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Why alumni give or don't give to their college -- A case study of Fisk University alumni

Tyus, Randall L.

Boston University

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Boston University
WHY ALUMNI GIVE OR DON'T GIVE
TO THEIR COLLEGE
A CASE STUDY
OF
FISK UNIVERSITY ALUMNI
BY
RANDALL L. TYUS
1958
BOSTON UNIVERSITY
SCHOOL OF PUBLIC RELATIONS AND COMMUNICATIONS

Thesis
DETERMINING WHY ALUMNI GIVE
OR
DON'T GIVE TO THEIR COLLEGE

A Case Study
Of
Fisk University Alumni

Submitted by
Randall L. Tyus
(A.B. Fisk University, 1932)

In Partial Fulfillment of Requirements for
the Degree of Master of Science

1958
TO MY WIFE BOIS

without whose affection,
inspiration, encouragement,
and cooperation, this graduate program of study would
have been unthinkable.

***********
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Bibliography
ACKNOWLEDGEMENTS

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To others among the students, faculty and staff, the author is deeply grateful over the encouragement that made the writing of this thesis much easier.
CHAPTER I
PURPOSE AND PROBLEM

This case study of the alumni of Fisk University is designed to determine some vital factors associated with alumni giving.

Alumni of all privately endowed colleges and universities are being called on as never before to play an important role in the financial welfare of their Alma Maters. There are several reasons why the colleges are experiencing such a pressing need for funds from their alumni . . .

1) Some former sources of funds no longer exist.
2) New sources are demanding a show of alumni support in return for theirs.
3) Soaring costs in every phase of the University program.
4) Lowering of interest rates on endowments.
5) All facilities must be expanded to meet the vast increase in enrollment.

Some important foundations that were organized for educational philanthropy have been liquidated or are in the process of liquidation -- notably the General Education Board and the Rosenwald Fund and others.

Many philanthropists have passed from the scene; their children inherit their parent's wealth but not their parent's interest in educational philanthropy.
The tax structure does not encourage amassing vast fortunes as in past generations.

Men of business corporations have come forward, somewhat cautiously, and after considerable prodding, to help fill the financial gap for private colleges. They have come to realize that better educated people make better employees; that better educated people make a more stable community in which to do business. Also, many of these men being alert persons, realize the public relations value of lending financial aid to colleges and universities.

Many corporations, however, are run by wise and practical minded men who have taken a stand and demand that in return for their support, the alumni must produce a fair share of financial responsibility.

Philip D. Reed, Chairman of the Board of Directors of General Electric Corporation, in a speech before the American Alumni Council at Bretton Woods, New Hampshire, in July 1955, said that corporations base their giving to colleges on two criteria --

1) Sound financial management
2) Substantial alumni support

This gives us some insight into the problem that faces the college in relation to financial support from the alumni.

In fact, the alumni are a "Public Relations Arm" of the university. They represent the finished product of the institution in their local communities. They not only influence, by their own gifts, the
gifts of others...they influence parents of prospective students in their efforts to choose a college. The parents and students, in turn, become contributors to the institution.

Preparing for the vast increase in enrollment of students poses one of the most serious problems. If the prediction of the experts is correct—that student enrollment will double within the next ten years—the university must gear its program of expansion to include new dormitories, libraries, classrooms, etc. Once again the spotlight is turned on the alumni as the natural "spark plugs" for the drives for funds for these purposes.

The problem of securing alumni support is well known—it is as old as the colleges themselves. College Presidents and Alumni Secretaries have been plagued by this question for many years.

There have been charges and counter-charges of negligence and disinterest by all parties involved. Volumes have been written on the subject of alumni relations and many words have been spoken from platforms on the subject. Indeed, many of the opinions expressed have been logical and of genuine value.

But the time is right for a scientific approach to the subject of alumni giving—because without a solution to this troublesome situation, the mortality rate of a considerable number of worthy colleges will be high or at least the institutions will be seriously crippled. By scientific approach, I mean certain factors as mechanical matters, related questionnaires preparation, depth information, cross breaks, comprehensive face sheet
data to get insight into the socio-economic status of the alumni. Also to study community affiliations of the respondents and photograph all of this against the background of their giving to Alma Mater and to causes generally.

Investigation was made to determine what, if any, scientific approach had been made to the problem of alumni giving. Recognized as an authority in the field of alumni relations is Ernest T. Stewart, Jr., Executive Secretary of the American Alumni Council, Washington, D.C. Mr. Stewart was contacted by mail and a portion of his reply of December 11, 1957 is listed below:

There is, unfortunately, not much in print on the Why of Alumni Giving. You will find various references to it in many of the Fund pieces printed by the Council through the years, but little that has been done to pull it all together or to make a scientific study. You would do well to check through the various Yearbooks and other publications you have access to.

An examination of the theses in the library at the School of Public Relations and Communications at Boston University, plus contacts with Fund Raising organizations that specialize in College fund raising also failed to produce any evidence of scientific study of the "Why" of alumni giving.

Limitations of Survey

The limitations of this investigation are obvious to the author and will become evident to those who may take the time to study it. To deal adequately with such an important undertaking will require more time,
experience and resources. But this is the beginning of a systematic approach to determine why alumni give or don't give to their college. Such an approach should lead to larger studies - not only case studies of colleges whose alumni populations are larger than that of Fisk University - but a comparative study of alumni groups of several different colleges.

With so much responsibility resting on the shoulders of the alumni to help provide a sound financial base for the college - it is hoped that as a result of this study, a partial answer at least can be given to the question "Is the Future of Fisk University Secure?"
CHAPTER II
HISTORICAL SKETCH OF FISK UNIVERSITY

Even though Fisk University is ninety-two years old, some who may read this paper may not be acquainted with the institution. They may wish to know where Fisk is located - what it is like - something of the quality of its educational program - its rating, and certainly something of the composition of its alumni population.

The date of birth for the institution was January 9, 1866 - named for General Clinton B. Fisk - located at Nashville, Tennessee - made famous by the Fisk Jubilee Singers, a group of students who sang before the crowned heads of Europe in 1876 and raised $100,000 to build the first women's dormitory on the campus. It is called Jubilee Hall and has been home to twenty college generations of Fisk women.

Fisk is coeducational - a liberal arts college - an enrollment of 800 - the faculty-student ratio is 1 to 10. The institution has full membership in the Southern Association of Colleges and Secondary Schools - is recognized by the Association of American Universities and the New York Board of Regents. Fisk was granted a Chapter of Phi Beta Kappa and is approved by the Rhode Scholarship Trust. The school is privately endowed and has an independent Board of Trustees. It was founded by the American Missionary Association.
The Alumni

Among the distinguished alumni of Fisk are a United States Congress man, three judges, one State Senator, two college presidents, one Chairman of the Department of History at Brooklyn College, two publishers of newspapers, two presidents of banks, two presidents of insurance companies, two world famous authors, a world famous tenor from Brookline, Massachusetts, a research physicist who is Director of Government contracts at Bomac Laboratories in Massachusetts.

Eight Fisk women are wives of college presidents. These data re alumni were taken from the magazine section of the Afro-American newspaper and verified by General Alumni Association of Fisk University.

Fisk has maintained an alumni office with full time staff since 1927. The alumni organization has full membership in the American Alumni Council. The General Alumni Association meets once a year and the four Regional groups meet every two years.

The founders of Fisk must have had the vision to see that one day in the future, the Supreme Court of the United States would rule that racial segregation in education is illegal, because the original Charter of the institution says "the corporation is founded for the education of young men and women, regardless of race, creed or color".

