community college and saw the community as the most important "public" of the college. Hale believed that community relations was more than newspaper publicity and vowed that, as the servant of the community, the college would endeavor to fulfill the practical needs of the city to the best of its ability in a continuing program of community relations.

Under Hale's direction, the Community Service Lecture Series and most of the other college community activities were continued and coordinated under the public relations department. Dr. Schmidt was pressured into relinquishing his hold on the Faculty Speakers' Bureau, but he held grimly on to the direction of the Student Speakers' Bureau. Hale reasoned that, so long as the bureau was successfully fulfilling its objectives under the speech department, there was no profit in creating further antagonism within the college family.

By May, 1952. Hale had also enlarged the Utica College-
sponsored radio series. "Utica College Speaks" has been aired over WRUN on Friday at 7:00 p.m. "Calling The Campus" has been heard over WGAT on Saturday at 10:00 a.m. And "The Voice Of The Campus," a revised production of the original Utica College-sponsored program, has been aired on Sunday at 4:00 p.m. over WIBX. All three are half-hour shows, and are produced, directed, and conducted by Utica College students. They feature college news, educational talks, and popular music. The air time is granted free to the college by the three local stations. Hale has also contacted WKTV, the local television station, to view a Utica College-sponsored video show beginning in the Fall of 1952.

In February, 1952, the new director of public relations established a unique educational program as a continuing community service. Accepting the request of several senior citizens of Utica to attend Utica College for a belated college education, Hale instituted a practice of granting free tuition to any resident of Utica or the vicinity over 65 years of age. Through May, 1952, four men and six women had taken advantage of the service.

Utica College anticipated the wishes of another of its important community "publics" the following month. Several industrial leaders of the Utica area were invited to an "industry-faculty" dinner on March 24 at the college. In a program conceived and arranged by Hale, Dean Strebel offered full use of all Utica College facilities, both physical and
academic, to the group. In making the offer, the dean reaffirmed the community service principles of the college, and stated that the college would like to feel that it was contributing more and more toward the betterment of the community. He posed the question, "What can our college do to help you industrialists of Utica?"

Another vital community need was recognized and filled by the college in May, 1952. A community service project designed to provide essential guidance services for Utica and area residents, schools, and industries was slated to be inaugurated at Utica College in October, 1952.

The consultant service, to be known as the Utica College Community Guidance Center, will include vocational, educational, and personal counseling, testing for business and industry, remedial reading, speech therapy, and language training.

The center will be directed by a Utica College psychology professor and staffed by 13 professional counselors.

Before the Utica College center was established, the nearest agency offering a similar service was in Syracuse, N.Y., 50 miles away, and it is to the college's credit that such a program was undertaken as another community service project.

Also under Hale's direction the college has sponsored an exhibit of stockholder literature for area businessmen, and has subscribed willingly and generously to the Cancer, Fund, Red Cross, and Community Chest drives on the local level.

Utica College fraternities, sororities, and other student
campus organizations have caught the fever of the college's community service programs and have accepted their own responsibilities for taking an active part in local community welfare activities. They have canvassed for fund campaigns, done volunteer work for Community Chest agencies, and aided in other civic projects. Hale has neglected his own responsibility in this area by not encouraging and coordinating the students' efforts through the public relations department for greater effectiveness.

Although Hale and Dean Strebel have lately exhibited a knack for rooting out and fulfilling community needs in accordance with the philosophy of the college, Hale has confessed that he has largely depended in the past on his analysis of the community relations activities of American industry in determining his policies and practises.

This is, of course, not to be condemned entirely, but Hale has failed to develop and up-to-date and continuing socioeconomic study of the city, which would better reveal to him several areas in which he might further implement his philosophy of community service.

Neither does the public relations director have at his disposal an up-to-date listing of all the community organizations which are represented on the faculty and administration. Such a listing would enable him to observe the scope of the college's direct potential participation in those community groups, and call upon those faculty members to keep him informed
of the nature of those groups.

Hale is also guilty of not maintaining a continual roster of civic leaders and influential community organizations. He should want to know and cultivate the friendship of these "publics," for they wield much power in the affairs of the city. Nor has he attempted to develop a program through which these citizens and groups might be continually informed of the college's activities and its community service efforts.

The war memorial bond issue of 1947 should also have been a reminder enough to Hale that the good-will of the Common Council of Utica, the city's legislative body, is ever essential. If a feeling of indifference between the college and the Council is allowed to take root, the Council may some day even find cause to legislate the college right out of existence. When the author informed Hale that an alderman on the city council was the father of a Utica College student, he appeared incredulous at the "news."

It has been this apparent lack of acceptance of the existence of every "external public" of the college in the community that has hampered Hale's community relations program to a great extent.

But more important has been the absence of any realistic measure of evaluation of the community relations policies and practices of the college. Hale has naturally believed that he has done his best in fulfilling the civic responsibilities of the college, but he has lacked any objective facts
which would corroborate or negate his beliefs. He wanted to know just exactly how many people in Utica really knew that the college existed. He wanted to know how many listened to its radio programs. He wanted to know what Uticans knew and thought about the college. That information would have pointed up the fulfillment or inadequacy of the community relations efforts of the college. But he did not know these, and other, answers. And his program was thus incomplete.

And it was not until April, 1952, when the author completed the Utica College Community Information and Attitude Survey, that these answers were known.
SAMPLE QUESTIONNAIRE

UTICA COLLEGE COMMUNITY INFORMATION AND ATTITUDE SURVEY

1) HAVE YOU EVER HEARD OF UTICA COLLEGE?
   YES -----  
   NO ----

2) HAVE YOU EVER ATTENDED CLASSES AT UTICA COLLEGE?
   YES -----  
   NO ----
   (IF YES) WHEN? ___ --- FOR HOW LONG? ____________ 

3) HAS ANYONE IN YOUR FAMILY EVER ATTENDED UTICA COLLEGE?
   YES --- 
   NO ----
   (IF YES) WHICH FAMILY MEMBER(S)? ---------------------
   WHEN? ________ FOR HOW LONG? ____________

4) CAN YOU TELL ME WHERE UTICA COLLEGE IS LOCATED?
   YES -----  
   NO ----
   (IF YES) WHERE? ---------------------------------

5) (IF #4 IS AFFIRMATIVE) DO YOU THINK THIS IS A GOOD LOCATION?
   YES ----- 
   NO ----
   WHY? ------------------------------------------

6) (IF #5 IS NEGATIVE) WHAT DO YOU THINK WOULD BE A GOOD LOCATION?
   ------------------- 
   -------------------
   -------------------
   -------------------
   -------------------
   -------------------
   WHY? ----------------------------------------

7) ABOUT HOW OLD DO YOU THINK UTICA COLLEGE IS? __________YEARS

8) DO YOU KNOW WHO OWNS UTICA COLLEGE?
   (A) INDEPENDENT ------
   (B) CITY OR STATE ----
   (C) ANOTHER COLLEGE OR UNIVERSITY ------
   (D) OTHER ----
9) Is Utica College known by any other name?
   Yes ______
   No ______
   (If Yes) What name? ____________________________
   Don't know ______

10) Do you personally know any students at Utica College?
   Yes ______
   No ______

11) (If Yes,) Have they told you anything about the College?
    Yes ______
    No ______

12) (If #11 is affirmative) What have they told you? ____________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________
    ____________________________________________

13) Do you know the name of any official or teacher at Utica College?
    Yes ______
    No ______
    (If Yes,) Whom? ____________________________

14) Where do you get your information about the College?
   (A) Radio ______
   (B) Television ______
   (C) Newspapers ______
   (D) Friends or Relatives ______
   (E) College Booklets ______
   (F) Other ______
   (G) No information ______

15) Which of these do you rely on most? ____________________________

16) (If answer to #14 includes mention of radio ask:) Have you ever listened to any of the Utica College sponsored radio programs?
    Yes ______
    No ______
    (If Yes) Which ones?
    (A) Friday 7:00 P.M. Utica College Speaks WRUN ______
    (B) Saturday 10:00 A.M. Calling the Campus WGAT ______
    (C) Sunday, 4:00 P.M. Voice of the Campus' WIBX ______
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>17) Do you think that Utica College is going to stay in Utica?</td>
<td>(A) for a short time, (B) permanently, (C) don't know</td>
</tr>
<tr>
<td>18) Do you think Utica College is an asset (a good thing) for Utica?</td>
<td>Yes, No, Don't know</td>
</tr>
<tr>
<td>19) About how much do you think it costs (tuition only) to attend Utica College (full time) for a year?</td>
<td>_____ dollars</td>
</tr>
<tr>
<td>20) If figure is given in answer to #19, do you think this is:</td>
<td>Too much, About right</td>
</tr>
<tr>
<td>21) Again, if figure is given in answer to #19, do you think this is more or less than at other colleges?</td>
<td>_____</td>
</tr>
<tr>
<td>22) Do you think that evening classes are held at Utica College?</td>
<td>Yes, No, Don't know</td>
</tr>
<tr>
<td>23) About how many students do you think are now enrolled at Utica College?</td>
<td>_____</td>
</tr>
<tr>
<td>24) Do you know if Utica College has taken part in any community service activities, such as: Red Cross, Community Chest, etc?</td>
<td>Yes, No, Don't know</td>
</tr>
<tr>
<td>25) Does Utica College have an organized sports program?</td>
<td>Yes, No, Don't know</td>
</tr>
<tr>
<td>26) (If answer to #25 is affirmative) Do you think it should be enlarged?</td>
<td>Yes, No, Don't know</td>
</tr>
</tbody>
</table>
SAMPLE QUESTIONNAIRE

27.) HAVE YOU EVER ATTENDED ANY UTICA COLLEGE ACTIVITIES?
YES ------
NO ------
(IF YES,) CAN YOU LIST WHICH ONES? ________________________________

28.) CAN A PERSON GET A FULL, FOUR YEAR COLLEGE EDUCATION AT U.C.?
YES ------
NO ------
DON'T KNOW ------

29.) IF YOU KNEW SOMEONE WHO WANTED TO GO TO COLLEGE, WOULD YOU SUGGEST
UTICA COLLEGE TO THEM?
YES ------
NO ------
WHY OR WHY NOT? ________________________________

