

AN ANALYSIS OF THE EFFECTIVENESS
OF TELEVISION AS USED BY THE
FIFTY STATE EDUCATION ASSOCIATIONS

Thesis for the Degree of Ed. D.

MICHIGAN STATE UNIVERSITY

Jack M. White

1962

This is to certify that the
thesis entitled
AN ANALYSIS OF THE EFFECTIVENESS OF TELEVISION
AS USED BY THE FIFTY STATE EDUCATION ASSOCIATIONS

presented by

Jack M. White

has been accepted towards fulfillment
of the requirements for

Doctors degree in Education

James B. Tintera
Major professor

Date May 1, 1962

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AN ANALYSIS OF THE
EFFECTIVENESS OF TELEVISION
AS USED BY THE
FIFTY STATE EDUCATION ASSOCIATIONS

By
Jack M. White

AN ABSTRACT OF A THESIS

Submitted to the School of Advanced Graduate Studies
of Michigan State University of Agriculture and
Applied Science in partial fulfillment of the
requirements for the degree of

DOCTOR OF EDUCATION

Department of Administrative and
Educational Services

1962

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television activity developed through a panel of experts by the state associations were: (1) National Education Association's filmed series, (2) filmed presentations, (3) spot announcements, and (4) live presentations.

Television, as a part of the associations' program of service, is considered of average importance. The rating is based primarily on the lack of development and interest within the associations rather than on the potential effectiveness of the television activity. At this time there is no clearly defined program of television activity in state association work or unified effort to improve the effectiveness of television as a service medium of the associations.

The major recommendations of this study are: (1) assign a staff member in each association to develop the administrative and organizational structure for television activity; (2) adopt the "Six-Area Program for Administration and Organization" for development of television activity; (3) the identification of an ideal program of television activity for state education associations; (4) expand the National Education Association's television division to permit a program of assistance to those state associations not active in television; (5) develop a uniform and effective method for national and state-wide evaluation of television activities; (6) implement television activity in the state associations in three stages, creating a public relations program, hiring

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staff personnel and budgeting for television; (7) cooperate with the National Education Association on the distribution of its filmed series; (8) insist on ample planning periods for all television activity; (9) conduct a nation-wide program to develop better relations with commercial television stations, and (10) implement needed research and planning to improve the general standards of the associations' program of television activity.

The 50 state education associations must develop a clear concept of "why" they should use television; "how" to use it; and "what" they hope to accomplish.

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The author is grateful for the inspiration and advice provided by all the members of the Guidance Committee which made this study possible.

The patience and understanding of the author's wife was especially valuable in overcoming the daily obstacles which plague a writer of a paper such as this. Her continued personal encouragement was a welcomed stimulus.

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CHAPTER I

INTRODUCTION

Television has come of age. Since the late 1940's this remarkable electronic medium has emerged as the major avenue of communications to the public. Television has grown from a scientific experiment to a household commodity as familiar to most Americans as a bar of soap. Its growth literally has been unbelievable. Today 400 commercial television stations and 60 educational television broadcast centers carry all types of programs to 46 million homes in the United States.¹

Such saturation and accessibility to the American public leads to much speculation on the role television plays in education. Today educators place emphasis on television, primarily through the 60 educational television stations and hundreds of closed-circuit installations to (1) reduce teacher work-load, (2) free classroom space by teaching large groups with television and (3) to experiment and determine what other applications can be made in

¹Walter Emery. Broadcasting and Government: Responsibilities and Regulations. East Lansing: Michigan State University Press, 1961, p. 38.

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curriculum, instruction and human relations.²

The novelty of television is long past, and educational television, approaching the close of its first decade, is no longer supported for its good intentions and "potential" but for what it actually brings to the screen. Television in education has grown so rapidly that a statistical anatomy of the field can only be approximate, according to a 1961 report by the Ford Foundation.

The report reveals these facts:³

1. At least three million students in about 7,500 elementary and secondary schools were receiving part of their regular daily instruction by television as the 1961-62 school year began.

2. As many individual students were receiving televised "enrichment" programs, material not counted as academic credit but considered by educators a valuable supplement to the curriculum.

3. About 250 colleges and universities were giving credit courses on television to about 250,000 students.

²"Teaching by Television." A report from the Ford Foundation and the Fund for the Advancement of Education, May, 1959, p. 5.

³ETV: A Ford Foundation Pictorial Report. Prepared by the Ford Foundation, Office of Reports, 477 Madison Ave., New York 22, N. Y., March, 1961, p. 15.

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4. About 8,000 college students preparing for teaching careers and high-school teachers working for advanced degrees in education were or had been enrolled through 300 colleges and universities in courses taught over "Continental Classroom." Telecast over a national commercial network, the courses are watched by an additional 400,000 viewers not enrolled for credit.

5. The National Educational Television and Radio Center (NETRC), with whom the 60 ETV stations are affiliated, was operating like a "fourth network," exchanging recorded programs among its affiliates by mail or other non-electronic means of delivery.

6. State and regional networks were developing, both for instructional television and adult programming. Networks linked by coaxial cable or microwave transmission or by videotape exchange are in operation in Alabama, Oregon, North Carolina, Florida and part of New England. Others are being organized among colleges and universities in Michigan, 13 Western states, six states in the Upper Midwest and central Texas.

7. The Midwest Program on Airborne Television Instruction (MPATI) began televising courses six hours a day, four days a week from an airplane flying over Indiana. Began in September of 1961, the telecasts will cover an area including 13,000 schools and colleges enrolling five million students.

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Initially financed with Ford Foundation grants of 5.5 million and funds from other foundations and industry, the project is designed to be self-sustaining ultimately with contributions from participating school systems.⁴

By and large, television has been used successfully by educators for instruction and to communicate with a select and pre-determined audience. On this point, the Ford Foundation's 1961 report on educational television states:

Educational television cultural programs, free of mass-audience compulsion toward a lowest common denominator, seldom command the audiences of commercial network 'spectaculars.' Still, millions of American men, women and children regularly view educational television, and the chances are that it will at least double its audience in the decade to come.⁵

During the past few years while television experienced such rapid growth one type of educational organization, the state teachers' association, initiated and expanded various phases of television programming.⁶ These associations differ substantially from the local school system or educational television facility because their program of service reaches out to every part of a state where there are schools, children, parents and teachers. Without regard to

⁴Ibid.