Throughout its history Fisk has had an inter-racial faculty - about equally divided between white and Negro. The present student body is approximately 95% Negro and 5% white.
An International Student Center is maintained on the campus where foreign students of Fisk and other Nashville colleges meet and get acquainted with American students. They play music of all nations and enjoy themselves generally.

A Race Relations Institution is sponsored on the Fisk campus annually in the month of July. For two weeks, scholars, labor leaders, Social workers of all races live, work and study on the campus. The object is to learn more of race relations and how to deal with the problems.

Public Relations Involved

These facts are pertinent from the standpoint of Public Relations. To maintain an institution like Fisk with its forward and progressive interracial program in the Deep South - has required exceptional Public Relations skills on the part of the administration.

Some of the white members of the Board of Trustees are residents of the City of Nashville. Also on the Board are six Alumni Trustees who are nominated by the members of the General Alumni Association. The total membership of the Board is thirty and about equally divided between Negro and white.

Such a progressive inter-racial program through the years has not attracted financial support from the South, even though good public relations skill has kept the administration's program working efficiently.

This state of affairs places an extra responsibility on Fisk
Alumni to help make up for the loss of financial support that usually comes to a university from the community where it is located.

In this study we shall endeavor to discover what factors are at work in the matter of alumni giving that will help develop approaches that will yield greater results.
CHAPTER III
STUDY PROCEDURE

The method of procedure used in this study is as follows:

1) The complete list of names and addresses of the 4,000 living alumni of Fisk was obtained through the cooperation of Dr. Stephen J. Wright, President and Alumni Secretary, W. Dickerson Donnelly.

2) A random sample of 400 names was drawn from the list (every tenth card was pulled) providing us with a sample amounting to 10% of the total pre-tested populations.

3) A questionnaire was prepared and pre-tested by ten interviews in Boston and mailed to the alumni March 15th, 1958 with a covering letter and a self-addressed, stamped envelope enclosed. See example in Appendix.

4) A follow-up postal card was mailed one week later - March 22nd, 1958. See example in Appendix.

5) Each questionnaire was coded by the writer.

6) The information on each question was transferred to I.B.M. cards and run off by operator at the I.B.M. Laboratory of Boston University and analyzed.

Hypothesis

The author takes the position that the principal reason for the
failure of colleges and universities to gain more substantial financial support from their alumni is due to lack of proper communication. It is believed that the findings of the study will prove this hypothesis.

It is also believed that the entire alumni problem is a public relations problem, calling for the best in creative thought and imagination, coupled with sound public relations procedures. Following the report of the study, there will be a summary of the findings and a set of conclusions and recommendations.
CHAPTER IV

REPORT ON SURVEY

The first section of this report will be an analysis of the responses to the questions submitted to the Alumni. Tables will be used to help photograph the results.

The second section will be devoted to an attempt to pull together a summary of the responses - and to amplify the findings.

In the concluding section of the report there will be a summary of specific comments made by the respondents relative to factors that would inspire them to make larger financial contributions to Alma Mater.

To get most from the survey, it should be kept clearly in mind that the total alumni population of Fisk University is 4,000 - that 400 names were selected by random sampling - that a questionnaire was mailed to each of the 400 persons - and that 207 (over 50%) filled out and returned the questionnaire.

It should also be pointed out that a random sample of 400 is considered a good representation of the total population of 4,000 alumni - also that a 50% return of the questionnaire is quite above the average. (30 to 40 per cent return is considered a good return).

Finally the author wishes to point out that all questions are studied in relation to the giving record of the respondent - whether the gift was under $5.00 or over $100.00.
Do Campus Alumni Give more than City Alumni?

This study is marked by some real surprises as well as a number of interesting and significant findings. For example, it was a surprise to the author to find that there is no significant difference between the giving of alumni who lived on the campus and those who lived in the city. It has been the general belief that campus people had more school spirit than city people, and would be more responsive to financial appeals.

In this survey, of the 207 alumni who responded -

157 or 70% lived on the campus
43 or 27% lived in the city
7 or 3% did not indicate where they lived
207 100%

To describe the contributor, the following terms are used:

Little or none = 0 to $5.00
Small contributor = $5.00 to $10.00
Large contributor = $10.00 to $100.00 or over

Twenty-three per cent of the alumni who lived on the campus were large contributors to Fisk in 1957 and 23% of the people who lived in the city were large contributors.

Nineteen per cent of the alumni who lived on campus were small contributors and 17% of the city alumni were small contributors. Finally, 58% of the campus alumni gave little or none to Fisk in 1957 and 60% of city alumni gave little or none in 1957.
TABLE NO. 1

Campus vs. City Giving

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributor</td>
<td>23%</td>
<td>23%</td>
</tr>
<tr>
<td>Small contributor</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Little or None</td>
<td>58%</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>100%(157)</td>
<td>100%(43)</td>
</tr>
</tbody>
</table>

It can be observed that there is no difference in the giving of large contributors - only 2% difference in small givers, and also a difference of only 2% in the 'little or none' category.

It was no surprise, however, when ranking the areas in which Fisk had been most helpful to the alumni - that Friendship got top billing, Social Contacts was second, Professional Contacts third and Job Opportunities, fourth.

In a small school where the enrollment is less than a thousand students, and where contacts with other students and the faculty is close -- it might be expected to find Friendships and Social Contacts ranking so high.

Some respondents mentioned more than one area in which Fisk had been helpful.
FISK MOST HELPFUL

TABLE NO. 2

<table>
<thead>
<tr>
<th>Friendship mentioned</th>
<th>134 times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Contacts mentioned</td>
<td>114 times</td>
</tr>
<tr>
<td>Professional Contacts mentioned</td>
<td>91 times</td>
</tr>
<tr>
<td>Job Opportunities mentioned</td>
<td>90 times</td>
</tr>
</tbody>
</table>

It would be encouraging, however, to observe a higher listing for Professional Benefits.

A significant response came to the question -

IN WHAT ACTIVITY AT FISK WERE YOU MOST SUCCESSFUL?

Some indicated they were equally successful in more than one activity - but the results were as follows:

TABLE NO. 3

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Academic</td>
<td>71%</td>
</tr>
<tr>
<td>Social</td>
<td>39%</td>
</tr>
<tr>
<td>Athletic</td>
<td>11%</td>
</tr>
</tbody>
</table>

121%(203)

Four out of 207 did not answer this question.
These results would indicate that as Fisk alumni look back on college days, they were there to do school work.

The alumni were about equally divided on the question of emphasis on athletics. Eighty-three said yes - 116 said no, and eight did not answer the question.

The table below illustrates how the respondents showed up as contributors.

<table>
<thead>
<tr>
<th>WOULD YOU BE HAPPIER IF GREATER EMPHASIS WERE PLACED ON ATHLETICS?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TABLE NO. 4</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>24%</td>
<td>15%</td>
</tr>
<tr>
<td>Little or None</td>
<td>47%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>100%(83)</td>
<td>100%(116)</td>
</tr>
</tbody>
</table>

The large and small contributors are slightly in favor of more emphasis on athletics while those who gave little or none are definitely not interested in more emphasis on athletics.

When asked what particular sports they would emphasize - football was the favorite, basketball was second, baseball third. Some...
were interested in track.

Later, in this paper, there will be additional tables and discussions regarding the amounts contributed directly to Fisk University in 1957 by the alumni. We shall see if men give more than women - if alumni who received scholarships give more than others. The factors of age, class, major, and extra curricular activities will be examined in relation to giving. The extent of alumni giving to other causes will be observed.