30.) HOW LONG HAVE YOU LIVED IN UTICA? __________________

31.) AGE OF RESPONDENT ------ NOT ASCERTAINED ------ SEX ------
MARITAL STATUS ------
HIGHEST SCHOOL GRADE COMPLETED ------
NUMBER OF CHILDREN ------ AGES ------

32.) (IF RESPONDENT HAS CHILDREN) ARE YOUR CHILDREN PLANNING TO GO TO
COLLEGE?
YES ------
NO ------
DON'T KNOW ------

38.) (IF #32 IS AFFIRMATIVE) HAVE YOU THOUGHT ABOUT SENDING THEM TO
UTICA COLLEGE?
YES ------
NO ------
34) (If children are of college age) are they attending college?
   YES - --
   NC ---

35) What do you think might be done to improve Utica College in any way?
   Don't know ----

Income Group of Respondent (Present Card) ---
Address of Respondent ____________________________
Degree of Cooperation: Good --- Fair --- Poor ---
Name of Interviewer ____________________________
Address of Interviewer __________________________
Remarks ________________________________________
Phone # ________________________________
34) (If children are of college age) Are they attending college?
   Yes - --
   No ---

35) What do you think might be done to improve Utica College in any way?
   ---------------
   ---------------
   ---------------
   ---------------
   ---------------
   Don't know ----

Income group of respondent (Present card) --- --- ----
Address of respondent ___________________________________
Degree of cooperation: Good ______ Fair ______ Poor ______
Name of interviewer --- --- --- --- --- --- --- --- --- --- ---
Address of interviewer __________________________ Phone # ---
Remarks ____________________________
CHAPTER IV
A PRESENTATION OF THE SIGNIFICANT RESULTS
OF THE UTICA COLLEGE COMMUNITY INFORMATION AND ATTITUDE SURVEY

In this chapter the author has attempted to present the significant results of the Utica College Community Information and Attitude Survey. The reader will note that the answers to several of the questions printed on the sample questionnaire are not treated in this chapter. The author has taken the liberty of omitting those answers in deference to a more complete treatment of the more vital results of the survey. A complete tabulation of all the answers to every question in the questionnaire, however, will be included in the appendix to the thesis.

Of the 232 questionnaires which were returned, coded, and tabulated, 90 percent (208) of the respondents indicated that they had heard of Utica College. Also within this group of 232, however, was a total of nine percent (21) who confused Utica College in one way or another with the New York State Institute of Applied Arts and Sciences or the now-defunct Mohawk College. This nine percent made its confusion apparent in answers to such questions as the location, ownership, and name of the college.

Four percent (9) of the 208 respondents who claimed knowledge of the college had, at one time, been students at the institution, and an additional 20 percent (41) claimed that someone in their family had attended classes at the college.
Eighty-four percent (175) of the respondents claimed that they knew where the college was located, but only 90 percent (158) of this total were able to state the correct location of the school.

Only 26 percent (54) knew the approximate age of the college as six years, while the dominant percentage, 34 (71), believed that the college was only four to five years old.

Forty-eight percent (100) knew that Utica College was owned by Syracuse University. Fifteen percent (31) claimed that the college was independent, and seven percent (15) believed that Utica College was owned by the city or the state.

Forty-two percent (87) personally knew students at the college, and, of this total, 59 percent (51) stated that those students had spoken to them about the college. Seventy percent (44) of the students' comments were favorable to the college, 28 percent (18) were merely explanatory remarks, and two percent (1) were unfavorable to the college.

Twenty-three percent (48) of those respondents who claimed knowledge of the college stated that they knew the name of one or more members of the faculty and/or administration of Utica College. (Ques. #13) Dean Strebel received 14 percent (15) of the total; Mrs. Henrietta Sexton, director of the college placement service and Utica socialite, received seven percent (8); as did Prof. Virgil Crisafulli. Owen Roberts, English professor, received five percent (6) of the total, and the remainder was scattered among 23 others of the college family.
Most Uticans obtained their information about Utica College from the local newspapers, and relied on that medium as the best source of college news. This knowledge is corroborated by the fact that Utica College has continually placed an average of one or more news stories per day in one or both of the daily newspapers. Newspapers were mentioned by 54 percent (100) of the respondents who received some information about the college as the chief source of their knowledge. Friends and/or relatives were cited by 24 percent (45) as their best source of information, and radio was claimed by 10 percent (19). Ninety-three percent (184) of all those who claimed knowledge of the school received continual information about the college from some source.

Twenty-two percent (46) of those respondents claiming knowledge of the school listened to one or more of its radio programs. Of 66 respondents citing radio as a source of information about the college (Ques. #14), 70 percent (46) listened to one or more college-sponsored shows. "Calling The Campus" was most popular, being mentioned by 48 percent (28) of the 46 respondents. "The Voice of the Campus" was second in popularity with 31 percent (18) of the total, and was followed by "Utica College Speaks" with 21 percent (12) of the total number of "votes."

Forty-seven percent (98) of those respondents who claimed knowledge of Utica College believed that the institution was a permanent fixture in the city, while 45 percent (94) were
not sure whether the college was to be permanent or whether the university was going to close it down within a short time. Only three percent (6) declared outright that the college was only a short-term institution in the city.

Eighty-eight percent (163) of the respondents believed that Utica College was an asset to the city, while six percent (12) refused to commit themselves, and only one percent (2) declared in the negative.

Uticans generally expressed greater ignorance on those specific questions directly relating to information about the college, however.

Twenty-five percent (50) of the respondents knew exactly the yearly tuition rate ($500) of the college, while other respondents scattered their answers liberally between $75 and $1,800, with a large minority over-estimating the rate. Thirty-eight percent (78) of the respondents preferred to remain uncommitted on this question, and pointed the way to a similar trend in the following questions on specific information concerning the college.

Of the 121 respondents who did venture an answer on Question #19, 82 percent (98) believed that the college was charging a fair rate, and 16 percent (18) claimed that the tuition was too high.

Of the 118 respondents answering Question #20, 43 percent (52) believed that Utica College charged the same tuition as other colleges, and 35 percent (42) were of the opinion that
Utica College charged less than other schools, while only two percent (3) believed that the college charged more than other institutions.

Sixty-nine percent (143) of the respondents who claimed knowledge of the college knew that the school conducted an evening division. This relatively high percentage was, no doubt, prompted by the fact that the college had sent 13,000 flyers advertising the evening division program in a city-wide, direct mail campaign only a few months prior to the survey.

Most Uticans displayed complete ignorance when asked the total student enrollment at the college. Fifty-eight percent (120) of the respondents refused to commit themselves to any estimate, and the remainder scattered their guesses between 200 and 3,000, with eight percent (16) agreeing on 800 to 1,000 students. The true total at the time of the survey was approximately 1,800.

Thirty-six percent (74) of the respondents knew that Utica College had taken part in community service activities. When those interviewees were queried as to the specific activities they referred to, the Community Chest was mentioned first, with 21 percent (14) of a total response of 70. The Red Cross was next, with 19 percent (12); and was followed by the blood donor drive, with 11 percent (7), and the March of Dimes, with nine percent (5). The other 32 responses were distributed among a Utica hospital fund drive, the Heart Fund, "painting a building" (a fraternity helped to paint a local Community Chest-supported children's home), a drive for clothes for
Berliners, a war bond drive, the Cancer Fund, the Easter Seal campaign, the Student and Faculty Speakers' Bureaus, fraternity activities, a local hearing aid drive, and community surveys.

Forty-seven percent (97) of the respondents knew that Utica College conducted a varsity sports program, despite the fact that Utica College athletics have been the most publicized function of the college. This, however, was probably tempered by the fact that a majority of the survey respondents were women. Another 45 percent (93) would not venture any definite answer on that question.

Ten percent (21) of those respondents who claimed knowledge of the college had attended Utica College-sponsored events, programs, or activities. Most often attended activity was the Community Service Lecture Series, with 25 percent (9) of the 36 responses to the query. Sports events followed with 22 percent (8), college plays with 17 percent (6), college dances with 13 percent (5), college debates with eight percent (3), "Frat Follies," a fraternity show, with eight percent (3), and graduation exercises with seven percent (2). It is interesting to note that although an estimated 2,000 Uticans were clocked through the college gates on Community Day only three years before, not one respondent mentioned it as an attended activity.

Sixty-two percent (129) of the respondents knew that one could complete a full, four-year college education at Utica College, while only six percent (13) answered with an outright
Seventy-six percent (159) of the respondents declared that if they knew someone who wanted to go to a college, they would suggest Utica College to them. Queried as to the reasons for their statements, the author received 152 answers. "Close to home" was dominant, with 41 percent (63) of the responses. "Cheaper than other colleges" followed with 19 percent (29), and "good school" totaled 16 percent (25).

Twelve percent (25) answered in the negative to Question #29, and the author received 18 reasons for their claim. "Lacks advantages of other colleges" led this list with 44 percent (8) of the total, followed by 22 percent (4) which stated that "I don't know enough about the college," 16 percent (3) which stated "Utica College is too close to home," and 11 percent (2) which claimed that "Utica College costs too much."

Eighty responded out of the total of 208 to the query, "What do you think might be done to improve Utica College?" Thirty-six percent (30) stated that Utica College should have a larger campus, 13 percent (11) pleaded for a better location for the college, 11 percent (9) stated that the college was not publicized enough, and six percent claimed the need for additional parking facilities.

Thus did the "straight run" tabulation of the survey yield some interesting results. But the author wished to go further than the first count. He had opened the door to a more comprehensive analysis of the survey results by developing a
number of survey "variables." One of these variables was an analysis of the answers given by respondents who had attended Utica College or whose relatives had attended Utica College, as compared to the answers offered by respondents who had never attended the college and whose relatives had never attended, but who still claimed knowledge of the school. It was thought that the application of this variable would effectively point up the differences in thought and knowledge about the institution between the majority group who had no connection with the college and the minority group which did have a familial association with the college. And this thought was generally corroborated by the results tabulated.