⁵Ibid.

⁶John T. Cox. TV and the Public. New York: McGraw-Hill, 1961, p. 5.

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geographical areas, the teachers' association presents a program of service applicable to the total school population, the parents and the community. As such, the associations' activity must meet the general needs of education in the state, yet be specific enough to assist individuals. The role of the teachers' association is one of public relations; promoting school-community relations which foster: (1) sound educational programs, (2) better public understanding of schools and (3) professionalism among the ranks of its members.⁷

There are 50 state teachers' organizations⁸ in the United States and these associations provide the nucleus for their parent body, the National Education Association.⁹ Throughout the past few years, these associations have received assistance from the National Education Association in the utilization of television. In 1958 the NEA began, through its Division of Press, Radio and Television, an extensive program of television assistance to the state

⁷Public Relations Handbook. Published by the Michigan Education Association, second edition, 1960, p. 16.

⁸These 50 organizations are commonly called "state education associations" to convey the element of unity between all members of the school staff, such as: administrators, teachers, secretaries, custodians.

⁹The NEA exists solely on the membership dues paid to it by the members of the 50 state education associations.

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organizations. This support took the form of (1) local workshops to instruct state association staff members on how to prepare television programs, (2) specialized consultation with state association staff members assigned to public relations and television coordination on recommended procedures for production of television programs and (3) preparation and distribution of filmed television programs for use by the state associations.¹⁰

Since 1957, all the 50 state education associations have, to some degree, experimented with or investigated the possibilities of television as an adjunct to their over-all program of service. The growth and development of television as a part of the associations' program has been the product of a trial and error system. The success of any television activity is related to the experience of those state association staff members assigned to the project.¹¹

In reference to this development of television by the state associations, Dr. William G. Carr, executive secretary for the National Education Association, states:

Television can play an important role in the over-all program of the state association, but first

¹⁰Annual Report. Published by the Division of Press, Radio and Television of the National Education Association, June, 1961.

¹¹Research Bulletin R-12. Published by the Research Division of the National Education Association, 1201 16th St. N.W., Washington 6, D.C., May, 1961, p. 15.

the states must learn about the medium. To wander ignorantly and aimlessly will undo any good we may have done in other crucial areas. We must organize and unify our television efforts quickly and thoroughly.¹²

John T. Cox, television coordinator for the NEA, made this statement about the growth of television within the program of the state education association:

The state associations have struck off in many areas within the total framework of television. We can only guess at what they have accomplished ...if anything. It is important that trained TV professionals give the state associations the assistance and direction they urgently need.¹³

The Need for the Study

Many articles have been published about educational television. These have been in the areas of the educational television program and its impact on people, the educational aspects of television, critical analyses of television programs and studies of the impact of television on society. Yet none of these has involved the state education association and the role television is now playing in the service programs of the 50 state education associations representing nearly one million educators. No effort has been directed toward an analysis of the

¹²Stated in a speech before the combined staffs of the 50 state education associations in Ocean City, N. J., June 20, 1961.

¹³John T. Cox, op. cit., p. 12.

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effectiveness of television as used by the state education associations or toward an analysis of the kinds of television activity utilized by the state organizations.¹⁴

Television means different things to each of the state education associations, and a recent NEA survey of television activities in the state education associations has revealed that many of the organizations are entering into some form of television activity "because it's the thing to do."¹⁵ Because of the lack of agreement on what can and should be done and how effective television might be, an analysis of these activities is in order.

Increased activity in television by the NEA and some of the state associations has prompted other state organizations to begin some form of activity. More than 30 of the state associations have set aside funds for television since 1958, but all this activity has been locally initiated and coordinated.¹⁶ The result of conflicting reports on television activity by the state education associations and the

¹⁴Verification by the Research Division of the NEA. See Appendix B.

¹⁵Results of a joint survey conducted by the NEA and the Michigan Education Association in 1959. Unpublished report on file at NASSTA Headquarters, Washington, D. C.

¹⁶Ibid.

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lack of coordination as determined by the 1959 survey¹⁷ prompted the Board of Directors of the NEA to stress this problem as urgent business with the desire to bring about an ideal and effective program of television activity for the 50 state education associations with specific recommendations on (1) the type of activity most desirable to state associations and (2) procedures for implementing such activity.¹⁸ As a result of this action, the NEA's Division of Press, Radio and Television began a comprehensive nationwide program in 1958 designed to assist, direct and advise the state education associations on the development of television as a part of the associations' program of service.¹⁹

State association officials are now asking questions on the over-all value of television as a part of the association program. They have asked educational and commercial television personnel from both the state and national level such questions as:

1. What is an ideal program of television activity for a state association?
2. What are some of the better methods to use in

¹⁷Survey completed by the NEA, in cooperation with the Michigan Education Association, 1959. On file at NASSTA Headquarters in Washington, D. C.

¹⁸"NEA Acts on TV." An article in the NEA News, August, 1958, p. 4.

¹⁹Annual Report, op. cit., June, 1961.

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developing a program of television activity which will be effective and bring credit to the state education association?

3. How is a program of television activity developed for a state education association?²⁰

These are pointed and practical questions that should be answered before state associations continue to invest thousands of dollars annually into a program of television activity. A study needs to be made which answers the above questions about the utilization of television by the 50 state education associations. What is an ideal program of television activity and what are the most effective areas within the spectrum of television programming for the state association? An analysis of what is being done by the state associations, along with the development of an ideal program of television activity, would help to reduce the concern, confusion and indecision that presently exists among the majority of state education associations.

Purpose

It is the purpose of this study to determine to what extent the state associations are active in television; to

²⁰From the minutes of a meeting of the National Association of Secretaries of State Teachers' Association, Oklahoma City, Okla., May, 1959. Unpublished and on file at the NASSTA Headquarters, Washington, D. C.