WHAT SERVICES FROM FISK HAVE BEEN MOST USEFUL TO YOU?

TABLE NO. 5

<table>
<thead>
<tr>
<th>Service</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumni Magazine</td>
<td>89%</td>
</tr>
<tr>
<td>Visits from Faculty and Staff</td>
<td>11%</td>
</tr>
<tr>
<td>Placement Bureau</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>107% (195)</td>
</tr>
</tbody>
</table>

Twelve did not answer this question.

This response would suggest that the alumni do receive the alumni magazine and find it useful - but visits from faculty and staff are somewhat lacking. It is understood that the principle responsibility of faculty members is in the classroom. However, reference was made to the occasions when faculty members and administrative representatives are in key cities on speaking engagements before groups related to their fields, the alumni would like to meet with them.
Quite a few alumni do not know of the existence of the Placement Bureau.

WHICH OF THE FOLLOWING FEATURES AT FISK TODAY AROUSE YOUR ENTHUSIASM MOST?

Some of the alumni mentioned more than one of these relatively new features at Fisk - but the response was as follows -

TABLE NO. 6

<table>
<thead>
<tr>
<th>Feature</th>
<th>Mentioned Times</th>
</tr>
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<tbody>
<tr>
<td>Full membership in Southern Ass'n and Secondary Schools</td>
<td>110 times</td>
</tr>
<tr>
<td>Phi Beta Kappa Chapter</td>
<td>98 times</td>
</tr>
<tr>
<td>New Buildings</td>
<td>85 times</td>
</tr>
<tr>
<td>Early Entrants' Program</td>
<td>76 times</td>
</tr>
<tr>
<td>Closed Circuit Television Program</td>
<td>52 times</td>
</tr>
</tbody>
</table>

The oldest of these are the Early Entrants' Program and the Phi Beta Kappa Chapter (over five years old).

For many years Fisk has been approved by a Special Committee of the Southern Association of Colleges and Secondary Schools that was set up to consider Negro colleges. However, within the past year, the rules of the Association were changed and all colleges under its jurisdiction are judged by the same standards, and those that qualify are made full members of the Association. Fisk was among the several Negro colleges that qualified. This, no doubt, explains the high enthusiasm over this particular feature.

While speaking of the Southern Association of Colleges and
Secondary Schools, it can be mentioned that the author recently received from the Executive Director at Atlanta, Georgia, a copy of the Standards for Accreditations. It is significant that the sixteenth standard calls for a show of organized alumni support. See full text of this Standard attached to the appendix.

**IS THE ACADEMIC PROGRAM AT FISK EXCELLENT, GOOD, FAIR?**

**TABLE NO. 7**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%(195)</td>
<td></td>
</tr>
</tbody>
</table>

Twelve did not answer this question.

The overwhelming majority of alumni are of the opinion that the present academic program at Fisk is good. It is significant that only 4% feel that the program is only fair.

**TO WHAT EXTENT IS FISK PROVIDING EDUCATION ON RACIALLY INTEGRATED BASIS?**

**TABLE NO. 8**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100%(202)</td>
<td></td>
</tr>
</tbody>
</table>

Five did not answer this question.
The trend here is the same as indicated on Table No. 7 -- the overwhelming majority of alumni are of the opinion that Fisk is doing a good job in providing education on racially integrated basis. (See exhibits in Appendix showing breakdown of student enrollment for the past five years, including foreign and non-Negro students of America.

A quiz was included in the Questionnaire to see how well informed Fisk Alumni are regarding the percentage of cost of education paid by the student. The question was as follows:

APPROXIMATELY WHAT PERCENT OF THE COST OF EDUCATION IS COVERED BY THE TUITION FEE?

(25% - 50% - 75% - All - More than cost of education?)

180 answered the question, - 27 did not.

<table>
<thead>
<tr>
<th>TABLE NO. 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>More than cost of education</td>
<td>1%</td>
</tr>
<tr>
<td>75% of cost of education</td>
<td>7%</td>
</tr>
<tr>
<td>50% of cost of education</td>
<td>41%</td>
</tr>
<tr>
<td>25% of cost of education</td>
<td>51%</td>
</tr>
<tr>
<td></td>
<td>100%(180)</td>
</tr>
</tbody>
</table>

The correct answer, according to the Comptroller of the University and the Cashier-Accountant is 25%. It can be observed in the above table that 51% of the alumni were correct in their estimate of the cost of education covered by the tuition fee paid by the student.

It was promised earlier that there would be additional discussions of contributions made directly to Fisk by the alumni - also a consideration of alumni giving to other causes. Among the other causes is the United Negro College Fund. Fisk is one of the thirty-three participating colleges in this Fund and a gift to the College Fund is indirectly a gift to Fisk. It is for this reason that a distinction is made as to whether a gift is made directly to Fisk or not.

It should be made clear at this point that the alumni are called on twice in the course of a year for gifts: in the fall the college solicits funds directly from the alumni on special occasions such as Founder's Days and Class Reunions. In the spring, the United Negro College Fund launches its nation-wide campaign for funds for current expenses for its member colleges. The alumni are called on to lend their enthusiastic support to this effort also.

The results of this survey, therefore, must be viewed with the fact in mind that Fisk alumni serve two "masters" - Alma Mater and the United Negro College Fund and that both are important in the life of Fisk.

One of the questions put to the alumni was --
The results were as follows:

**TABLE 10**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>23%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>19%</td>
</tr>
<tr>
<td>Little or none</td>
<td>58%</td>
</tr>
</tbody>
</table>

100%(207)

Fisk Alumni Fund for 1956-57 is attached to the Appendix. This report was submitted by the Chairman of the Executive Committee of the Alumni Association, W. D. Hawkins, Jr., on October 19, 1957.

This report reveals that the goal for the school year 1956-57 was $15,000 and that $15,903.72 was subscribed. The total number of contributors was 753 or 18% of the population. The average gift was $21.12.

For purpose of comparison the author checked the bulletin from Teachers College, Columbia University, Series 49 No. 1, January 1958. The total alumni population at Teachers College is 70,000 persons; 5,585 of that number (or 8%) contributed to their Alumni Fellowship Fund. The amounts given were not listed.

Let us return now to a consideration of the extent to which Fisk alumni, not only gave directly to their Alma Mater in 1957, but also to the United Negro College Fund.
The question put to the alumni was:

**DID YOU CONTRIBUTE TO THE UNITED NEGRO COLLEGE FUND IN 1957?**

127 said yes
76 said no
4 did not answer the question
207 total respondents.

<table>
<thead>
<tr>
<th>Table 11</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>To U.N.C.F.</td>
<td>To U.N.C.F.</td>
<td></td>
</tr>
<tr>
<td>Large contributors to Fisk</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td>Small contributors to Fisk</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Little or none to Fisk</td>
<td>55%</td>
<td>62%</td>
</tr>
<tr>
<td>100% (127)</td>
<td>100% (76)</td>
<td></td>
</tr>
</tbody>
</table>

These data would suggest that the large contributors to Fisk were also contributors to the United Negro College Fund, but below that level, they were about equally divided between yes and no.