For the sake of simplicity in this presentation, the majority group having no familial connection with the college will be referred to as "Group A," and the minority group of respondents who had themselves, or one or more of their family, attended Utica College, will be referred to as "Group B."

Eighty-two percent (130) of Group A stated that they knew the location of Utica College, while 90 percent (45) of Group B answered in the affirmative. However, of the 50 Group B respondents, only 84 percent (42) could state the correct location, while 88 percent (115) of Group A respondents answered correctly.

Fifty percent (25) of Group B knew the age of the college as six years, while only 18 percent (29) of Group A provided the right answer.
Seventy percent (35) of Group B knew that Utica College was owned by Syracuse University, while only 41 percent (65) of Group A knew that fact.

Thirty-eight percent (19) of Group B knew the name of one or more professors or officials at the college, as compared to only 18 percent (29) of Group A. There was, however, little significant difference between the two groups in the mention of persons most named, e.g. Strebel, but the scattered names, most of whom were instructors, were generally mentioned more by Group B.

There were interesting differences in answers naming sources of information about Utica College. Group B mentioned radio and newspapers as sources only 49 percent (49) of the total citations, as compared to Group A's citation of 63 percent (157) for those sources. Too, Group B cited friends and/or relatives and college booklets as a source of information as 40 percent of the total, compared to Group A's mention of those sources as only 25 percent (62) of its total. However, 52 percent (26) of Group B still relied on radio and newspapers as their best source of college news.

Twenty percent (31) of Group A listened to one or more Utica College-sponsored radio programs, as compared with Group B's 30 percent (15). There was, however, little difference in the specific programs to which each group listened.

Forty-five percent (71) of Group A believed that Utica College was a permanent institution, while 54 percent (27) of
Group B expressed this belief.

Ninety-two percent (46) of Group B felt that Utica College was an asset to Utica, as compared with 87 percent (137) of Group A.

Sixteen percent (26) of Group A were able to state the correct yearly tuition rate of the college, as compared to 48 percent (24) of Group B.

There was no difference between the above segments of both groups pertaining to Question #20, concerning the "fairness" of the tuition rate, but 53 percent (19) of those of Group B who responded believed that the Utica College tuition rate was lower than at other schools, as compared to 27 percent (23) of Group A.

Eighty-eight percent (44) of Group B knew that evening courses were conducted at the college, while just 63 percent (99) of Group A could state that fact.

Fifty percent (25) of Group B knew that Utica College had taken part in community service activities, as compared to 31 percent (49) of Group A.

Forty-four percent (70) of Group A knew that Utica College maintained a varsity sports program, while 54 percent (27) of Group B could vouch for that fact.

Only four percent (7) of Group A had ever attended any Utica College-sponsored activities, as compared with 28 percent (14) of Group B. And, of course, Group B had attended more of the intra-college activities, e.g. graduation, dances, etc.
Eighty percent (40) of Group B knew that a student could receive a full, four-year education at Utica College, while 56 percent (89) of Group A knew that fact.

Eighty-two percent (41) of Group B believed that if they knew someone who wanted to go to a college they would recommend Utica College to them. But only 75 percent (118) of Group A would advise that person to go to Utica College. There was, however, no apparent difference in the reasons presented by the two groups.

Neither was there any sharp deviation in the methods offered by both groups to improve the college.

The author was desirous also, in analyzing the results of the survey, of discovering, if possible, any indication of why a group of 24 respondents were not aware of the presence of the college in the community. The author had instructed his interviewers to probe those respondents who had never heard of Utica College with the selected "personal" questions provided in the questionnaire, in an attempt to reveal possible factors which would disclose the desired information.

The answer to only one question asked of this group of respondents pointed up some measure of the information the author was seeking. This tabulation showed that 25 percent (6) of those respondents had lived in Utica less than 10 years, as compared to only 14 percent (30) of the other respondents to the survey.

This fact may be interpreted to mean that at least 25
percent of those persons who claimed ignorance to the existence of Utica College had not lived in the city long enough to become aware of all the organizations and institutions of the community.

Thus were the questions of Harold F. Hale, director of public relations at Utica College, answered. In general, the public's knowledge of and attitude toward Utica College was favorable to the college. There was only one important area in which the college showed poorly. Only four percent of that segment of the population which had never attended Utica College or had relatives who attended, yet knew of the college's existence, revealed that they had taken advantage of any of Utica College's community relations activities and/or programs. And that segment was more than 75 percent of the population of the city.

These activities and programs have taken the form of such productions as the Community Service Lecture Series, Community Day, and "The Book And You," which absorbed a substantial amount of time and money, however misspent, yet failed to make an impression on the populace. This fact, which was clearly pointed out in the survey, appears to mark the past fumbling attempts toward the fulfillment of Utica College's community service principles.

To this point in the thesis the author has developed a study of the history and present nature of the city of Utica, a brief history of Utica College, an interpretive explanation
of the evolution of public relations and its community relations function at the college, and a presentation of the significant results of the Utica College Community Information and Attitude Survey.

These chapters, all vitally important to any study of an institution's community relations program, have been carried to this point --- the climax of the thesis --- the point of integration where the contents of each chapter must act upon the others to create an understandable and comprehensive critical evaluation of the community relations problems, policies and efforts of Utica College of Syracuse University.
CHAPTER V

A CRITICAL EVALUATION OF THE COMMUNITY RELATIONS POLICIES AND EFFORTS OF UTICA COLLEGE

This interpretive treatment of the development of the community relations policies and efforts of Utica College has brought to the fore several critical areas of community relations which may well be the causal factor of the breakdown of similar efforts at other community colleges.

These functions of community relations are all vital to the effective execution of the community service principles of such institutions, and their violation may result in the negation of any affection the community may retain for the college.

Continuing effective and amicable community relations are not achieved by a stop-gap, makeshift action, such as was instituted by Utica College in the first years of its existence. The college was apparently cognizant of the importance of good relations with the city of Utica, for, after all, most of its income has been derived from the city. But the college had no conception of what means might be applied to actuate the lip service it gave to its community service principles. What was needed was a definitive policy that could be effected, but this was not forthcoming for five years.

As a basic community relations policy the community college should realize the important role of the responsible citizen which it plays in the daily life of the community.
The college should realize its unique position of being able to provide its community with extra-educational services which could not be effected by other community agencies. It should be decided that

minimum steps will be taken to establish acquaintance and contact with the community, and that a positive effort will be made to seek new and additional ways in which to benefit the community and to identify the college as a good citizen, a good neighbor, and an asset to the community.  

As Lundborg continued,

Until a basic policy is adopted — until it is recognized that good community relations are something worth making some effort for — no specific efforts will accomplish lasting results; while once the policy is sincerely adopted, specific ways to apply it become easy to find.

The second important step in the development and execution of a continuing community relations program has also been neglected by Utica College. That step is an objective and searching investigation of the college community as a living being, such as was presented in Chapter I of this thesis. The time spent in analyzing the specific community is more than compensated by at least some knowledge of what sort of personality the community boasts and what might be both needed and acceptable, community relations-wise. Only after a comprehensive study can the community relations practitioner determine his programs and activities. Only then can he

1 Louis Lundborg, Public Relations In The Local Community, New York: Harper and Brothers, 1950, 64.

2 Ibid, 65.
accurately evaluate what his institution can offer to its community in the way of honest, effective service. No college can adequately fulfill its civic responsibility without first determining just exactly what that responsibility is.

A vital part of this investigation into the heart of the community would necessarily be an examination of the importance, membership, objectives, and activities of the organizations --- civic, fraternal, business, cultural, welfare, and religious --- in the community. It should be remembered that the city functions through organizations, and the college can better realize the needs and objectives of the community through a knowledge of these organizations. This study will also serve to point up the college's community "publics," and suggest how the college may work through them to fulfill its civic obligations.

If Utica College had followed this second step in the actuation of a continuing community relations program, it could have anticipated the problems and needs of the community and established effective and adequate programs to meet those needs. As it has been, the college, until lately, adopted a generally passive policy toward its responsibilities, and even as late as 1951 was not fully aware of the potential community services latent within its walls.

Had the college recognized the needs of the community it would have been able to anticipate the requests for qualified speakers, the plea for industrial training courses by the Industrial Committee of the YMCA, the need for aid to area
small businessmen, the request of the Public Affairs Committee of the Citizens' Community Council to help devise and conduct a class in discussion leadership training, and the appeals from church groups for short courses on modern living.

Too, Utica College could have eliminated the wasted effort of "The Book And You" series, if it had taken the trouble to discover that that sort of community service simply could not appeal to the people of Utica --- a people beset by heavy economic pressures, a low standard of education, and little interest in such aesthetic pleasures as the classics.

The third important step in the establishment of a continuing community relations program is, of course, the preparation and actuation of the components of the program itself.

Following the creation of a community relations policy and the investigation of the community in an attempt to discover its needs and problems, the community relations specialist can then decide upon the means by which the college is best able to interpret itself to the community and to take the part of the responsible citizen in the community.

An excellent first move in the direction of getting acquainted with the community is through the medium of a dinner, such as Syracuse University arranged for Utica College in September, 1946. It can be an effective medium through which a large number of influential citizens can be brought together at one time and made aware of the existence of the college, its purposes and functions, if the college realizes
the potentialities of the event and follows its advantage to the ends of continued and increased rapport and association with the community. This Utica College did not do.

The maintenance of this rapport can only be effected by continuous action — step four in the effectuation of the program. This action should take the form of perpetual community relations activities (such as described in Chapter III), publicity to keep the community informed of these activities and to further the interpretation of the college as a community asset, the coordination of all community service activities by the public relations director, the encouragement of participation by members of the faculty in community activities, mailings of college "viewbooks" and "year-in-review" brochures to influential citizens and community organizations, and a continual effort to maintain friendly relations with the city government.

Publicity and press relations, although generally considered a distinct function of public relations apart from community relations, are actually a vital factor in the maintenance of good community relations. An explanation of the techniques of writing and handling news stories has no place in this thesis, but it is important to emphasize the need for sincere and helpful relations with all communications media in the city.