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identify the nature of television activities in those states using the medium; to establish the ideal program of television activity for use by a state association; and to identify, analyze and evaluate the effectiveness of television now used by the state associations.

In considering the 50 state education associations and how they utilize television, the author accepts the position that all associations adhere to the basic goals of broadcasting and to the diffusion of information and knowledge through television and other accepted methods of dissemination.²¹

Statement of the Problem

The problem in this study is to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations.²²

²¹Committee on Institutional Research Policy, Sponsored Research Policy of Colleges, American Council on Education, Washington 6, D. C., 1954, p. 4.

²²The ideal program of television activity was determined by a panel of experts made up of experienced staff members in television. A full explanation of this procedure is presented on page 15 of this chapter.

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It was necessary to conduct a qualitative study of the 50 state education associations. Because of the limited size of the group, a qualitative study was the most effective method of obtaining the desired results.²³ Not only are the associations few in number but they are also totally unique, which made it necessary to conduct such an analysis. By working with this controlled group it was possible to complete an evaluation in depth of the nature and effectiveness of television activity by the state education associations. The primary method employed was the information-evaluation type questionnaire which was sent to the chief administrative head²⁴ of the 50 state associations for completion.

Those associations that returned incomplete questionnaires and those which did not respond at all were visited by the author during a seven-day conference of state association staff members in Ocean City, New Jersey. Information gathering and collecting from the executive secretaries of state associations which did not complete or return the questionnaire was accomplished with a structured interview

²³Carter V. Good, A. S. Barr and D. M. Scates. The Methodology of Educational Research. New York: D. Appleton-Century, 1941, p. 247.

²⁴The executive secretary is the chief administrative head of the state education association.

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centered around the original questionnaire mailed to them two months earlier. Supplemental information was gathered from free, opinion-seeking interviews with other members of the state associations' staffs. In addition, research materials, commercial television station evaluations, and policy statements were examined from each state association. Discussions with other staff members, members of the state associations and the author's close awareness of the individual state programs further aided in obtaining material for this study. In all cases the executive secretary was responsible for completion of the questionnaire except for the states of California, Michigan and New Jersey in which a television coordinator is employed and who assisted the executive secretary in filling out the instrument.

The mailed questionnaire is an instrument that reveals factual information and measures some opinion about a particular subject. It is directly related to the individual operations of the state associations and provides an effective means of collecting information from the controlled group of 50 state education associations.²⁵

The structured interview is a technique whereby the investigator uses a questionnaire as an instrument to record fact and opinion about a particular subject. The structured

²⁵Carter V. Good, A. S. Barr and D. M. Scates. op. cit., p. 247.

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type of interview gives consistency to, and standardization of, the material collected.²⁶ Therefore, for the state associations returning incomplete questionnaires and those not responding at all, this method was employed in the investigation and was effective in providing data that otherwise would not have been available and, as a result, reduce the effectiveness of this study. Personal visitation enabled the investigator to determine the specific role of television within the various state associations. In many instances the investigator was able to probe deeper into an area of television than would have been possible through the questionnaire. This was particularly true with state associations that had only a remedial knowledge of television as a part of the organization's program. The personal visitations permitted the author to explain more thoroughly what information was desired from those executive secretaries representing state associations that did not respond to the questionnaire. In most cases executive secretaries were able to answer questions they otherwise would have left unanswered because of an unawareness of television.

Two other methods of information gathering and collecting were employed. To determine what constitutes an ideal program of television activity for a state education

²⁶Ibid.

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association, the author (1) surveyed the literature in the field and (2) polled a panel of experts.²⁷

1. Survey of the literature Information was gathered and collected for this study from a survey of the literature applicable to the problem in this study. The survey included a review of textbooks, magazines, newspapers, special reports and other forms of published data on television. Primary sources for determining available literature were the Reader's Guide of Periodical Literature and the Index of Educational Research.

2. Poll of a panel of experts The problem in this study is to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state associations.²⁸ This would not have been possible, therefore, until an ideal program of television activity for state education associations was created. It was necessary to poll a panel of experts on what they

²⁷The panel of experts was made up of state association staff members experienced in television, authors of texts and articles and leaders in national public relations and television organizations. A complete discussion of who they are, how they were selected and by whom is presented in this chapter.

²⁸Statement of the Problem is presented on page 11 of this chapter.

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considered to be an ideal program of television activity for such information was not available in any form of literature.²⁹ Because of the lack of data in printed form, the author had to find the desired information from an authoritative and reliable source. A panel of experts made up of state association staff members experienced in television and fulfilling other qualifications was created in order to obtain the necessary data.

The panel of experts was chosen at the request of the author by the National School Public Relations Association (NSPRA), Roy K. Wilson, executive secretary.³⁰ Five persons were selected as members of this panel of experts by NSPRA on the basis of the following five qualifications:

1. Training in public relations which included consideration of advanced degrees earned, years of experience and the number of appearances as special consultants on public relations.

2. Experience in public relations which included consideration of jobs performed in public relations and unique contributions to the state education association public relations program.

3. Actual experience in the preparation, direction and

²⁹See page 7 of this chapter in the section "Need for the Study."

³⁰Roy K. Wilson also is Director of the NEA's Division of Press, Radio and Television.

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4. The number and quality of articles and texts written on public relations and television within the frame-work of state education association activity.

5. The over-all knowledge of, and ability to use, television.

The five major qualifications were drawn up by the executive board of NSPRA and, at a later meeting, the board selected the five persons they felt most qualified to identify an ideal program of television activity for state education associations.³¹ The five members who served as the panel of experts are identified in Appendix C of this study.

After the panel of experts was identified by the National School Public Relations Association, the author wrote each one asking (1) What do you consider to be an ideal program of television activity for state education associations? and (2) What other specific recommendations do you have about such a program? In the letter to the panel members, the author was explicit in explaining what was needed and that the panel should respond in detail in writing.³²

³¹The executive board of NSPRA drew up the qualifications at a meeting in Washington, D. C. in February, 1961, and selected the panel of experts at a subsequent meeting in Washington, D. C. in April, 1961.