Another direct question to the alumni relative to giving to other causes:

**TO WHICH, IF ANY, OF THE FOLLOWING DO YOU USUALLY CONTRIBUTE?**

N.A.A.C.P - CHURCH - OTHER

191 listed the Church
155 listed the N.A.A.C.P.
117 listed other organizations
2 did not answer the question

<table>
<thead>
<tr>
<th>Table 12</th>
<th>Yes to N.A.A.C.P.</th>
<th>Yes to Church</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors to Fisk</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>Small contributors to Fisk</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Little or none to Fisk</td>
<td>54%</td>
<td>57%</td>
</tr>
<tr>
<td></td>
<td>100%(155)</td>
<td>100%(191)</td>
</tr>
</tbody>
</table>

This evidence would support the belief that the alumni who contribute to Fisk - large and small - also support the church and the National Association for the Advancement of Colored People - and that the support to the church and N.A.A.C.P. is rather evenly divided. The alumni said they also gave to other organizations, but in most cases they did not list them as they were not requested to. This, of course, was not good and the fault is with the author.

A never ending argument is, who gives the most to Alma Mater - men or women. Well, the total below should shed more light on the subject.

Of the 207 respondents - there were 90 male and 117 female.
MALE VS. FEMALE GIVING

TABLE 13

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors to Fisk</td>
<td>33%</td>
<td>16%</td>
</tr>
<tr>
<td>Small contributors to Fisk</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Little or none to Fisk</td>
<td>52%</td>
<td>62%</td>
</tr>
</tbody>
</table>

100%(90) 100%(117)

This evidence would tend to support the notion that men make larger contributions than women but no significant difference otherwise.

TABLE 14

AT WHAT AGE DO FISK ALUMNI GIVE MOST?

<table>
<thead>
<tr>
<th></th>
<th>20 to 29</th>
<th>30 to 39</th>
<th>40 to 49</th>
<th>50 to 59</th>
<th>60 and over</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>2%</td>
<td>13%</td>
<td>27%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>23%</td>
<td>17%</td>
<td>22%</td>
<td>10%</td>
<td>17%</td>
</tr>
<tr>
<td>Little or none</td>
<td>75%</td>
<td>70%</td>
<td>51%</td>
<td>50%</td>
<td>33%</td>
</tr>
</tbody>
</table>

100%(45) 100%(45) 100%(63) 100%(28) 100%(24)

This indicates that the older they are the more likely they are to give. They are able to give more.
TABLE 15
AT WHAT INCOME LEVEL DID FISK ALUMNI GIVE MOST?

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Large Contributors</th>
<th>Small Contributors</th>
<th>Little or None</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to $3,500</td>
<td>9%</td>
<td>21%</td>
<td>70%</td>
</tr>
<tr>
<td>$3,500 to 7,500</td>
<td>21%</td>
<td>19%</td>
<td>60%</td>
</tr>
<tr>
<td>$7,500 to $10,000</td>
<td>45%</td>
<td>10%</td>
<td>45%</td>
</tr>
<tr>
<td>Over $10,000</td>
<td>49%</td>
<td>14%</td>
<td>38%</td>
</tr>
</tbody>
</table>

100%(43) 100%(109) 100%(20) 100%(21)

These results would indicate that the more they make, the more they give. See Appendix.

TABLE 16
DO MARRIED COUPLES WITHOUT CHILDREN GIVE MORE THAN MARRIED COUPLES WITH CHILDREN, OR SINGLE PERSONS OR PERSONS WHO ARE WIDOWED, SEPARATED OR DIVORCED

<table>
<thead>
<tr>
<th></th>
<th>Married</th>
<th>Married &amp; Children</th>
<th>Single</th>
<th>Widowed</th>
<th>Separated</th>
<th>Divorced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>25%</td>
<td>23%</td>
<td>16%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>20%</td>
<td>21%</td>
<td>19%</td>
<td>9%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Little or None</td>
<td>55%</td>
<td>56%</td>
<td>65%</td>
<td>58%</td>
<td>58%</td>
<td>58%</td>
</tr>
</tbody>
</table>

100%(151) 100%(104) 100%(43) 100%(12)

There is really no important difference here. The single alumni are usually younger and have smaller incomes. There is a noticeable difference in the case of widowed, separated or divorced category: they tend in the direction of larger contributions. See Appendix.
TABLE 17

DO ALUMNI WHO HAD PART TIME JOB IN COLLEGE GIVE MORE THAN THOSE WHO DID NOT?

Well, we asked them if they had part time job - 117 said yes and 88 said no. Two did not answer the question.

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributor</td>
<td>31%</td>
<td>12%</td>
</tr>
<tr>
<td>Small contributor</td>
<td>18%</td>
<td>21%</td>
</tr>
<tr>
<td>Little or none</td>
<td>51%</td>
<td>67%</td>
</tr>
</tbody>
</table>

100%(117) 100%(88)

Thirty-one per cent of those who had part time jobs were large contributors as compared to 12% of those who did not, - so we do see an important difference at the large contributor level - but no difference of consequence otherwise.

TABLE 18

There is frequent speculation regarding the giving habits of the alumni who were on scholarship while in college - so we asked the question:

WERE YOU ON SCHOLARSHIP WHILE AT FISK?

43 said yes
161 said no
3 did not answer this question
207 total respondents
The answer according to this evidence is that the Scholarship Alumni tends to give the same as others. Observe that 23% of those who were on scholarship are large contributors and 22% of those who were not on scholarship were large contributors. There is no vast difference at other levels.

**TABLE 19**

In order to find out if alumni who were members of Social Clubs during college days give more than those who were not - we asked them if they held such memberships, then weighed their responses against their contributions.

One hundred and twenty-three said yes, they belonged to social clubs and 76 said no and 7 did not answer the question.
The indication here is that there is a slight tendency on the part of those who were members of social clubs to give more.

**TABLE 20**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>29%</td>
<td>24%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Little or none</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td></td>
<td>100%(62)</td>
<td>100%(67)</td>
</tr>
</tbody>
</table>

No significant difference here in the giving of fraternity and non-fraternity men.

**TABLE 21**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>13%</td>
<td>17%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>Little or none</td>
<td>63%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>100%(59)</td>
<td>100%(71)</td>
</tr>
</tbody>
</table>

The trend here is the same as the fraternity. No significant difference in the giving of sorority and non-sorority women.
TABLE 22
A COMPARISON OF THE GIVING OF ALUMNI WHO WERE MEMBERS OF STUDENT GOVERNMENT - STUDENT CHRISTIAN ASSOCIATION - GLEE CLUBS AND CHOIR

<table>
<thead>
<tr>
<th></th>
<th>Student Government</th>
<th>Student Christian Ass'n</th>
<th>Glee Clubs &amp; Choir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large contributors</td>
<td>23%</td>
<td>27%</td>
<td>21%</td>
</tr>
<tr>
<td>Small contributors</td>
<td>19%</td>
<td>23%</td>
<td>34%</td>
</tr>
<tr>
<td>Little or none</td>
<td>58%</td>
<td>50%</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>100%(69)</td>
<td>100%(85)</td>
<td>100%(85)</td>
</tr>
</tbody>
</table>

Once again the difference is insignificant. Note however, a slight edge in favor of the alumni who were members of the Student Christian Association - where 27% of them are in the large contributor category as compared to Student Government, 23%, and Glee Club and Choir, 21%. It can also be observed that there is an edge in favor of Glee Club and Choir Membership in the small contributor category - 34% - as compared to 23% for Student Christian Association and 19% for Student Government.

In a study of the fifty classes that were represented in the sample, ranging from 1903 to 1957, the trend was the same as the study of the age factor. The first twenty-five classes from 1903 to 1932 gave more than the second twenty-five classes from 1933 to 1957.

The five classes that were not represented in the sample were 1904, 1905, 1910, 1912 and 1913.