The local press is a powerful community "public," even the foreign language press, if it has wide community circulation.
It is one of the "voices" of the college, and it can be an important force in support of the college, or an equally strong force in condemnation. Utica College discovered this fact early in its existence, and it was not until Richard Costa revised the college's publicity function in 1948 that good press relations were created and maintained.

Too, all community service activities should be coordinated by the public relations department. This department has the means by which those activities can be employed to their best advantage. The department has the community "contacts," the clearest channel to the local communications media, and the ability to effectively employ those activities in a manner which will best benefit the entire institution. Especially should the public relations department act as the official "check point" for all radio, newspaper, speech and other manuscripts which are directed toward public dissemination, for a word unwittingly spoken or written by a representative of the college which violates college policy and the principles of good community relations may very well serve to wreck the entire effort of the college's community relations program.

Long a sore point in college community relations has been the relative inability to convince members of the college faculty that they, too, are an important force in effecting the community relations program. It is the responsibility of the public relations director to impress upon the reluctant or disbelieving professor that everyone in the college family has an obligation to participate in community activities and
organizations and thus further the community service principles of the college. He must be convinced that he and his work in community groups will be identified with the college, thus raising his own stock and the reputation of the school. Utica College avoided this problem to a great extent when its public relations department undertook to subtly "sell" public and community relations to its faculty through inter-departmental memorandums and a monthly internal publication, "Shop Talk." Such a recognition on the part of the faculty of the community college would provide the director of public relations with a knowledge of the scope of the direct college participation in those community groups, a situation tantamount to enlisting those organizations as college boosters.

Neither must the community relations practitioner forget the potential power of the students of the college as an important force for effective community relations. Students, of course, cannot be instructed to act directly in the interest of the college and the community, but they can be easily carried along by the spirit of community service, as was seen at Utica College. The public relations director can and should guide and encourage them, and coordinate their work through his department. A hundred eager students can be developed into outstanding ambassadors of good-will.

Another aid to the maintenance of an effective and continuing community relations program is the mailing of college-produced "viewbooks" and "year-in-review" brochures to influ-
ential citizens and organizations. This action will help to keep the name of the school continually before these "publics" and will keep them informed of the progress of the college and its community service activities. This plan was to be invoked at Utica College in September, 1952. The college public relations director should never feel that he is approaching the optimum point in his search for citizens who will speak for the college. When he reaches that conclusion he may as well resign his position!

Although government relations, too, is generally considered a separate function of public relations distinct from community relations, the city government is, however, an important community "public," and the cultivation of that fertile area may reap surprising results when they are least expected. The Utica College war memorial bond issue of 1947 should be proof enough of this fact. Had the Common Council of Utica so chosen, the entire question would never have even been put before the people of the community. Indeed, a city council may one day find cause enough to legislate a college right out of the community! It is not to be expected, however, that every community college will be afforded the advantage of having the father of one of its students on the city council, but a little effort will go a long way in the creation and maintenance of good relations with the city government.

The mayor and councilmen should be treated and respected as the important community leaders they are. They should be invited to college-sponsored functions, included in the mailing
lists of college "viewbooks" and brochures, and efforts should be made to establish personal friendships with them as with all other community leaders. In their position they can be very active and helpful college supporters.

With the continuing community relations program under way, only the last step --- step five --- remains to be effected. Just exactly how good is the program? Is it worth the effort? How does the public relations director know where it needs improvement? This last step --- the critical evaluation of the community relations program --- is as important to the fulfillment of the college's community relations efforts as any other step in the establishment and maintenance of the program. In ignoring it, the public relations director is fooling no one but himself and his college. The truly effective community relations program cannot remain static. Situations change, new needs arise, and several community relations activities may become obsolete.

The most adequate method of evaluation is a community survey, such as was executed by the author. The survey, however, should not be conducted a single time and the results of the one effort be relied upon for the next 15 years. This is folly. The college changes, activities and programs are added and subtracted, the community changes, and attitudes change. How often the survey is repeated depends, of course, upon the situation and the college. But a time lapse of four or five years between formal surveys is probably the maximum interval
for securing valid and reliable trends in community information and attitudes about the college.

But formal surveys are not the only means of determining the effectiveness of a community relations program. The use of the follow-up letter after college activities, such as the Community Service Lecture Series addresses, Community Day, and short courses for community groups and organizations, asking the attendees' opinions of the activity and how the college might improve its community service endeavors, is one effective guide to better community relations. Too, before launching a new community service program or activity the college would do well to poll the "public" toward which the activity is directed, in an attempt to determine how receptive that public is to the intentions of the college.

As the reader has noticed, this last step in the fulfillment of the community relations program was also signally absent from the community relations efforts of Utica College. The effectiveness or inadequacy of its own program has been unknown.

Thus, at one time or another during the first six years of its existence, Utica College violated all five major steps in the establishment and effectuation of a continuing community relations program. The college had no formal community relations policy; it was not aware of the problems and needs of the community as would be revealed by an investigation of the history and general nature of the city; it did not know the means by which it could consummate its civic obligations; its programs
have often been fumbling and ineffectual; and it had developed no scientific method by which it could evaluate its entire effort.

But Utica College has learned, though it learned the hard --- and unnecessary --- way. Other community colleges may profit from its errors.
CHAPTER VI

FIVE STEPS TO BETTER COMMUNITY RELATIONS

Rewarding community relations are not achieved by haphazard, hastily-conceived, makeshift efforts. Good community relations do not just "happen." They are the result of careful thought, planning, execution, and evaluation. The community is the most important "external public" in the over-all public relations program of the community college. The college needs the respect, understanding, and cooperation of the community in order to exist, but the community does not need the college in order to exist. And the college can only realize that approval through a practical and perpetual community relations program.

These steps will aid in the fulfillment of that program.

I. Establish a policy
   A. compatible with the avowed philosophy of the community college and the best interests of the community,
   B. practical in its approach, and
   C. simple and direct in its intentions and statement.

II. Execute an objective and comprehensive study of the college community,
   A. its social, political, and economic history, traditions, human values, informal social groups, formal nationality, religious and racial groups, formal community organizations, etc.,
   B. to determine the general nature of the community and the
important political, social, and economic forces acting upon it, and
C—to determine the possible areas in which the college may seek to aid the community and thus realize its civic responsibilities.

III—Prepare and actuate the community relations program
A—through a recognition of the various community "publics:")
1—communications media,
2—government,
3—business and labor,
4—civic and cultural groups,
5—nationality and religious groups,
6—thought leaders,
7—the general public, and
8—the formal organizations through which those "publics" function,
B—the recognition of the means by which the college may implement its program,
C—the acceptance of those means by the entire official college family, and
D—the effectuation of those means as a continuing program.

IV—Maintain the community relations program
A—by effective coordination and improvement of the program by the public relations department,
B—the maintenance of rapport and association with the community "publics," and
C—the continuation of the publicity function to interpret
the community relations activities and program to the community.

V-Critically evaluate the community relations program
A-by formal community surveys and informal polls of community "publics" to which the program is directed,
B-to determine the knowledge of and attitude toward the college and its community relations program by the community, and
C-to determine the adequacy or inadequacy of the community relations program as conducted by the college.

In conclusion, community relations practitioners should be admonished that

those who identify themselves with the community; who show their concern for community welfare; who make all their actions conform with the community interest; who show their friendly interest to the people of the community; who give a hand in community problems and try to make a positive contribution to community welfare --- those will tend, over a period of time, to reap the rewards and benefits from what the community has to offer.

Those who fail to make themselves a part of the community; who fail to give a hand in community problems; who take something out of the community and put nothing back; who show a lack of concern, or worse, who show contempt, for the well-being of the community or its people; who have no regard for the attitudes of the community; who ignore the community interest as determined by the majority of those in the community --- those will tend, over a period of time, to suffer penalties at the hands of the community.1

1 Lundborg, Public Relations In The Local Community, 50-1.
A. BOOKS


An interpretive study of a century of the history of Utica, N.Y.


Statements of the importance of establishing a community relations policy, community participation, and organization hospitality to its publics.


A thorough study of the history and development of the community college.


A survey of steps involved in establishing a community relations program; the tools of community relations; the steps involved in introducing a new organization to the community; and a check sheet for rating a community relations program.


A presentation of the need for the establishment of an organization "personality;" the need for a knowledge of the organization's community; and several examples of applied community relations.


The most complete work available on community relations. Treats virtually every area of community relations well, with the exception of methods of evaluating the community relations program.

A comprehensive treatment of the techniques of public opinion polling.


A series of examples of applied college community relations.

**B. PERIODICAL LITERATURE**


Deals with community relations as the acceptance of civic responsibilities, recognition of opportunities, and the maintenance of an effective program of information and interpretation.

**C. ENCYCLOPEDIA ARTICLE**


A brief summary of general facts concerning the city of Utica.

**D. GOVERNMENT PUBLICATIONS**


A study of yearly developments in business activities in the state, e.g. wages, etc.

A statistical presentation of general facts extracted from United States Census data and sub-divided into county groups.


A statistical compilation of pertinent facts concerning the state public school system.


A continuing survey of the state labor situation, unemployment trends, etc.


A study of pertinent facts and statistics regarding city governments in the United States.


A compilation of all the census data gathered in New York state.

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**E. BROCHURES, BULLETINS, AND PAMPHLETS (pub.)**


An interpretive explanation of Bigelow's community relations program and efforts to interpret itself to the community.


The yearly college catalogue listing courses and other pertinent facts about the college.
A cursory description of every social agency in Utica.

A series of nine pamphlets depicting components of a community relations program, e.g. booklet distribution, civic activities, open house programs, etc.

A comprehensive treatment of local press relations.

A Chamber of Commerce blurb with, however, several valid statistical references to Utica's business history.

A brief summary of the activities of the public relations department of the University of Bridgeport, 1950.

A comprehensive critical analysis of Utica and a plan for its "rehabilitation."

A comprehensive critical analysis of Utica and a plan for its "rehabilitation."

F. UNPUBLISHED MATERIAL

G. SPEECH MANUSCRIPT
1951.

An analysis of the application of the philosophy of participation to promote civic action in a community.