³²Letter is shown in Appendix C.

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Limitations and Scope of Study

The first objective of this study was to determine to what extent the state associations are active in television. Another was to identify the nature of television activities in those states using the medium. A third objective was to establish the ideal program of television activity for use by a state association. A fourth objective was to identify, analyze and evaluate the effectiveness of television now used by the state associations.

The scope of the investigation was limited to the formal aspects of television activity as employed by the 50 state education associations. No provisions were made to examine the total association program because this study is designed to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations. Investigation of the state associations' total program would be unrelated to the purpose of this study for these elements of the program have no relationship to television.³³ This study excludes those minority teachers' organizations in Georgia, Florida, Tennessee, Arkansas, Mississippi, Alabama and North and

³³NEA Handbook, Published by the National Education Association, 1201 16th St. N. W., Washington 6, D. C., 1961.

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South Carolina because membership in those organizations represents less than three per cent of the total teaching population in the United States and because those states minority associations have no communications or public relations program.³⁴

The base used for this investigation was the group of 50 state education associations recognized by the National Education Association as the official, non-governmental educational organizations in each of the 50 states.³⁵ The associations investigated and visited by the author make up the total population of all such organizations. Restricting this study to the 50 state education associations was possible because of the clarification and description of such organizations as given by the National Education Association.³⁶ There is no other organization which represents all the state education associations. The files and assistance of the NEA have been accepted for this study as complete because of the universality of its representation.

Questionnaires were sent to all 50 state education associations with a return of 32 or 64 per cent. This high ratio of return provides a sample of sufficient magnitude to

³⁴Research Bulletin #15. Published by the National Education Association, 1961.

³⁵NEA Handbook, op. cit., 1961.

³⁶Ibid.

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be representative of the universe. The remaining 18 state associations were visited by the author to complete the information gathering and collecting.³⁷ The data collected from the questionnaire lends itself to the procedure whereby the items within the instrument are weighted so the mean for each one can be determined. The mean for each of the items within the questionnaire are presented by a profile chart which points up areas of strengths and weaknesses.³⁸

The conclusions and findings reached on the activity of state education associations in television, especially the determination of an ideal program of activity, were based upon the information provided by the officers of the state associations. It must be recognized that a degree of subjectivity is involved because in some sections of the questionnaire the chief administrative officer is asked to weigh the effectiveness of a television activity on the basis of such information as reports from staff members, members of the organization and television station personnel and not on the basis of statistics. Continuity in the collection of data was maintained because of the experience of

³⁷The author's visitation with the 18 state associations is explained on pages 13 and 14 of this chapter.

³⁸For a complete explanation on the process used to present the data gathered from the questionnaire see Appendix D.

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the people involved, their familiarity with the program of the state education association, the uniformity of the position of the persons reporting and the limitations on the number of people involved.³⁹

Definition of Terms and Organizations

Effectiveness. The degree of success or failure experienced by various television activities as employed by the state education associations.

Television. To include the following areas of emphasis: (1) films; (2) live programs, (3) spot announcements, and (4) NEA's film series, "The School Story."

State Education Associations. Those 50 state organizations affiliated with the National Education Association as official representatives of the teaching profession in the 50 states and which operate to advance the cause of education and improve the welfare of educators.

National Education Association. The parent organization of the 50 state education associations made up of 800,000 teachers and administrators and representing the major voice for education in the United States.

National Association of Secretaries of State Teachers' Associations. (NASSTA) An affiliate organization of the

³⁹NEA Handbook. Published by the National Education Association, 1201 16th St. N. W., Washington 6, D. C., 1961, p. 7.

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National Education Association which limits membership to the executive secretary, or official head, of the state associations thereby providing unity and coordination to the program of professional association activity.

National School Public Relations Association. (NSPRA)
An affiliate organization of the National Education Association made up of public relations personnel, administrators, and classroom teachers from all levels of education and designed to create better public understanding of education.

Films. Motion pictures prepared by the state associations of programs or activities taking place within the sphere of association service.

Live Programs. Those association sponsored television programs which appeared on the television screen simultaneously with action in the television studio. A state of not being recorded on film or on other types of pre-recording facilities.

Spot Announcements. A type of television activity using either film, slides or other methods of recording and usually presented to the TV audience within a time limit of one minute or less.

Ideal Program. A program of television activity for state associations as determined by a panel of experts from the association field. The ideal program includes those television activities as: films, live programs, spot

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announcements and NEA filmed series, "The School Story."

Preparation of the Questionnaire

The instrument had to be created to fit the particular need of this study. Previously completed questionnaires in the mass communications media field were not applicable because they dealt primarily with public reaction to the media, such as: newspapers, radio or commercial television.⁴⁰ To this date no other educational research was available dealing with the specific problem of the use of television by state associations.⁴¹ Questionnaires previously used to evaluate or survey commercial and educational phases of television were used as a basis for the preparation of this instrument and to give the author direction. Actual preparation of the instrument was done with the assistance of Dr. Stanley Hecker, research director for the Michigan Education Association; Dr. Sam Lambert, research director for the National Education Association; and Dr. H. Kumata, research specialist for Michigan State University; during a three-month period from January to March, 1961. The author consulted in person with all three research experts for an extended period of time. During the consultation the proposed goals for the instrument were discussed in detail.

⁴⁰Verification from the Research Division of the NEA. See Appendix B.

⁴¹Encyclopedia of Educational Research, Chester W. Harris, ed., New York: Macmillan Company, 1960 (3rd Edition).

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The three research directors then advised the author on recommended procedures for development of the basic instrument. The author prepared an initial draft of the instrument after meeting with the three men on several occasions. They examined the draft, made suggestions and changes and requested to see a second draft. The second draft was approved by the three men as workable to obtain the desired goals of the problem.

Then the second draft, or the first draft to be seen by someone other than the research directors, was submitted to the chairman of the author's doctoral guidance committee.⁴² Changes were suggested and incorporated in a revised outline. The third edition was again checked by the author's chairman with additional suggestions incorporated. The fourth draft was presented to the members of the Guidance Committee for constructive criticism and comments.