There was a tendency among the alumni from the Social Sciences
to give more than those from the Humanities, Sciences and Mathematics. Here again, however, there was no vast difference in the giving of the alumni.

<table>
<thead>
<tr>
<th>TABLE 23</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACTORS THAT WOULD INSPIRE ALUMNI TO GIVE MORE TO FISK</td>
</tr>
<tr>
<td>Large contributor</td>
</tr>
<tr>
<td>Small contributor</td>
</tr>
<tr>
<td>Little or none</td>
</tr>
<tr>
<td>100%(69)</td>
</tr>
</tbody>
</table>

The large contributors (30% of them) indicate with equal emphasis, the importance of more communication through the mail and better Regional and National Alumni Organization as factors that would inspire them to make larger annual contributions to Fisk. Twenty-three per cent of the large contributors call for more personal contacts with persons from the campus and 20% list better local alumni clubs as method of getting larger contributions.

The small contributors are about evenly divided on these factors with a slight edge in favor of better alumni organization - local, regional and national.

Those who give little or none are also pretty evenly divided on
factors but are inclined to favor more personal contact with persons from
the campus, and better local alumni clubs.

The alumni were asked to list other things that would inspire
them to make larger contributions to the University annually. They are
as follows:

- See the President at club meeting every two years.
- A more cordial attitude from the alumni office.
- Prompt answer to mail.
- Earn more money.
- Complete husband's and my education.
- Receive quarterly letter directly from the President.
- Am ashamed of my giving. Will do more.
- Increase in personal income.
- Place names of every graduate on the local alumni list as
  soon as graduation is completed.
- Publication of alumni directory.
- More money in my hands.
- Better financially able.
- Economy factor.
- Prompt answer to request for transcript.
- Being better able to give.
- Greater attention to long range programs.
- Clear evidence that Fisk intends to retain its position as
  first rate Liberal Arts College.
- Placement Bureau information.
- Special drives for things Fisk needs as ascertained by the President, Trustees, Executive Council, etc.
- A large salary.
- I know the need and will continue to contribute to the best of my ability.
- I would have to get better paying position than teaching in this town. The salary here is so small there just isn't any money left for contributions.
- Higher personal income.
- Better relations between students and faculty and administration before graduation.
- Don't need added inspiration - just find it necessary to spread my contributions.
- A job - I'm back in school, too.
- More guidance and counseling for students - e.g. mental hygiene clinic.
- Better Public Relations through Fiskettes.
- Concerted class efforts.
- Better athletics - continued use of Closed Circuit TV.
- None - just neglect.
- Better income - at present I am a mere Intern and as such my income is less than the average of any other profession.
- Financial freedom to do so - I am perfectly willing.
- Better budgeting by me.
I just graduated, but I do plan to always contribute to Fisk.

Be strait and gain my confidence.

A complete itemized budget sent to the alumni.

Some long range project on local level to stimulate interest.

More information concerning programs at Fisk - its progress, activities, etc. at regular intervals.

I help grandchildren give some times (class 1907).

Personal freedom from high cost of living.

This concludes the list of other factors that would inspire the alumni to give more to Fisk.
SUMMARY OF FINDINGS

1. There is no significant difference in the giving of Campus and City alumni.

2. Friendship and social contacts were listed in first and second place respectively as the areas in which Fisk had been most helpful. Professional Contacts and Job Opportunities were listed third and fourth.

3. Academic, Social and Athletic, respectively, were the activities in which the alumni were most successful at Fisk.

4. The large and small contributors are slightly in favor of more emphasis on Athletics -- particularly football, basketball and baseball in that order.

5. The publication of the alumni magazine is the most useful service to the alumni. Low on the list was the limited number of visits from faculty and staff - and the Placement Bureau.

6. The alumni are most enthusiastic over Fisk's full membership in the Southern Association of Colleges and Secondary Schools -- The Phi Beta Kappa Chapter -- New Buildings -- Early Entrant's Program -- Closed Circuit Television, in the order mentioned.

7. The overwhelming majority of Fisk alumni are of the opinion that the academic program at Fisk at the present time is Good.
8. The overwhelming majority also feel that Fisk is doing a good job in providing education on a racially integrated basis.

9. Fifty-one per cent of the alumni were correct in their estimate of the percentage of the cost of education covered by the student's tuition fee. The correct answer is 25% of the cost of education.

10. The older they are the more likely the alumni are to give more. The same trend is true with the classes.

11. The more money they make, the more they give.

12. There is no important difference in the giving of the alumni who are married, married and children, single, widowed, separated or divorced. A slight variation comes in the single ones who are usually younger and give less. Those in the widowed, separated and divorced category excelled slightly in the large contribution category.

13. Alumni who had part time jobs at college tend to make larger contributions than the others.

14. There is no difference in the giving of alumni who were on scholarship.

15. There is a slight tendency to give more on the part of those who were members of Social Clubs at Fisk.

16. There is no significant difference in the giving of Fraternity and
Sorority alumni -- and the alumni who participated in the Student Government and Glee Club and Choir. There was a slight edge in favor of Student Christian Association members at the large contribution level.

There was no vast difference but a tendency among alumni in the Social Sciences to give more than those from the Humanities and Sciences and Mathematics.
CHAPTER VI
CONCLUSIONS

This study was a beginning of a systematic approach to determine the 'Why' of Alumni Giving. The effort has been to discover by implication as well as direct questioning some of the vital factors associated with alumni giving.

No startling discoveries have been made. We have only scratched the surface. It is hoped that future studies of this type will take advantage of the opportunity to improve on the questions that were asked to obtain the information desired -- and that comparisons will be made between responses of alumni from large, medium and small schools.

In this case study of Fisk Alumni it is found that the attitude toward the college is good -- that they do receive the Alumni News -- that the alumni who give to Fisk are also inclined to give to other causes. No burning issues or vast differences are revealed that would cause the alumni not to give to Fisk.

The large contributors to the university indicate that more communication through the mail from Fisk and better regional and national organization would inspire them to give more to Fisk.

The alumni who give little or none report that more personal contact from persons at Fisk and better local alumni clubs would inspire them to give more to the college. The small contributors were fairly evenly divided on the four approaches.
The wide variety of other factors that were listed under Table 23 as important to inspire them to give more to Fisk leaves the field wide open for cultivation. This leads us to a consideration of recommendations for techniques and methods of approach that may be employed to attract greater financial support from Fisk Alumni.
CHAPTER VII
RECOMMENDATIONS

To meet the requirements set forth by the alumni to attract greater financial support to the university, it is recommended that Fisk pursue vigorously a larger program of communication, organization, and other important considerations which we will discuss in this chapter.

Communications

Proper communication is vital to any organization, whether it be educational, industrial, religious or any other. Herbert Simon points out in Administrative Behavior, Chapter VIII on "Communications" that communications is any process whereby decisonal premises are transmitted from one member of an organization to another. Simon also points out that Communication in organization is a "two-way" process.

Dr. Otto Lerbinger states in an article on "Employee Communications" to be published in a Public Relations Handbook, Professor Howard Stephenson, editor, had this to say on communications:

Communication binds a whole organization together so that what one part sees the other part knows about; what one part plans the other part understands, and executes; what one part feels moves the other.

He feels that communications is the dynamic part of organization, the part that is central to the entire decision making apparatus.

The indespensible roll that communications plays in organization
is becoming more recognized generally -- so at this point, it is desirable to discuss some specific areas of communication that affect alumni giving.