H. NEWSPAPER ARTICLES AND EDITORIALS


News stories, letters to the editor, and editorials concerning Utica College, from August, 1946, to May, 1952.

I. PERSONAL INTERVIEWS

Prof. Robert Willard, former registrar and present director of the division of career studies at Utica College of Syracuse University, Oneida Square, Utica, N.Y.

Mr. Richard M. Costa, former director of public relations at Utica College and now associated with the Utica Daily Press, Utica, N.Y.

Mr. Harold F. Hale, assistant to the dean in charge of public relations, Utica College of Syracuse University, Oneida Square, Utica, N.Y.

Mr. Ralph C. Kendall, director of adult education, Utica College of Syracuse University, Oneida Square, Utica, N.Y.

Mr. Faber Stevenson, executive director of the Utica Community Chest, Paul Building, Utica, N.Y.

Mr. Raymond Simon, instructor in charge of public relations major program, Utica College of Syracuse University, Oneida Square, Utica, N.Y.
Following is the complete "straight run" tabulation of the Utica College Community Information and Attitude Survey. All figures in parentheses are the percentage counterpart of the absolute numerical totals adjacent to them.

1) Have you ever heard of Utica College?
   - Yes - 208 (90)
   - No - 24 (10)

2) Have you ever attended classes at Utica College?
   - Yes - 9 (4)
   - No - 191 (92)
   - No answer - 8 (4)

   If yes, for how long?
   - One semester - 1
   - One year - 1
   - Two years - 2
   - Now - 5

3) Has anyone in your family ever attended Utica College?
   - Yes - 41 (20)
   - No - 159 (76)
   - No answer - 8 (4)

   If yes, which family member?
   - Cousin - 3
   - Son-in-law - 3
   - Brother-in-law - 2
   - Husband - 6
   - Nephew - 6
   - Son - 12
   - Daughter - 5
   - Brother - 3
   - Neice - 1

   For how long?
   - One semester - 6
   - One year - 9
   - Two years - 5
   - Graduated - 5
   - Now - 11
4) Can you tell me where Utica College is located?

Yes - 175 (84)
No - 25 (12)
No answer - 8 (4)

If yes, where?

Correct - 158 (90)
Incorrect - 17 (10)

5) Do you think this is a good location? (if yes to #4)

Yes - 104 (59)
No - 50 (29)
Don't know - 4 (2)
No answer - 17 (10)

If yes, why?

Central location - 41 (39)
Easy to get to - 13 (13)
Good as any - 3
Near bus line - 2
Everybody knows where it is - 1
Know of no other place - 1
Is outside of the city - 1 (confused with NYSIAAS or Mohawk)
Nice part of the city - 1 (confused with NYSIAAS or Mohawk)
Good for local boys - 1
Away from busiest part of town - 1
More room - 1 (confused with NYSIAAS or Mohawk)
Never heard anyone complain about it - 1
No answer - 37 (35)

If no, why?

No campus - 22 (44)
Too crowded - 8 (16)
No facilities - 6 (12)
Could be in a better environment - 10 (20)
Too noisy - 1
No room for expansion - 1
It's sprawled all over - 1
Hard to get to - 1 (confused with NYSIAAS or Mohawk College)

6) If #5 is no, what do you think would be a good location?

Outskirts of city - 12 (24)
Near Proctor high school (East end of city) - 7 (14)
On the Parkway (Southeast part of city) - 4 (8)
In New Hartford (South of city) - 4 (8)
In East Utica - 3 (6)
On the West side - 2
In Marcy (Northwest of the city) - 2
On old Mohawk College site (Southwest of the city) - 2
Sherman Drive (Southeast part of city) - 1
Deerfield Hill (North of city) - 1
South Utica - 1
On a hill - 1
No answer - 10 (20)

7) About how old do you think Utica College is?

Two to three years - 20 (10)
Four to five years - 71 (34)
Six to seven years - 54 (26)
Eight to nine years - 10 (5)
Ten years and over - 10 (5)
Don't know - 31 (15)
No answer - 12 (5)

8) Do you know who owns Utica College?

Independent - 31 (15)
City or state - 15 (7) (confused with NYSIAAS or Mohawk)
Another college or university - 100 (48)
Don't know - 44 (21)
No answer - 18 (9)

9) Is Utica College known by any other name?

Yes - 27 (13)
No - 120 (58)
Don't know - 48 (23)
No answer - 13 (6)

If yes, what name?

Utica College of Syracuse University - 16
Syracuse University - 2
Mohawk College - 2
"UC" - 1
Branch of Syracuse University - 1
Plymouth - 1 (church house, original location of the college)
Utica's Community College - 1
Utica Tech - 1 ("nickname" of NYSIAAS)
No answer - 2

10) Do you personally know any students at Utica College?

Yes - 87 (42)
No - 110 (53)
No answer - 11 (5)
11) If yes, have they told you anything about the college?

Yes - 51 (59)
No - 36 (41)

12) If yes, what have they told you?

They like it - 17 (25)
Good school - 8 (13)
About courses - 7 (10)
Spoke well of it - 5 (8)
About social activities - 4
Instructors are good - 3
What city has always needed - 3
Nothing in particular - 3
Students are friendly - 2
Described the buildings - 2
Classes are interesting - 1
Classes are small - 1
It's building a reputation - 1
As good as Syracuse - 1
Fine training - 1
Good placement service - 1
Told me to go there - 1
A lot of people go to night school - 1
The course programs are too meager - 1

13) Do you know the name of any official or teacher at Utica College?

Yes - 48 (23)
No - 147 (71)
No answer - 13 (6)

If yes, whom?

Dean Strebel - 15 (14)
Mrs. Sexton - 8 (7)
Prof. Crisafulli - 8 (7)
Owen Roberts - 6 (5)
Mary Salamay, instructor in accounting - 5
Dean of Men Douglas Webster - 5
Raymond Simon, instructor in public relations - 4
Dr. Schmidt - 4
Robert Miller, instructor in speech - 3
John Donchue, administrative assistant - 3
Wilbur Waaser, instructor in business - 3
Karl Wernert, instructor in German - 3
Dr. Arthur Brown, chairman of the English department - 3
Morton Asch, instructor in psychology - 3
Prof. Robert Willard - 3
Arthur Saltzman, instructor in economics - 3
Ralph Kendall, director of adult education - 3
Charles Aukerman, instructor in sociology - 3
Joseph Bialek, instructor in business - 3
Dr. Claude Vadney, college physician - 3
John Dykstra, instructor in sociology - 3
Morris Budin, instructor in economics - 3
Joseph Roberts, instructor in business - 3
Audrey Brentlinger, instructor in secretarial science - 3
Henry Varhely, director of athletics - 3
Telephone operator, main switchboard - 1
Office girl - 1
Remainder of college faculty and administration - 2
No answer - 7

14) Where do you get your information about the college?

Radio - 66 (19)
Television - 9 (3)
Newspapers - 140 (41)
Friends or relatives - 86 (24)
College booklets - 16 (5)
Other - 14 (4)
  public talk - 2
  men at Plymouth Church (one of buildings UC uses) - 1
  faculty interviews - 1
  personal experience - 1
  through organizations - 1
  Veterans' Administration - 2
  passing by school - 1
  no answer - 5
No information 14 (4)

15) Which of these do you rely on most?

Radio - 19 (10)
Television - 0 (0)
Newspapers - 100 (54)
Friends or relatives - 45 (24)
College booklets - 6 (1)
Other - 5 (1)
Don't know - 19 (10)

16) If #14 mentions radio, have you ever listened to any of the Utica College-sponsored radio programs?

Yes - 46 (70)
No - 20 (30)

If yes, which ones?

Friday, 7:00 p.m., "Utica College Speaks," WRUN - 12 (21)
Saturday, 10:00 a.m., "Calling The Campus," WGAT - 28 (48)
Sunday, 4:00 p.m., "The Voice Of The Campus," WIBX - 18 (31)
17) Do you think that Utica College is going to stay in Utica?

For a short time - 6 (3)
Permanently - 98 (47)
Don't know - 94 (45)
No answer - 10 (5)

18) Do you think that Utica College is an asset to Utica?

Yes - 183 (88)
No - 2 (1)
Don't know - 12 (6)
No answer - 11 (5)

19) About how much do you think it costs (tuition only) to attend Utica College for a year?

$ 75. - 1
$100. - 1
$200. - 4
$300. - 10 (5)
$400. - 8
$500. - 24
$600. - 10 (5)
$700. - 7
$800. - 7
$1,000. - 17 (8)
$1,200. - 2
$1,800. - 1
Don't know - 78 (38)
No answer - 12

20) If figure is given in #19, do you think this is:

Too much - 18 (16)
About right - 98 (82)
Too little - 2 (2)

21) If figure is given in #19, do you think that this is more or less than at other colleges?

More - 3 (2)
Less - 42 (35)
Same - 52 (43)
Don't know - 12 (12)
Depends - 2 (1)
No answer - 7 (7)

22) Do you think that evening classes are held at Utica College?

Yes - 143 (69)
No - 4 (2)
23) About how many students do you think are now enrolled at Utica College?

- 0 - 200 - 6 (3)
- 201 - 400 - 3
- 401 - 600 - 11 (5)
- 601 - 800 - 6 (3)
- 801 - 1,000 - 16 (8)
- 1,001 - 1,200 - 8 (4)
- 1,201 - 1,400 - 1
- 1,401 - 1,600 - 6 (3)
- 1,601 - 1,800 - 2 (1)
- 1,801 - 2,000 - 1
- 2,001 - 2,200 - 0
- 2,201 - 2,400 - 0
- 2,401 - 2,600 - 1
- 2,601 - 2,800 - 0
- 2,801 - 3,000 - 1
- Don't know - 120 (53)
- No answer - 26 (12)

24) Do you know if Utica College has taken part in any community service activities?

- Yes - 74 (36)
- No - 9 (4)
- Don't know - 114 (55)
- No answer - 11 (5)

If yes, can you list which ones?