The instrument was then pre-tested by submitting it to three executive secretaries randomly selected for trial completion. Comments and suggestions on design and method were noted and incorporated from the executive secretaries of New Jersey, Wisconsin and California. A fifth draft was presented to several members of the staff of the Michigan

⁴²The doctoral guidance committee is made up of faculty members from the author's major and minor fields of study and from a cognate field of study. The author's academic adviser is the chairman of the committee.

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Education Association for their reaction concerning the validity for collecting the desired information. Appropriate changes were made and the final draft and the covering letter were prepared and received approval by the author's Guidance Committee. (Appendix A).

Preparation of Structured Interview Outline

The instrument used for the interview visitation was the same as the one mailed to the 50 executive secretaries. The questionnaire was pre-tested for ease of documentation and validity of results by trial use at the offices of two state association executive secretaries in Ohio and Pennsylvania. In each case the author asked the executive secretary the questions on the instrument and recorded the responses. Ample time was given to the executive secretaries for formulation and development of answers. The use of the questionnaire for the structured interview was proposed by the author to the Guidance Committee with thorough explanation of the pre-test procedure and approval was received from the Committee. (Appendix A).

Procedure for the Collection of Data

Upon preparation of the questionnaire, the 50 state education associations were mailed the instrument and the letter of request for completion. Each was addressed to the executive secretary of the state association with a request to

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complete the instrument and return it to the author. This mailing was made on April 17, 1961, and by June 10, 1961, 32 returns had been received. The closing date of June 15, 1961, for submitting the completed instrument was established so the author would have an opportunity to examine the returns prior to a visitation with the executive secretaries who did not complete or return the instrument. The visitation was accomplished at the annual meeting of the National Association of Secretaries of State Teachers' Associations (NASSTA) held in Ocean City, New Jersey, June 20-24, 1961. At this conference, the author was able to interview all those executive secretaries who did not completely fill out or return the questionnaire. Enough time was given to each interview to permit completion of the questionnaire.

Organization of the Study

This thesis is divided into six chapters. Chapter One, Introduction, includes a statement of the problem, the need for the study, the purpose, research procedures, limitations and scope of the study, definition of terms and plan of organization.

Chapter Two deals with a review and study of the available literature and creation of the ideal program of television activity for state associations.

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Chapter Three identifies the television goals, the nature and extent of the 50 state education associations and what state associations have participated in television.

Chapter Four presents the results of the questionnaire. The data and findings are presented and correlated.

Chapter Five analyzes the findings from the associations. The data presented in the Chapters Three and Four are correlated and analyzed.

Chapter Six presents the summary, conclusions, and recommendations and implications for future study.

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CHAPTER II

"The Problem in Perspective"

The communications phenomenon of the century, television, has great force and scope as a publicity medium. Grown to full size in one quick decade, television looms as the most potent of all media. A medium which enables the use of the printed word, spoken word, pictures in motion, color, music, animation and sound effects which are all blended into one message and possess unmeasured potency.¹

No small wonder, then, that television has become an important element in education today. Educators have been experimenting with television to supplement classroom teaching, to conduct courses in adult education and to interpret their activities to the public.² Especially is this true of the 50 state education associations which have developed interest in, and use of, television for the past half-decade.

Television is a medium so relatively new to the state education associations that many varied and unique directions

¹Scott M. Cutlip and Allen H. Center. Effective Public Relations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960, p. 262.

²Leslie W. Kindred. School Public Relations. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1957, p. 358.

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have been taken by association officials in the utilization of this medium. In order to arrive at an understanding of the common bases of thought on the use of television as envisioned by the state education associations, it is necessary to review a selected group of writings having relevance to the problem under analysis and to establish a uniform and practical program of television activities for the state associations which can be analyzed. The purpose of the review is to develop a series of common elements in educational television. The purpose of the establishment of a uniform and practical program for state associations is to provide a means for determining what television activities are considered most effective by those organizations.

This chapter is divided into two parts. Part I is a review of the literature related to the use of television by the state education associations. A review of the writings, analyses and documents centering on television reveals that the literature is extensive in the general area of education television. On the subject of the effectiveness of television as used by the state education associations, little or no writing exists. Most of the material on educational television is found in texts, articles, brochures and analyses in professional journals and popular magazines. A review of the quantity of material on educational television would involve a great deal of time and space. Such a procedure has been

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made unnecessary because of the limited nature of this study and its prime purpose, the analysis of an ideal program of television activity as used by the state education associations.

Part II is concerned with the development of an ideal program of television activities for use by state education associations. In order to cover the various aspects of this study, the establishment of an ideal program of television activity was examined in two main areas. First, (Section A) it was necessary to review that material related to the essential characteristics of television activity within the frame-work of the state association's public relations program. Investigation of the essential characteristics included such factors as the administrative and organizational structure in which the television activity operates. This review is found in Section A (Part II) of this chapter. Section B, (Part II) in this chapter, is concerned with the development of an ideal program of television activity for use by state education associations. Because there is no existing literature on this new phase of activity within the state education associations, a panel of experts has contributed a series of letters, papers and articles from which the author was able to establish what the panel considers to be an ideal program of television activity. (Material

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submitted is found in Appendix D.)³ Section B, therefore, is concerned with the definition of what constitutes an ideal program of television activity for state education associations.

It is the purpose of this chapter to define the role and growth of television as it now applies to education, how it has developed in education and to investigate some of the implications of television as it is applied to state education associations. It also is the purpose of this chapter to define the essential characteristics of television activity within the total public relations program and to establish an ideal program of specific television activity for the 50 state education associations.

³The procedure used for gathering data from the panel of experts is discussed under "Research Methodology" in Chapter I of this study, p. 12.