Fisk, in addition to publishing a quarterly alumni magazine, might well add a series of weekly newsletters to fill the gap between the quarterly issues of the alumni magazine.

Another suggestion made by the alumni in the study was that the president of the University write letters to the alumni periodically, giving the state of the University.

A summary of the financial condition of the University would be of real interest to the alumni.

Communication outward could be strengthened by sending to the presidents of each alumni club a copy of the current University catalogue -- a "lively and warm" catalogue that reflects the "humanized" quality of the University for prospective students and alumni as well.

Face to face contacts with some one from the University will meet the need so often expressed by the alumni. It is more expensive but rewarding in terms of the "feedback" that is possible under such circumstances. These personal contacts may be made by the president, the alumni secretary, or some other staff or faculty persons who have the facility for telling an honest and interesting story of what goes on at Alma Mater.

"Feedback" is vital. It is good to send out valuable information in attractive forms but the entire communication process is strengthened if
the filter is taken out of the flow of information that comes back to the University.

A questionnaire should be included on one or two pages of the alumni magazine -- to be filled out and returned by the alumni - once each year, or two years at the most. The more frequently it is done, the shorter the questionnaire could be. This procedure would reach the grass roots and provide information that would form the basis for better decisions by the administration and the alumni organization.

You can't keep in touch with the alumni if you don't know where they are located.

Ray H. Pfaff, Director of Alumni Relations at Marquette University, obtains from the members of each graduating class, the names and addresses of at least three persons who will always know how to reach the graduates.

Publication of an Alumni Directory so the alumni will know how to keep in touch with each other and learn of their progress is another device to strengthen the lines of communication between Fisk and its alumni.

Organization

The alumni in this study stressed the desire for better regional and national alumni organization.

The author does not wish to over simplify this important matter -- but it pretty much comes down to a matter of

1) wise choice of leadership

2) the development of a well thought out program that is geared
mainly to the needs and wishes of the alumni of the area, and

3) proper connection to make the alumni aware of the program and create the desire to participate. Well prepared announcements of meetings with information regarding the agenda are important.

Starting and dismissing the meetings on time is also vital. A "telephone squad" to follow-up the written announcement is also important.

And as much extra attraction as possible to help draw the crowd -- good speakers -- music -- live issues to discuss -- entertainment -- meetings in attractive and strategically located places as possible.

Budget the time for the meeting, then cut it in half. Many alumni officials commit the unpardonable sin of wasting people's time. Alumni programs have greater competition these days -- even television. The pressure of modern living is so great that physical and nervous energies must be conserved. Meetings that were held every month should either have the time allotted for the meeting cut in half (do in one hour what was formerly done in two hours) -- or schedule the alumni meeting every two months. If the latter course is followed, the local or regional alumni groups should step-up communications by publishing a short, crisp, informative newsletter to help fill the gap.

Developing a program and making known the contents of the program will go a long way in developing better alumni organization - local,
The author also wishes to recommend to officials of alumni organizations as well as persons in, or contemplating going into alumni work as professionals - the "Ten Commandments of Alumni Work" (See Appendix. by Waldo C. M. Johnston, Executive Secretary, Yale Alumni Board and published in the American Alumni Council News October-November, 1956. 

First on the list of commandments is Communications. It is important whether by mail, face to face, or one of the extra ways Ranny Weeks does it - a handsome station wagon in school colors. It was donated to the Boston University Alumni Association by an interested alumnus to speed up contacts when visiting alumni or in the city to provide transportation for the alumni secretary in and out of town.

Finally it is recommended that one of the surest ways to enlarge the number of alumni who Give and decrease the number of those who don't Give is to make a heroic effort to get Fisk "into" the student, beginning with the day he arrives on the campus as a freshman.

Dr. Ernest Martin Hopkins, president of Dartmouth College from 1916 to 1945 in the book This Our Purpose (Hanover, Dartmouth Publisher 1950), had this to say about "The College and the Alumni", page 203:

All in all, I have seen no definition of what the alumni relationship should be, but I have known of no statement that seems to me more eloquent or more informing than that made in 1855, at one of the early meetings of the Dartmouth Alumni Association, when President Lord, said, "You ask me to show cause why Dartmouth
should continue to have the favor of her sons? My answer is a short one – because Dartmouth is in her sons. There is no Dartmouth without her sons. They have made her what she is, and they constitute good and sufficient reasons why she should be sustained ... "

Dr. Hopkins went on to point out that every Dartmouth administration since that time has accepted that concept as a working hypothesis.

This, to the author, seems highly significant in view of the fact that Dartmouth has a higher percentage of alumni participating in the financial welfare of the college than any other college in America. In 1956 it went as high as 78%. This high place of honor has been held by Dartmouth for years.

Dartmouth's system of internal and external Public Relations – its brilliant program of organization and communications – can serve as a model for any college that wishes to attract from its alumni a greater amount of much needed financial support.

Fisk University, it appears, has a clear opportunity to challenge the Dartmouth position, when the wholesomeness of Fisk alumni attitudes, revealed in this study, is considered; and when the disposition to give is taken into account. An heroic effort in that direction might yield highly significant results.
APPENDIX

A QUESTIONNAIRE

For a case study of Fisk University Alumni by
Randall L. Tyus - School of Public Relations and Communications at Boston University, 1958

1) While at Fisk, did you live on campus ( ) or in the city? ( )

2) In what areas has your experience at Fisk been most helpful to you?
   - Job opportunities ( )
   - Social contacts ( )
   - Professional contacts ( )
   - Friendships ( )
   - Other ( )

3) In what activity at Fisk were you most successful?
   - Academic ( )
   - Social ( )
   - Athletic ( )
   - Other ( )

4) What services from the University have been most useful to you?
   - Placement Bureau ( )
   - Alumni magazine ( )
   - Visits from faculty and staff ( )

5) What other services from the University would be important to you?
   1.
   2.
   3.
   4.

6) In your opinion, is the present academic program at Fisk:
   - Excellent ( )
   - Good ( )
   - Not so good ( )
   - Fair ( )
   - Poor ( )

7) Would you be happier if greater emphasis were placed on the athletic program or not?
   - Yes ( )
   - No ( )
Questionnaire - continued

8) Would you emphasize:
   - Football ( )
   - Basketball ( )
   - Baseball ( )
   - Other ( )
   - None of these ( )

9) Which of the following features at Fisk today arouses your enthusiasm most?
   - Phi Beta Kappa ( )
   - Early entrant's program ( )
   - Closed circuit Television ( )
   - Full membership in the Southern Ass'n of Colleges and Secondary Schools ( )
   - New buildings ( )
   - Other ( )

10) Fisk is one of the few colleges that has maintained a full-time alumni office since 1927. In addition to the copies of the FISK NEWS that come to you regularly -- and the other services that the Alumni Secretary renders -- please list any new ideas that come to your mind that would make the service of the alumni office to you more complete.
   1. 
   2. 
   3. 
   4. 

11) To what extent, in your opinion, is Fisk living up to the demands of the times in providing education on a racially integrated basis?
   - Excellent ( )
   - Good ( )
   - Fair ( )
   - Poor ( )

12) Which do you think is the most realistic estimate of the present annual budget at Fisk:
   - $100,000 to $300,000 ( )
   - $300,000 to $600,000 ( )
   - $600,000 to one million ( )

13) Approximately what percent of the cost of education is covered by the tuition fee?
   - 25% ( )
   - 50% ( )
   - 75% ( )
   - All ( )
   - More than cost of education ( )
14) Now to a direct consideration of Alumni giving: Please indicate whether or not you made a contribution directly to Fisk in 1957 through the Alumni Fund:

YES

NO

15) How much did you contribute last year directly to Fisk?