- Community Chest - 14 (21)
- Red Cross - 12 (19)
- Blood donor drive - 7 (11)
- March Of Dimes - 5 (9)
- Local hearing aid drive - 3
- War bond drive - 2
- Cancer Fund - 2
- Local hospital fund drive - 1
- Heart Fund - 1
- Clothes for Berlin - 1
- "paining a building" - 1
- Easter Seal campaign - 1
- Student Speakers' Bureau - 1
- Faculty Speakers' Bureau - 1
- Fraternities - 1
- Surveys - 1
- "all of them" - 1
25) Does Utica College have an organized sports program?

Yes - 97 (47)
No - 7 (3)
Don't know - 93 (45)
No answer - 11 (5)

26) If yes, do you think it should be enlarged?

Yes - 50 (52)
No - 7 (7)
Don't know - 37 (38)
No answer - 3 (3)

27) Have you ever attended any Utica College activities?

Yes - 21 (10)
No - 176 (85)
No answer - 11 (5)

If yes, can you list which ones?

Community Service Lecture Series - 9 (25)
Sports events - 8 (22)
College plays - 6 (17)
College dances - 5 (13)
College debates - 3 (8)
"Frat Follies," a fraternity show - 3 (8)
Graduation exercises - 2 (7)

28) Can a person get a full, four-year education at Utica College?

Yes - 129 (62)
No - 13 (6)
Don't know - 58 (28)
No answer - 8 (4)

29) If you knew someone who wanted to go to college, would you suggest Utica College to them?

Yes - 159 (76)
No - 25 (12)
Don't know - 11 (5)
Depends - 1 (1)
No answer - 12 (6)

If yes, why?

Close to home - 63 (41)
Cheaper than other colleges - 29 (19)
Good school - 25 (16)
Good as any other school - 7 (5)
Easy to get to - 4
Good instructors - 3
Should support a local college - 3
It's the only college in Utica - 3
It's good for the city - 4
It reflects Syracuse University's good name - 2
The classes are small - 2
Because my friends like it - 2
I would like to see it become permanent - 1
I know more about it than any other school - 1
It's good for the first year, to see if you like college - 1
Everyone should have a college education - 1
Don't know - 8

If no, why?

It lacks advantages of other colleges - 8 (44)
I don't know enough about it - 4 (22)
It's too close to home - 3 (16)
It costs too much - 2 (11)
You can't learn too much there - 1 (7)
Don't know - 7

30) How long have you lived in Utica? (years)

<table>
<thead>
<tr>
<th>Years</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>36 (16)</td>
<td></td>
</tr>
<tr>
<td>11-20</td>
<td>35 (15)</td>
<td></td>
</tr>
<tr>
<td>21-30</td>
<td>44 (19)</td>
<td></td>
</tr>
<tr>
<td>31-40</td>
<td>46 (19)</td>
<td></td>
</tr>
<tr>
<td>41-50</td>
<td>28 (12)</td>
<td></td>
</tr>
<tr>
<td>51-60</td>
<td>14 ( 6)</td>
<td></td>
</tr>
<tr>
<td>61-70</td>
<td>3 ( 1)</td>
<td></td>
</tr>
<tr>
<td>71 and over</td>
<td>1 (0)</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>25 (12)</td>
<td></td>
</tr>
</tbody>
</table>

31) Age of respondent

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>under 20</td>
<td>2 (1)</td>
<td></td>
</tr>
<tr>
<td>20-29</td>
<td>34 (15)</td>
<td></td>
</tr>
<tr>
<td>30-39</td>
<td>57 (25)</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>46 (19)</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>33 (15)</td>
<td></td>
</tr>
<tr>
<td>60-and-over</td>
<td>26 (12)</td>
<td></td>
</tr>
<tr>
<td>&quot;21 and over&quot;</td>
<td>23 (10)</td>
<td></td>
</tr>
<tr>
<td>No answer</td>
<td>11 ( 3)</td>
<td></td>
</tr>
</tbody>
</table>

Sex

Male - 90 (39)
Female - 142 (61)
Marital status:

Married - 175 (75)
Single - 28 (12)
Widowed - 10 (2)
No answer - 19 (11)

Highest school grade completed:

None - 5 (2)
Some grade school - 27 (12)
Graduated grade school - 66 (31)
Some high school - 32 (13)
Graduated high school - 36 (14)
Business school - 8 (3)
Some college - 12 (5)
Graduated college - 4 (2)
Advanced degree - 1 (.5)
No answer - 41 (17.5)

Number of children:

None - 35 (17)
One - 47 (23)
Two - 57 (28)
Three - 28 (14)
Four - 7 (3)
Five - 5 (2)
Over five - 7 (3)
No answer - 18 (10)

Ages of children:

Under five - 61 (17)
6-17 - 120 (34)
18-25 - 82 (23)
Over 25 - 86 (26)

32) If respondent has children, are your children planning to go to college?

Yes - 45 (24)
No - 42 (24)
Don't know - 50 (27)
No answer - 49 (25)

33) If yes, have you thought about sending them to Utica College?

Yes - 23 (51)
No - 22 (49)
34) If children are of college age, are they attending college?

Yes - 14 (39)
No - 22 (61)

35) What do you think might be done to improve Utica College in any way?

A bigger campus - 30 (36)
A better location - 11 (13)
More publicity - 9 (11)
More parking facilities - 5 (6)
More courses - 5 (6)
More sports - 3
More spirit and ambition - 3
Better professors - 3
More students - 2
Reduce tuition - 2
A football team - 2
Better rooming facilities - 2
"A lot" - 1
Don't know - 128

Income of respondent:

$ 0-1,000 - 10 (4)
1,000-2,000 - 3 (1)
2,000-3,000 - 45 (19)
3,000-4,000 - 57 (25)
4,000-5,000 - 32 (14)
5,000-6,000 - 9 (4)
6,000-7,000 - 7 (3)
7,000-8,000 - 5 (2)
8,000 and above - 1 (0)
Retired - 4 (2)
Laid off - 2 (1)
No answer - 57 (25)

* * *

Following is the complete comparative tabulation of "Group A" and "Group B," which were cited in Chapter IV. Again, "Group A" is that body of 158 respondents who had never attended Utica College and whose relatives had never attended, but who still claimed knowledge of the college. "Group B" is that body of 50 respondents who themselves, or relatives, attended Utica College.
All figures in parentheses are the percentage counterpart of the absolute numerical totals adjacent to them.

4) Can you tell me where Utica College is located?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>130 (82)</td>
<td>45 (90)</td>
</tr>
<tr>
<td>No</td>
<td>23 (15)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>No answer</td>
<td>5 (3)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

If yes, where?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>115 (88)</td>
<td>42 (84)</td>
</tr>
<tr>
<td>Incorrect</td>
<td>15 (12)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>No answer</td>
<td>0 (0)</td>
<td>6 (12)</td>
</tr>
</tbody>
</table>

5) If yes to #4, Do you think this is a good location?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78 (62)</td>
<td>26 (52)</td>
</tr>
<tr>
<td>No</td>
<td>35 (28)</td>
<td>15 (30)</td>
</tr>
<tr>
<td>Don't know</td>
<td>0 (0)</td>
<td>4 (8)</td>
</tr>
<tr>
<td>No answer</td>
<td>12 (10)</td>
<td>5 (10)</td>
</tr>
</tbody>
</table>

If yes, why?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central location</td>
<td>31</td>
<td>10</td>
</tr>
<tr>
<td>Easy to get to</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Good as any</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Near bus line</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Everybody knows where it is</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Know of no other place</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Is outside of the city (confused)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Nice part of the city (confused)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Good for local boys</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Away from the busiest part of town</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>More room (confused)</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Never heard anyone complain about it</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>30</td>
<td>7</td>
</tr>
</tbody>
</table>

If no, why?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>No campus</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Too crowded</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>No facilities</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Could be in a better environment</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Too noisy</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No room for expansion</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>It's sprawled all over</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
6) If #5 is no, what do you think would be a good location?

- Outskirts of city: 8
- Near Proctor high school (East side): 5
- On the parkway (Southeast section): 1
- In New Hartford (South of city): 3
- In East Utica: 3
- On the West side: 1
- In Marcy (Northeast of city): 0
- On old Mohawk College site (Southwest of city): 2
- Sherman Drive (Southeast part of city): 0
- Deerfield Hill (North of city): 1
- South Utica: 1
- On a hill: 1
- No answer: 9

7) About how old do you think Utica College is?

- Two to three years: 17 (11)
- Four to five years: 57 (36)
- Six to seven years: 29 (18)
- Eight to nine years: 9 (6)
- Ten years and over: 10 (6)
- Don't know: 29 (18)
- No answer: 7 (4)

8) Do you know who owns Utica College?

- Independent: 28 (18)
- City or state: 14 (9)
- Another college or university: 65 (41)
- Don't know: 40 (25)
- No answer: 12 (7)

9) Is Utica College known by any other name?

- Yes: 15 (9)
- No: 22 (56)
- Don't know: 46 (29)
- No answer: 5 (4)

   If yes, what name?

- Utica College of Syracuse University: 8
- Syracuse University: 2
Mohawk College
"UC"
Branch of Syracuse University
Plymouth (church house, original location of college)
Utica's Community College
Utica Tech ("Nickname" of NYSIAAS)
No answer

10) Do you personally know any students at Utica College?

| Yes       | 37 (23) | 50 (100) |
| No        | 110 (70) | 0 (0)    |
| No answer | 11 (7)   | 0 (0)    |

11) If yes, have they told you anything about the college?

| Yes       | 15 (40) | 36 (72) |
| No        | 22 (60) | 14 (28) |

12) If yes, what have they told you?

- They like it
- Good school
- About courses
- Spoke well of it
- About social activities
- Instructors are good
- What city has always needed
- Nothing in particular
- Students are friendly
- Described the buildings
- Classes are interesting
- Classes are small
- It's building a reputation
- As good as Syracuse
- Fine training
- Good placement service
- Told me to go there
- A lot of people go to night school
- The course programs are too meager

13) Do you know the name of any official or teacher at Utica College?

| Yes       | 29 (18) | 19 (38) |
| No        | 120 (76) | 27 (54) |
| No answer | 9 (6)   | 4 (8)   |
### If yes, whom?