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PART I

REVIEW OF THE LITERATURE CONCERNING THE USE OF
TELEVISION BY STATE EDUCATION ASSOCIATIONS

Television has grown in scope and impact with incredible rapidity. In 1947 there were but eight television stations in as many cities and an estimated 60,000 sets in use. Ten years later there were 651 television stations on the air or authorized and more than 40 million sets. By 1961 more than three-fourths of the homes of the nation had television, from tenement flats to suburban estates. In addition to commercial stations on the air there were 60 educational television stations either on the air or under construction by June, 1961. No medium has ever developed as rapidly in size, scope and strength.⁴

The psychological and sociological bases of this unparalleled influence are still being explored but there is general agreement that with its combination of visual and audio images, television creates an illusion which is nearly the equivalent of reality. Television now delivers an impact directly to the American public. For those who have the opportunity to use it, television is a means of extending their capacity for what is almost the equivalent of face to

⁴Scott M. Cutlip and Allen H. Center. Effective Public Relations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960, p. 261.

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face communication. In effect, teachers, administrators, students and school board members can now appear in a living room, look a viewer in the eye, and speak to him in a confident and friendly fashion.⁵

Television offers exceptional possibilities for the diffusion of knowledge and culture and the molding of public opinion. Educators have been quick to accept the potential of television and have sought diverse ways to capitalize on its potential. As yet, however, they know too little about the potentialities of this medium, but they have learned enough to appreciate some of its values and the problems involved in successful utilization.⁶

The past few years have brought a wave of bold and imaginative experimentation in television by educators. They have tried new ways such as: attracting a higher proportion of top-quality people into teaching, upgrading the teachers already on the job, extending the reach of superior teachers, making more effective use of time and space, challenging able students, arranging the curriculum so as to put greater stress upon the new body of knowledge, informing the public

⁵Gordon McCloskey. Education and Public Understanding. New York: Harper & Brothers, 1959, p. 446.

⁶Erik Barnouw. Mass Communications. New York: Rinehart, 1956, p. 56.

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The people that administer the state education association program in 50 states also have recognized the potential of television and have attempted to make successful utilization of the medium. On this subject, Dr. William G. Carr, executive secretary of the National Education Association, said:

Television, because of its tremendous ramifications and applications, must now become an important part of the state education association program as it has of the public school program. We must all capitalize on its universality and the opportunity it gives those who exist on public support to reach a cross section of the public quickly.⁸

State education associations responded slowly to Dr. Carr's statement. Activity by the states was spasmodic and uncoordinated. Meanwhile, the National Education Association developed its program of television activity which was close on the heels of expansion in this area by public and private supported institutions of education from the elementary level to colleges and universities.⁹

⁷Teaching By Television. A Report from the Ford Foundation and the Fund for the Advancement of Education. New York, 1959, p. 2.

⁸In a statement given to the public relations directors of the 50 state education associations in New York City, July 8, 1958.

⁹Annual Report. Published by the Division of Press, Radio and TV, National Education Association, 1201 16th St. N.W., Washington 6, D. C., 1959.

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Educational institutions began utilizing television by late 1953-54 although acceptance and use of television by the state education associations came some four years later in 1957-58.¹⁰ On this point, John Cox, television coordinator for the NEA, said:

Whether it was a matter of the association waiting to see what happened with television in education or whether it was plainly a lack of interest is difficult to tell in most cases. I think that probably the biggest factor was that the staffs of the associations really didn't feel ready or take time to evaluate how effectively TV could help them. Now, however, the trend is to greater emphasis in the use of TV but the methods and techniques being used leave much to be desired.¹¹

Mabel Perryman, television coordinator for the California Teachers' Association, was a pioneer in the development of television and stated in a review of the spasmodic growth of the medium within the state associations that the executive secretaries of the state associations were primarily responsible for the slow development. First, the association budgets were already heavily taxed because of membership demands for improved services. Secondly, lack of knowledge and common "know-how" about the new medium and how it could be applied to the association's program of service discouraged the executive secretaries from entering

¹⁰Ibid.

¹¹In a speech delivered at a meeting of state association executive secretaries and public relations directors in Los Angeles, June 24, 1960.

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into what was an expensive venture. Only the trial, and ultimate success, of a few state associations in the area of television proved to reluctant organizations that here was an important avenue of communication which would be of great value to the association's program.¹²

By 1957 New York, New Jersey, California, Michigan and Pennsylvania had begun to utilize commercial and educational television facilities for initial efforts. By 1959 Illinois, Ohio, Texas and Kansas had also experimented with television as a part of their program of service to (1) membership and (2) the public. That year the National School Public Relations Association (NSPRA)¹³ met in Detroit and drafted the following resolution:

The NSPRA recognizes the value of television as a public relations tool for state associations and encourages all state organizations to expand their PR programs to include basic television activity.¹⁴

The published report of the 1959 NSPRA Convention in Detroit went on to state in detail why educators, and primarily the state education associations, should use television with its many ramifications in their total program.

¹²In an interview with the author at a meeting of state association television coordinators and public relations directors in Ocean City, N. J., June 23, 1961.

¹³The NSPRA (National School Public Relations Association) is an affiliate of the National Education Association.

¹⁴From the minutes of the annual NSPRA Convention held in Detroit, Michigan, July 3-8, 1959. In the author's file.

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On that point, the NSPRA delegates declared:

The use and value of television in public relations work for state education associations is significant enough that all state staffs should begin immediately to implement some program of television activity...the sight factor enables the association to bring its program into a more direct and almost personal relationship with people in the state. They can be introduced to the problems of public education and acquire a realistic understanding of their importance. They can have a clearer picture of the association's program of service to membership and the community. And they can be instructed in the responsibilities of citizens for the preservation and advancement of free, public education.¹⁵

The work of NSPRA and its parent organization, the National Education Association, soon established the role of television in the state association's public relations program. The two organizations proposed that a reasonable program of television activity would contribute immeasurably to the accepted public relations goals of the state associations. Television would aid the state associations in reaching these goals:

1. Developing intelligent public understanding of the state association program of operation.
2. Determining how the public feels about education and what it wants education to accomplish.

¹⁵A resolution drafted by the Public Relations Directors of State Associations and submitted for discussion by the entire conference.