Between 0 and $5.00
Between $5.00 and $10.00
Between $10.00 and $25.00
Between $25.00 and $50.00
Between $50.00 and $75.00
Between $75.00 and $100.00
Over $100.00

16) Did you contribute to the United Negro College Fund in 1957?

Yes

No

17) To which, if any, of the following do you usually contribute?

NAACP
Church
Other

18) Please list factors that would inspire you to make larger annual contributions to the Alumni Fund at Fisk:

More personal contact from people at Fisk
More communication through mail from Fisk
Better organized local Alumni Clubs
More active Regional and Nat'l Alumni organization
Other reasons (list them)

Please fill in the attached sheet.
PERSONAL DATA

(your name is not required)

Please answer each of the following questions:

City: __________________________ State: __________________________

Class: __________________________

Indicate your last year at Fisk if you did not graduate: __________________________

Major: __________________________

Sex:

Male ( ) Female ( )

Age:

Between 20 and 30 ( )
Between 30 and 40 ( )
Between 40 and 50 ( )
Between 50 and 60 ( )
Over 60 ( )

Your approximate income:

0 to $3,500.00 ( )
$3,500.00 to $7,500.00 ( )
$7,500.00 to $10,000 ( )
Over $10,000 ( )

Did you have a part time job on campus or elsewhere during your stay at Fisk?

Yes ( )
No ( )

Were you on a scholarship at Fisk?

Yes ( )
No ( )

Did you receive financial assistance from the Student Loan Fund?

Yes ( )
No ( )
Personal Data - continued

Were you a member of a fraternity?

Yes ( )
No ( )

Were you a member of a sorority?

Yes ( )
No ( )

Were you a member of the:

Student Council ( )
Men's Senate ( )
Women's Senate ( )
Student Christian Ass'n ( )
Glee Club ( )
Choir ( )
Other groups (please list) ( )

Thanks again for your cooperation!
Dear Fellow Fiskite:

This is simply a reminder that if you have not filled out and returned your questionnaire, please do so today. This is a sample study -- your name was drawn -- and we need your questionnaire if it is to be a good study. It won't take long, so why not fill it out and send it right back. If you have lost it, drop me a note and I will send you another, and will answer any questions regarding any aspect of the survey.

Thanks to the many who have responded already.

Sincerely,

/s/ R. L. Tyus
Standard Sixteen -- ALUMNI RECORDS AND CONTACTS *

If adequate information were obtainable in regard to the attitudes and achievements of those who have attended an institution, it would serve as a sufficient single standard for accrediting. It is important for a college or university to keep careful records in the Registrar's office, or in a supervised alumni office or elsewhere, not merely for a few outstanding graduates but for all who have attended. Their records should show those who have gone on for further study, should indicate the occupations followed, contributions to public or community service, and other items that may measure the influence of the institution in church or state. A college or university should consider carefully the promotion of an educational program among its alumni. These should be encouraged to maintain an interest in their Alma Mater and contribution to its support, but care should be taken that they do not dominate the policies and programs of the institution.

Southern Association of Colleges and Secondary Schools
## Fisk University

**Enrollment by Classification and Sex, Regular Sessions 1953-54 to 1957-58**

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<td>Graduate</td>
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<td>18</td>
<td>61</td>
<td>51</td>
<td>18</td>
<td>69</td>
<td>33</td>
<td>14</td>
<td>47</td>
<td>31</td>
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<tr>
<td>Seniors</td>
<td>49</td>
<td>69</td>
<td>118</td>
<td>38</td>
<td>81</td>
<td>119</td>
<td>59</td>
<td>80</td>
<td>139</td>
<td>57</td>
<td>96</td>
<td>153</td>
<td>72</td>
<td>111</td>
<td>183</td>
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<td>78</td>
<td>115</td>
<td>59</td>
<td>94</td>
<td>153</td>
<td>61</td>
<td>97</td>
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<td>108</td>
<td>176</td>
<td>49</td>
<td>102</td>
<td>151</td>
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<tr>
<td>Sophomores</td>
<td>53</td>
<td>85</td>
<td>138</td>
<td>46</td>
<td>109</td>
<td>155</td>
<td>65</td>
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<td>166</td>
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<td>Freshmen</td>
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<td>147</td>
<td>212</td>
<td>78</td>
<td>149</td>
<td>227</td>
<td>68</td>
<td>125</td>
<td>193</td>
<td>82</td>
<td>113</td>
<td>196</td>
<td>68</td>
<td>148</td>
<td>216</td>
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<td>Early Entrants</td>
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<td>41</td>
<td>75</td>
<td>31</td>
<td>32</td>
<td>63</td>
<td>25</td>
<td>31</td>
<td>56</td>
<td>16</td>
<td>20</td>
<td>36</td>
<td>13</td>
<td>10</td>
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<td>Specials</td>
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<td>2</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>11</td>
<td>6</td>
<td>8</td>
<td>14</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>


*Office of the Registrar and Director of Admissions*

April 10, 1958
**APPENDIX E**

**FISK UNIVERSITY**

**FOREIGN STUDENT ENROLLMENT BY SEX, REGULAR SESSIONS**

<table>
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<tr>
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<tbody>
<tr>
<td>Men</td>
<td>16</td>
<td>24</td>
<td>26</td>
<td>24</td>
<td>19</td>
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<tr>
<td>Women</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>27</td>
<td>33</td>
<td>32</td>
<td>28</td>
<td>140</td>
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**FISK UNIVERSITY**

**ENROLLMENT OF *NON-NEGRO STUDENTS BY SEX, REGULAR SESSIONS**

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</thead>
<tbody>
<tr>
<td>Men</td>
<td>4</td>
<td>7</td>
<td>9</td>
<td>10</td>
<td>6</td>
<td>36</td>
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<tr>
<td>Women</td>
<td>2</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>28</td>
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<tr>
<td>Total</td>
<td>6</td>
<td>16</td>
<td>15</td>
<td>16</td>
<td>11</td>
<td>64</td>
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</table>

* Caucasian and Asian Students

OFFICE OF THE REGISTRAR AND DIRECTOR OF ADMISSIONS

APRIL 10, 1958
APPENDIX F

FI SK UNIVERSITY

ALUMNI FUND REPORT FOR 1956-1957

Goal  $15,000.00
Total subscribed  15,903.73

Number of Contributors  753
Average gift  21.12

Total Gifts to Fisk

<table>
<thead>
<tr>
<th>No. of Contributors</th>
<th>Amount Contributed</th>
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<tr>
<td>Alumni Fund</td>
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<td>Other Sources</td>
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<td>Scholarships</td>
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</tr>
<tr>
<td>Prize</td>
<td>1</td>
</tr>
<tr>
<td>Student Loan Fund</td>
<td>1</td>
</tr>
<tr>
<td>Personal Project (piano)</td>
<td>1</td>
</tr>
<tr>
<td>Charles S. Johnson Memorial Fund</td>
<td>72</td>
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<tr>
<td></td>
<td>833</td>
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Leading Fisk Clubs
(Based on Contributions of $1,000 or more)

<table>
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<tr>
<th>Location</th>
<th>Amount</th>
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<tr>
<td>Chicago</td>
<td>$5,542.55</td>
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<tr>
<td>Detroit, Michigan</td>
<td>2,898.00</td>
</tr>
<tr>
<td>Philadelphia, Pennsylvania</td>
<td>1,722.59</td>
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<tr>
<td>New York, New York</td>
<td>1,604.00</td>
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<tr>
<td>Nashville, Tennessee</td>
<td>1,218.10</td>
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<td>Cleveland, Ohio</td>
<td>1,157.50</td>
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Here we find a three-year lag in statistics of giving, but all indications are that giving by corporations is decidedly on the upgrade. The most important single event was the decision of the Courts of New Jersey, confirmed by the United States Supreme Court, that corporations may legally make contributions to educational institutions.