<table>
<thead>
<tr>
<th>Name of Person</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean Strebel</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Mrs. Sexton</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Prof. Crisafulli</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Owen Roberts</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Mary Salamey, instructor in accounting</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dean of Men Douglas Webster</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Raymond Simon, instructor in public relations</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Schmidt</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Robert Miller, instructor in speech</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>John Donchue, administrative assistant</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Wilbur Waaser, instructor in business</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Karl Wernert, instructor in German</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Arthur Brown, chairman of the English department</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Morton Asch, instructor in psychology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Prof. Robert Willard</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Arthur Saltzman, instructor in economic history</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Ralph Kendall, director of adult education</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Charles Aukerman, instructor in sociology</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Joseph Bialek, instructor in business</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Dr. Claude Vadney, college physician</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>John Dykstra, instructor in sociology</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Morris Budin, instructor in economics</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Joseph Roberts, instructor in business</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Audrey Brentlinger, instructor in secretarial science</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Henry Varhely, director of athletics</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Telephone operator, main switchboard</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Office girl</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Remainder of college faculty and administration</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

### Where do you get your information about the college?

<table>
<thead>
<tr>
<th>Source</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>50 (20)</td>
<td>16 (16)</td>
</tr>
<tr>
<td>Television</td>
<td>6 (1)</td>
<td>3 (3)</td>
</tr>
<tr>
<td>Newspapers</td>
<td>107 (43)</td>
<td>33 (33)</td>
</tr>
<tr>
<td>Friends or relatives</td>
<td>57 (23)</td>
<td>29 (29)</td>
</tr>
<tr>
<td>College booklets</td>
<td>5 (2)</td>
<td>11 (11)</td>
</tr>
<tr>
<td>Other</td>
<td>9 (4)</td>
<td>5 (5)</td>
</tr>
</tbody>
</table>

- public talk A-1 B-1
- men at Plymouth A-0 B-1
- faculty interviews A-1 B-0
personal experience A-0 B-1
organizations A-1 B-0
Veterans' Administration A-1 B-1
passing by school A-1 B-1
no answer A-4 B-1
No information 12 (5) 2 (2)

15) Which of these do you rely on most?

<table>
<thead>
<tr>
<th>Source</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio</td>
<td>13 (9)</td>
<td>6 (12)</td>
</tr>
<tr>
<td>Television</td>
<td>0 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Newspapers</td>
<td>80 (55)</td>
<td>20 (40)</td>
</tr>
<tr>
<td>Friends or relatives</td>
<td>30 (21)</td>
<td>15 (30)</td>
</tr>
<tr>
<td>College booklets</td>
<td>2 (1)</td>
<td>4 (8)</td>
</tr>
<tr>
<td>Other</td>
<td>2 (1)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>Don't know</td>
<td>19 (13)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

16) If #14 mentions radio, have you ever listened to any of the Utica College-sponsored radio programs?

| Yes              | 31 (20)| 15 (30) |
| No               | 127 (80)| 35 (70)|

If yes, which ones:

<table>
<thead>
<tr>
<th>Day, Station, Program</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, WRUN, &quot;Utica College Speaks&quot;</td>
<td>6 (18)</td>
<td>6 (25)</td>
</tr>
<tr>
<td>Saturday, WGAT, &quot;Calling The Campus&quot;</td>
<td>17 (50)</td>
<td>11 (46)</td>
</tr>
<tr>
<td>Sunday, WIBX, &quot;The Voice Of The Campus&quot;</td>
<td>11 (32)</td>
<td>7 (29)</td>
</tr>
</tbody>
</table>

17) Do you think that Utica College is going to stay in Utica:

<table>
<thead>
<tr>
<th>Duration</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a short time</td>
<td>4 (3)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Permanently</td>
<td>71 (45)</td>
<td>27 (54)</td>
</tr>
<tr>
<td>Don't know</td>
<td>76 (48)</td>
<td>18 (36)</td>
</tr>
<tr>
<td>No answer</td>
<td>7 (4)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

18) Do you think that Utica College is an asset to Utica?

| Yes            | 137 (87)| 46 (92)|
| No             | 2 (1)   | 0 (0)  |
| Don't know     | 10 (6)  | 2 (4)  |
| No answer      | 9 (6)   | 2 (4)  |

19) About how much do you think it costs (tuition) to attend Utica College for a year?
Group A | Group B
---|---
75. | 1
100. | 1
200. | 4
300. | 6
400. | 7
500. | 26
600. | 7
700. | 6
800. | 7
1,000. | 14
1,200. | 2
1,800. | 1
Don't know | 68
No answer | 8

20) If figure is given in #19, do you think this is:

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too much</td>
<td>13 (15)</td>
<td>5 (14)</td>
</tr>
<tr>
<td>About right</td>
<td>67 (79)</td>
<td>31 (86)</td>
</tr>
<tr>
<td>Too little</td>
<td>2 (6)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

21) If figure is given in #19, do you think that this is more or less than at other colleges?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>More</td>
<td>2 (3)</td>
<td>1 (3)</td>
</tr>
<tr>
<td>Less</td>
<td>23 (27)</td>
<td>19 (53)</td>
</tr>
<tr>
<td>Same</td>
<td>42 (50)</td>
<td>10 (28)</td>
</tr>
<tr>
<td>Don't know</td>
<td>11 (14)</td>
<td>1 (3)</td>
</tr>
<tr>
<td>Depends</td>
<td>1 (2)</td>
<td>1 (3)</td>
</tr>
<tr>
<td>No answer</td>
<td>3 (4)</td>
<td>4 (10)</td>
</tr>
</tbody>
</table>

22) Do you think that evening classes are held at Utica College?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>99 (63)</td>
<td>44 (88)</td>
</tr>
<tr>
<td>No</td>
<td>4 (3)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>Don't know</td>
<td>47 (25)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>No answer</td>
<td>8 (9)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

23) About how many students do you think attend Utica College?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-200</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>201-400</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>401-600</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>601-800</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>801-1,000</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>1,001-1,200</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>
24) Do you know if Utica College has taken part in any community service activities?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49 (31)</td>
<td>25 (50)</td>
</tr>
<tr>
<td>No</td>
<td>6 (4)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>Don't know</td>
<td>95 (60)</td>
<td>19 (38)</td>
</tr>
<tr>
<td>No answer</td>
<td>8 (5)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

If yes, can you list which ones?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Chest</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Red Cross</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Blood donor drive</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>March of Dimes</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Local hearing aid drive</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>War bond drive</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Cancer Fund</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Local hospital fund drive</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Heart Fund</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Clothes for Berlin</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>&quot;painting a building&quot;</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Easter Seal campaign</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Student Speakers' Bureau</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Speakers' Bureau</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Fraternities</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Surveys</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>&quot;all of them&quot;</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

25) Does Utica College have an organized sports program?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70 (44)</td>
<td>27 (54)</td>
</tr>
<tr>
<td>No</td>
<td>5 (3)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Don't know</td>
<td>75 (47)</td>
<td>18 (36)</td>
</tr>
<tr>
<td>No answer</td>
<td>8 (6)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>
26) If yes, do you think it should be enlarged?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>40 (57)</td>
<td>10 (37)</td>
</tr>
<tr>
<td>No</td>
<td>5 (7)</td>
<td>2 (7)</td>
</tr>
<tr>
<td>Don't know</td>
<td>22 (31)</td>
<td>15 (56)</td>
</tr>
<tr>
<td>No answer</td>
<td>3 (5)</td>
<td>0 (0)</td>
</tr>
</tbody>
</table>

27) Have you ever attended any Utica College activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>7 (4)</td>
<td>14 (28)</td>
</tr>
<tr>
<td>No</td>
<td>143 (91)</td>
<td>33 (66)</td>
</tr>
<tr>
<td>No answer</td>
<td>8 (5)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

If yes, can you list which ones?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Sports events</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>College plays</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>College dances</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Frat Follies,&quot; a fraternity show</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Graduation exercises</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

28) Can a person get a full, four-year education at Utica College?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>89 (56)</td>
<td>40 (80)</td>
</tr>
<tr>
<td>No</td>
<td>11 (7)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Don't know</td>
<td>53 (34)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>No answer</td>
<td>5 (3)</td>
<td>3 (6)</td>
</tr>
</tbody>
</table>

29) If you knew someone who wanted to go to college, would you suggest Utica College to them?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>118 (75)</td>
<td>41 (82)</td>
</tr>
<tr>
<td>No</td>
<td>21 (13)</td>
<td>4 (8)</td>
</tr>
<tr>
<td>Don't know</td>
<td>9 (6)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>Depends</td>
<td>0 (0)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>No answer</td>
<td>10 (6)</td>
<td>2 (4)</td>
</tr>
</tbody>
</table>

If yes, why?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close to home</td>
<td>51</td>
<td>12</td>
</tr>
<tr>
<td>Cheaper than other colleges</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>Good school</td>
<td>23</td>
<td>2</td>
</tr>
<tr>
<td>Good as any other school</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Easy to get to</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
Group A

Good instructors 2
Should support a local college 1
It's the only college in Utica 3
It's good for the city 3
It reflects Syracuse University's good name 1
The classes are small 1
Because my friends like it 2
I would like to see it become permanent 0
I know more about it than any other school 1
It's good for the first year, to see if you like college 0
Everyone should have a college education 0
Don't know 6

If no, why?