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3. Securing adequate financial support for a sound educational program.
4. Helping citizens feel a more direct responsibility for the quality of education the school provides.
5. Earning the good will, respect and confidence of the public.
6. Bringing about public realization of the need for change and what must be done to facilitate progress.
7. Involving citizens and membership in the work of education at all levels.
8. Promoting a genuine spirit of cooperation between education and the state community.¹⁶

This was a key step toward effective utilization of television by state education associations, according to William Hayward, Director of Radio and Television for the New Jersey Education Association, but it was his feeling the national organizations did only half a job. One of the first state association staff members ever to enter into television activity, Hayward stated:

The NEA and NSPRA made the mistake of not telling the state associations what could be done with television and how to go about it. Many of them, in fact all but four, stumbled in the dark and unfortunately cost themselves a great deal of money with the net result

¹⁶Reprinted in the Michigan Education Association's Public Relations Handbook from the NEA's publications Trends in Public Relations, June, 1959.

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being a dismal failure. As a result many associations today will not entertain thoughts of using television because of their initial experience with it.¹⁷

Too many television ventures fail to achieve sought after objectives. They fall short because they are sporadic in nature, improperly conceived, poorly planned and crudely executed. A loss of time, effort and money result and, in some cases, the result is actually harmful in its effect upon the public. If a state association wishes to engage in a comprehensive and continuing program of television activity within the frame-work of public relations, then it must be willing to learn what can be done, plan with care how to do it and fit the program to the needs of the people in the television community. The end result should communicate to the people how their support and cooperation may best be enlisted in the task of educational improvement.¹⁸

The concern expressed by the National Education Association, the National School Public Relations Association and some state education associations about the current use of television by the state organizations, the apparent lack of

¹⁷In an interview with the author at a meeting of state association television coordinators and public relations directors in Ocean City, New Jersey, June 20-24, 1961.

¹⁸Leslie W. Kindred. School Public Relations. Englewood-Cliffs, New Jersey: Prentice-Hall, Inc., 1957, p. 16-17.

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uniformity of planning and the coordination on the part of the state associations in developing television as used by the state associations. Considerable national opinion has indicated an expectation that state education associations will become more active in utilization of television activities as a public relations tool to develop its program of service. This study will investigate the nature and extent of television activities within the 50 state education associations and analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations.

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PART II

DEVELOPMENT OF AN IDEAL PROGRAM OF TELEVISION ACTIVITY
FOR STATE EDUCATION ASSOCIATIONS

The major problems in the development of television as an activity of the state education associations are (1) lack of knowledge on what needs to be accomplished and (2) how can it be set up within the association's program of service.¹⁹ The review of literature in Part I of this chapter revealed that state association activity in television is either coordinated or uniform. The purpose of this study is to investigate the nature and extent of television activities within the 50 state associations and analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations.

To analyze the state associations' evaluation of the effectiveness of television it was necessary to determine what areas of television are to be evaluated. It was also necessary to establish the essential characteristics of the television activity as it fits into the association's public relations program. The understanding of the administrative

¹⁹Annual Report. Published by the Division of Press, Radio and Television of the National Education Association, 1201 16th St. N. W., Washington 6, D. C., 1959.

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and organizational characteristics of the television activity is necessary in order to determine the scope of the particular activities to be analyzed.²⁰ In order to cover the several major aspects in the development of an ideal program of television activity for state associations, Part II was divided into two sections. Section A investigates the administrative and organizational elements of the television activity within the state associations' public relations program. Included in this report of those qualities which are inherent to the basic organization of a television activity are such areas as: type of leadership required, who should administer the television activity, the over-all goals, levels of operation, staff size and necessary equipment. It is necessary to outline the reasoning and principles for the utilization of a program of television activity for state associations as a preliminary to the development of the actual or ideal program of television activity. The necessity of this development is pointed out by John Cox who stated:

Before a program of television activity is established by a state association it is necessary to determine how the program fits into the organizational structure of the association. The staff needs to know what the activity is composed of and how it should function. After these administrative and organizational functions are properly executed then the association

²⁰ John T. Cox. TV and the Public. New York: McGraw-Hill, 1961, p. 17.

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Section B is concerned with the definition of what constitutes an ideal program of television activity for state associations as determined by a panel of experts. The panel has selected from the total area of television activity those major areas which they consider to be the basis for a functional and practical or ideal program of television activity. The ideal program of television activity made it possible for the author to analyze the state associations' evaluation of the effectiveness of a uniform program of television participation.

Section A

What Are The Essential Characteristics of a Television Activity Within the Frame-Work of the Public Relations Program?

It has been pointed out that before a state association enters into a television activity it should be aware of the need for proper administration and organization of the project. There are six basic areas within this subject to consider and identify. The essential characteristics of a television activity within the frame-work of the state associations' public relations program is best outlined by John Cox, television coordinator for the NEA, which is a

²¹In a conference with state association television coordinators and public relations directors, Ocean City, N. J., June 20-24, 1961.

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review of a paper prepared on the subject of television and its future in state association programming:²²

1. Executive leadership. The chief executive and the advisory group or board to whom he reports should have a proper attitude about public relations and how television is an integral part of this activity. They should possess some knowledge and sensitivity about the workings of television and possess confidence in the man selected to execute the television activity. Executive leadership also should:

a. Make decisions regarding policy and budget so the public relations person can work within a clearly defined program of activity.

b. Be aware of the fact that they can't allocate a small amount of money and expect large programs, that whatever they do allocate for such an operation they have a proper knowledge of what returns and what kind of program to expect for the money allocated.

c. Place confidence in the television coordinator to recommend how the money can be most wisely spent.

d. Limit executive leadership to spelling out policy and determining some of the needs and long range

²²A summary review submitted at the request of the author. This material is found in Appendix E. Other information presented in the discussion of the essential characteristics of television activity was taken from a review of available literature.

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goals of the particular state association; then the executive can work on a practical and operational level with the television coordinator.²³

e. Formulate the policies, the needs and the long range goals and then leave the implementation to the television coordinator.