In 1935, the Congress passed a Revenue Act which exempted from tax corporations' contributions to charitable agencies up to 5% of net income.

Following is a record of subsequent contributions:

* Arnaud C. Marts, The Rising Tide of Philanthropy
  An address July 1954 to Annual Staff Conference of Marts & Lundy, Inc.
  New York City.
### CORPORATE CONTRIBUTIONS, NET INCOME AND GIVING POTENTIAL

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributions</th>
<th>% Contributed of Net Income</th>
<th>Net Income</th>
<th>Full 5% Allowable For Contributions</th>
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<td>1936</td>
<td>$30,000,000</td>
<td>00.40</td>
<td>$7,775,000</td>
<td>$388,000,000</td>
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<tr>
<td>1939</td>
<td>31,000,000</td>
<td>00.43</td>
<td>7,175,000</td>
<td>358,000,000</td>
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<tr>
<td>1940</td>
<td>38,000,000</td>
<td>00.41</td>
<td>9,350,000</td>
<td>467,000,000</td>
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<tr>
<td>1941</td>
<td>58,000,000</td>
<td>00.35</td>
<td>16,675,000</td>
<td>833,000,000</td>
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<tr>
<td>1942</td>
<td>98,000,000</td>
<td>00.42</td>
<td>23,400,000</td>
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<td>1944</td>
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<td>00.88</td>
<td>26,500,000</td>
<td>1,325,000,000</td>
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<td>1945</td>
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<td>21,345,000</td>
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<td>1946</td>
<td>214,000,000</td>
<td>00.84</td>
<td>25,400,000</td>
<td>1,270,000,000</td>
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<tr>
<td>1947</td>
<td>241,000,000</td>
<td>00.76</td>
<td>31,600,000</td>
<td>1,580,000,000</td>
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<td>1948</td>
<td>239,000,000</td>
<td>00.69</td>
<td>34,600,000</td>
<td>1,730,000,000</td>
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<tr>
<td>1949</td>
<td>223,000,000</td>
<td>00.78</td>
<td>28,400,000</td>
<td>1,420,000,000</td>
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<tr>
<td>1950</td>
<td>252,000,000</td>
<td>00.6</td>
<td>42,000,000</td>
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<td>1951*</td>
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<td>41,700,000</td>
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<td>1952*</td>
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<td>1953*</td>
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<td></td>
<td>40,500,000</td>
<td>2,025,000,000</td>
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<tr>
<td>1954*</td>
<td></td>
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<td>36,500,000</td>
<td>1,825,000,000</td>
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</table>

* Estimated
APPENDIX H

THE TEN COMMANDMENTS OF ALUMNI WORK *

Thou shalt keep ever in mind the single, basic essential of thy job --
communications.

Try to make your alumni body the best informed alumni group in
the country. An informed alumnus becomes an interested alumnus,
who in turn becomes an active alumnus. Likewise, an informed
administration is a more alert and sympathetic administration.

Thou shalt not let the sun go down on thy wrath.

You must have a patience that "passeth understanding," - never
write an angry letter in haste. If you must write, select your
words with care and hold the letter for reconsideration after you
have simmered down. Better still, admonish verbally. Best of
all, roll with the punches and forget the whole thing.

Thou shalt set thy standards high and seek to maintain them.

You must be a practical idealist. With courage and perseverance
you must establish goals and set a course designed to heighten the
honor and prestige of your institution and further enrich the lives
of your alumni. This course may well bring you into conflict
with administration or alumni. If so, stand fast in your be-
liefs. If you fail, resign without rancor, secure in the knowl-
edge that to yourself and those whom you serve you have indeed
been true.

* By Waldo C. M. Johnston, Executive Secretary, Yale Alumni Board - French
Ilock, Indiana, June 1956 - Published by American Alumni Council News,
October-November, 1956
Thou shalt treat thy alumni as thinking adults.

Give them the slightest chance to think, and they'll respond.
Alumni do think. The minute you criticize them for not thinking,
the chances are you're not thinking yourself. Don't imagine they
are perennial sophomores. They think as adults and want to
learn. They are patrons of learning.

Thou shalt constantly endeavor to view thy institution through others' eyes.

Despite all our efforts, our average alumnus remains badly misin-
formed. Your rosy world through his distant eye may be distorted
or out of focus. Don't blame him or label him an idiot. Try to
understand and correct his perspective.

Thou shalt be generous with thy appreciation and praise.

There is a spark of vanity in every man, and everyone likes to
know his effort is appreciated. Three minutes of dictating and a
3¢ stamp can make a life-long friend and a willing worker. Thank
your faculty member who has just spoken at an alumni meeting for
you. Thank the alumnus who sends you a suggestion - no matter
how poor. Thank the crank or crack-pot who has at least shown a
spark of interest by taking the time to howl. And, of course,
thank any alumnus who has concluded a term of service. Bear in
mind that every alumnus is important to you, not for what he has,
but for what he is.

Thou shalt honor thy faculty.

Among today's most dedicated and least appreciated people are our
teachers. They, more than any other single group, maintain the integrity of our institutions, the quality of their product and the dignity of our cultural heritage. Our alumni may be the blood banks, but our faculties are the hearts of our institutions. Once they know us and understand our goals, they are the most cooperative and unselfish of individuals. They can become our salesmen in the field, the Pied Pipers for our youth and the spellbinders of our alumni.

Thou shalt cherish brevity.

This is perhaps the hardest commandment of all for dedicated alumni. We know so well; we warn others; but we are carried away by our own enthusiasm and sincerity. To the saying, "No souls are saved after 30 minutes," we must append: "No alumni are converted after 20." Plan ahead. Plan diverse programs, but organize them and reduce them. Don't foster alumni indigestion by surfeiting their appetites. Leave them just a little bit hungry and anticipating your next meeting. Write your letters, reports and minutes for your busy alumni officers, cut them in half, then reduce them again.

Thou shalt not steal the show.

Give credit to others. Gently sow the seed of an idea in the mind of an alumnus. The first thing you know, he'll think it's his, get terribly excited, sell the idea to your administration, take a sabbatical from his job, raise ten million dollars for
Alma Mater, and win a host of American Alumni Council awards.
Be of quiet mind, for credit will come your way in due course.

Thou shalt not stuify thy mind.

Every alumni secretary must be a jack of all trades and master of each. He is a prophet, arbitrator, counsellor, spokesman, sometimes a knight in shining armor, more often a scapegoat, a soothsayer, academic janitor, waterboy, dictator, manager, historian, magician, shepherd. Do not let any of these become your single personality. Constantly take stock of your accomplishments, your failures. Constantly evaluate your progress. Constantly re-establish perspective. Constantly search for new ways to do your job better, new horizons as you climb toward those peaks. The day you enter your office and complain you're bored and "life is so daily" is the day to enter the soap manufacturing business.
BIBLIOGRAPHY
BIBLIOGRAPHY

Books


Articles


"Alumni Records and Contacts". Sixteenth Standard, Southern Associations of Colleges and Secondary Schools, December 1, 1956, Atlanta, Georgia.


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