It lacks advantages of other colleges 5
I don't know enough about it 4
It's too close to home 3
It costs too much 1
You can't learn too much there 1
Don't know 7

30) How long have you lived in Utica? (years)

<table>
<thead>
<tr>
<th>Years</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>33 (18)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>11-20</td>
<td>32 (18)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>21-30</td>
<td>37 (20)</td>
<td>7 (16)</td>
</tr>
<tr>
<td>31-40</td>
<td>30 (16)</td>
<td>16 (34)</td>
</tr>
<tr>
<td>41-50</td>
<td>17 (9)</td>
<td>11 (24)</td>
</tr>
<tr>
<td>51-60</td>
<td>10 (5)</td>
<td>4 (8)</td>
</tr>
<tr>
<td>61-70</td>
<td>2 (1)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>71 and over</td>
<td>1 (0)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>No answer</td>
<td>23 (13)</td>
<td>2 (4)</td>
</tr>
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</table>

31) Age of respondent:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>2 (1)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>20-29</td>
<td>29 (16)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>30-39</td>
<td>41 (23)</td>
<td>12 (23)</td>
</tr>
<tr>
<td>40-49</td>
<td>35 (19)</td>
<td>15 (30)</td>
</tr>
<tr>
<td>50-59</td>
<td>29 (16)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>60 and over</td>
<td>25 (14)</td>
<td>6 (11)</td>
</tr>
<tr>
<td>&quot;21 plus&quot;</td>
<td>22 (12)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>No answer</td>
<td>4 (2)</td>
<td>7 (14)</td>
</tr>
<tr>
<td></td>
<td>Group A</td>
<td>Group B</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td><strong>Sex of respondent:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>64 (35)</td>
<td>26 (52)</td>
</tr>
<tr>
<td>Female</td>
<td>118 (65)</td>
<td>24 (48)</td>
</tr>
<tr>
<td><strong>Marital status of respondent:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
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<td>42 (84)</td>
</tr>
<tr>
<td>Single</td>
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<td>3 (6)</td>
</tr>
<tr>
<td>Widowed</td>
<td>8 (4)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>No answer</td>
<td>17 (8)</td>
<td>2 (4)</td>
</tr>
<tr>
<td><strong>Highest school grade completed:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>4 (3)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Some grade school</td>
<td>24 (13)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>Graduated grade school</td>
<td>58 (31)</td>
<td>8 (16)</td>
</tr>
<tr>
<td>Some high school</td>
<td>27 (15)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>Graduated high school</td>
<td>16 (9)</td>
<td>20 (40)</td>
</tr>
<tr>
<td>Business school</td>
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<td>2 (4)</td>
</tr>
<tr>
<td>Some college</td>
<td>7 (4)</td>
<td>5 (10)</td>
</tr>
<tr>
<td>Graduated college</td>
<td>3 (2)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Advanced degree</td>
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<td>0 (0)</td>
</tr>
<tr>
<td>No answer</td>
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<td>5 (10)</td>
</tr>
<tr>
<td><strong>Number of children:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td>28 (18)</td>
<td>7 (14)</td>
</tr>
<tr>
<td>One</td>
<td>32 (21)</td>
<td>15 (30)</td>
</tr>
<tr>
<td>Two</td>
<td>48 (31)</td>
<td>9 (18)</td>
</tr>
<tr>
<td>Three</td>
<td>21 (14)</td>
<td>7 (14)</td>
</tr>
<tr>
<td>Four</td>
<td>4 (3)</td>
<td>3 (6)</td>
</tr>
<tr>
<td>Five</td>
<td>4 (3)</td>
<td>1 (2)</td>
</tr>
<tr>
<td>Over five</td>
<td>5 (3)</td>
<td>2 (4)</td>
</tr>
<tr>
<td>No answer</td>
<td>12 (7)</td>
<td>6 (12)</td>
</tr>
<tr>
<td><strong>Ages of children:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under five</td>
<td>50 (18)</td>
<td>11 (14)</td>
</tr>
<tr>
<td>6-17</td>
<td>100 (37)</td>
<td>20 (26)</td>
</tr>
<tr>
<td>18-25</td>
<td>54 (19)</td>
<td>28 (37)</td>
</tr>
<tr>
<td>Over 25</td>
<td>69 (26)</td>
<td>17 (23)</td>
</tr>
</tbody>
</table>

32) If respondent has children, are your children planning to go to college?

<table>
<thead>
<tr>
<th></th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>39 (28)</td>
<td>6 (14)</td>
</tr>
<tr>
<td>No</td>
<td>40 (28)</td>
<td>2 (5)</td>
</tr>
<tr>
<td>Don't know</td>
<td>46 (33)</td>
<td>4 (11)</td>
</tr>
<tr>
<td>No answer</td>
<td>17 (12)</td>
<td>32 (70)</td>
</tr>
</tbody>
</table>
33) If yes, have you thought about sending them to Utica College?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 (49)</td>
<td>21 (51)</td>
</tr>
</tbody>
</table>

34) If children are of college age, are they attending college?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (26)</td>
<td>14 (74)</td>
</tr>
</tbody>
</table>

35) What do you think might be done to improve Utica College in any way?

- A bigger campus: Group A - 23, Group B - 7
- A better location: Group A - 9, Group B - 2
- More publicity: Group A - 7, Group B - 2
- More parking facilities: Group A - 2, Group B - 3
- More courses: Group A - 5, Group B - 0
- More sports: Group A - 2, Group B - 1
- More spirit and ambition: Group A - 3, Group B - 0
- Better professors: Group A - 3, Group B - 0
- More students: Group A - 2, Group B - 0
- Reduce tuition: Group A - 2, Group B - 0
- A football team: Group A - 0, Group B - 2
- Better rooming facilities: Group A - 0, Group B - 2
- "A lot": Group A - 1, Group B - 0
- Don't know: Group A - 106, Group B - 22

Income of respondent:

<table>
<thead>
<tr>
<th>$</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1,000</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>1,000-2,000</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2,000-3,000</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>3,000-4,000</td>
<td>47</td>
<td>10</td>
</tr>
<tr>
<td>4,000-5,000</td>
<td>29</td>
<td>3</td>
</tr>
<tr>
<td>5,000-6,000</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>6,000-7,000</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>7,000-8,000</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>8,000 and above</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Retired</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Laid off</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>41</td>
<td>16</td>
</tr>
</tbody>
</table>
Following is the complete comparative tabulation which matches those 208 respondents who had heard of Utica College against those 24 respondents who claimed ignorance of the existence of the college. Again, for the sake of simplicity and comprehension, the two groups will be labeled "Group I" and Group II. "Group I" will be the majority body of 208 respondents, and "Group II" will be the minority body of 24 respondents.

30) How long have you lived in Utica? (years)

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-10</td>
<td>30 (14)</td>
</tr>
<tr>
<td>11-20</td>
<td>31 (14)</td>
</tr>
<tr>
<td>21-30</td>
<td>44 (21)</td>
</tr>
<tr>
<td>31-40</td>
<td>45 (21)</td>
</tr>
<tr>
<td>41-50</td>
<td>27 (12)</td>
</tr>
<tr>
<td>51-60</td>
<td>13 (6)</td>
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<tr>
<td>61-70</td>
<td>3 (1)</td>
</tr>
<tr>
<td>71 and over</td>
<td>1 (0)</td>
</tr>
<tr>
<td>No answer</td>
<td>14 (7)</td>
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</table>

31) Age of respondent:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>2 (1)</td>
</tr>
<tr>
<td>20-29</td>
<td>31 (14)</td>
</tr>
<tr>
<td>30-39</td>
<td>55 (26)</td>
</tr>
<tr>
<td>40-49</td>
<td>41 (18)</td>
</tr>
<tr>
<td>50-59</td>
<td>30 (14)</td>
</tr>
<tr>
<td>60 and over</td>
<td>22 (12)</td>
</tr>
<tr>
<td>&quot;21 plus&quot;</td>
<td>22 (12)</td>
</tr>
<tr>
<td>No answer</td>
<td>5 (3)</td>
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Sex of respondent:

<table>
<thead>
<tr>
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<th>Group II</th>
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<tbody>
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<td>Male</td>
<td>80 (38)</td>
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<tr>
<td>Female</td>
<td>128 (62)</td>
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Marital status of respondent:

<table>
<thead>
<tr>
<th>Group I</th>
<th>Group II</th>
</tr>
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<tbody>
<tr>
<td>Married</td>
<td>165 (79)</td>
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<tr>
<td>Single</td>
<td>26 (13)</td>
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<td>Widowed</td>
<td>9 (4)</td>
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<tr>
<td>No answer</td>
<td>8 (4)</td>
</tr>
<tr>
<td>Highest school grade completed:</td>
<td>Group I</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
</tr>
<tr>
<td>Some grade school</td>
<td>25</td>
</tr>
<tr>
<td>Graduated grade school</td>
<td>64</td>
</tr>
<tr>
<td>Some high school</td>
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<tr>
<td>Graduated high school</td>
<td>33</td>
</tr>
<tr>
<td>Business school</td>
<td>8</td>
</tr>
<tr>
<td>Some college</td>
<td>12</td>
</tr>
<tr>
<td>Graduated college</td>
<td>4</td>
</tr>
<tr>
<td>Advanced degree</td>
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<td>No answer</td>
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<table>
<thead>
<tr>
<th>Number of children:</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>31 (14)</td>
<td>4 (16)</td>
</tr>
<tr>
<td>One</td>
<td>45 (21)</td>
<td>2 (8)</td>
</tr>
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<td>Two</td>
<td>55 (26)</td>
<td>2 (8)</td>
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<td>Three</td>
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<tr>
<td>Four</td>
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<td>0 (0)</td>
</tr>
<tr>
<td>Five</td>
<td>4 (2)</td>
<td>1 (4)</td>
</tr>
<tr>
<td>Over five</td>
<td>7 (3)</td>
<td>0 (0)</td>
</tr>
<tr>
<td>No answer</td>
<td>5 (3)</td>
<td>13 (52)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Income of respondent:</th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>$ 0-1,000</td>
<td>9</td>
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</tr>
<tr>
<td>1,000-2,000</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2,000-3,000</td>
<td>41</td>
<td>4</td>
</tr>
<tr>
<td>3,000-4,000</td>
<td>56</td>
<td>1</td>
</tr>
<tr>
<td>4,000-5,000</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>5,000-6,000</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>6,000-7,000</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>7,000-8,000</td>
<td>4</td>
<td>1</td>
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<td>8,000 and above</td>
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<td>0</td>
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<td>Retired</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Laid off</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>No answer</td>
<td>41</td>
<td>16</td>
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* * * *