2. The Public Relations Director. (Television Coordinator) In most cases, the person assigned public relations duties in state education associations has neither the background nor the inclination for such activities. Surveys have been made which attempted to determine whether it was more effective to take a man trained in the communications field and hire him as a school public relations person; or to take an educator and place him in the position of directing public relations, including television.²⁴

On the basis of information presented in this study it is recommended that state associations seek public relations personnel from the communications field to help insure success of their television activity.²⁵ The qualities that the

²³The public relations director and television coordinator are considered as one in the same.

²⁴NEA Research Bulletin # 18. Published by the National Education Association, October, 1960.

²⁵John Cox, op. cit., Appendix E.

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public relations director should contain are best outlined by Leslie Kindred:²⁶

a. Have confidence in himself which will make possible an objective view-point of state associations' policies and activities.

b. Be able to speak to the executive leadership on matters which other employees, because of their position, could not present. He should be able to make recommendations on policy, criticize current policy and assist in making decisions on vital issues.

c. Have practical ability in the execution of all public relations techniques.

d. Become the main spokesman for the state association with representatives of the press, radio and television.

3. Clearly Defined Goals. A state education association cannot operate any type of television activity within the public relations program without established goals. John Cox outlines clearly the goals which should be considered in preparing and implementing a program of television activity.²⁷

a. Eliminate the concept that teachers' associations are pressure groups operating at the taxpayer's expense.

²⁶Leslie Kindred, op. cit., p. 359.

²⁷John Cox, op. cit., Appendix E.

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b. Change the opinion that associations are more interested in economics than in education.

c. Increase public respect and esteem for members of the teaching profession.

d. Establish a clear distinction between the rights of educators as members of vested interest groups and their contract obligations as employees of boards of education.

e. Establish a clear distinction between the rights of teachers as private citizens and their contractual obligations as employees of boards of education.

f. Increase educator observance of codes of ethics.

g. Develop a united front on professional matters that are brought before the public.

h. Correct ignorance and misunderstanding of modern education.

i. Help the public to understand and appreciate the social importance of education in a democracy.

j. Neutralize propaganda that public schools are populated by incompetent and radical individuals.

k. Establish and maintain wholesome relations with individuals and groups who are sincerely concerned with the improvement of education.

l. Improve public understanding of the reasons for higher educational costs.

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m. Pave the way for desirable changes in educational policies and practices.

n. Help members to become more sensitive to their responsibilities and opportunities for interpreting the teaching profession to the public.

4. Levels of Operation. Whatever type of television activity carried on by a state association, it should be implemented on two levels: state-wide and within the local community.²⁸ John Cox again outlines pointedly on levels of operation:²⁹

a. The state association should be geared to operate its television activity on a state-wide basis with ample budget to make this possible.

b. The television coordinator should be well informed on what needs to be done, how it can be done and who are the key people in the communications media in the state.

c. The state association should have mailing facilities and fundamental printing facilities to expedite the state-wide program of television activity.

d. The state association should operate a well organized state-wide program of television activity in cooperation with, not at the expense of, the local associations.

²⁸Leslie W. Kindred. School Public Relations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957, p. 245.

²⁹John Cox, op. cit., Appendix E.

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²⁸Leslie W. Kindred. School Public Relations. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1957, p. 245.

²⁹John Cox, op. cit., Appendix E.

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e. Care should be taken to cultivate the local association's understanding and knowledge of television within the public relations program so that ultimately local association activity will support, not hinder, the state-wide program of television activity.

f. The state association should be prepared to assist the local units in such areas as: a local association receives a request from a commercial television station to do a special program but that particular local unit has neither the skill or knowledge to do so. The state association should step in and assist the local unit in the production of this project.

5. Size of the Public Relations Staff. A public relations director and an effective secretarial staff operating with an ample budget can perform effectively and produce a worth-while program of television activity. The public relations director also should be able to hire any additional skilled communications technicians on a permanent or free-lance basis as the need arises. Until the state associations' program of television activity gets too large, the public relations director can serve as the television coordinator and do an effective job.³⁰

6. Necessary Equipment. The size of the state association and the particular needs of that organization dictate

³⁰Ibid.

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what should be done in equipping the public relations division to produce an effective state-wide program of television activity. All state associations about to enter into some phase of television activity should investigate opportunities and advantages in working with: (1) commercial film firms, (2) free-lance television or film personnel, or (3) state or private institutions within the area of television which are equipped to produce the various kinds of television activity. The actual equipment is the least important factor in implementing a state-wide program of television activity. The ideas and the execution of ideas produce or fail to produce the desired results.³¹

Section B

The Development of an Ideal Program of Television Activity For Use By the State Education Associations

There are many variations and applications of television available for educational purposes. The state education associations can utilize any one or all of these possibilities. However, it would be difficult to evaluate the effectiveness of all the diverse television activities used by the state associations. It was necessary, therefore, to arrive at an ideal program of television activity; that which is most frequently used by the state associations and which is judged to be the most practical and functional.

³¹Ibid.

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A review of available literature revealed there was no data on this subject.³² Because of the lack of data in printed form, the author had to find the desired information from an authoritative and reliable source. A panel of experts made up of state association staff members experienced in television and fulfilling five other basic qualifications was created in order to obtain the necessary data.³³ After the panel of experts had been appointed by the National School Public Relations Association the author asked each one to submit in writing what he considered to be an ideal program of television activity for a state education association and why. (Appendix C). From this literature the author was able to formulate what the majority of the panel of experts considered to be an ideal program of television activity for the state associations. The panel of experts outlined the ideal program of television activity as:³⁴

1. Spot announcements. One of the four areas of an ideal program of television activity for state associations

³²Verified by the NEA's Research Division. See Chapter I.

³³Procedure for selection of the panel of experts is discussed in Chapter I of this study.

³⁴In those instances marked with footnotes, the author has supplemented the panel's outline with additional data for purpose of clarity.

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is the spot announcement. The spot announcement is the simplest and most fundamental tool in the television spectrum. It can be prepared inexpensively by any photographer. Usually made in much the same manner as a common 2 x 2 slide or transparency, the spot announcement is the most frequently used television tool.³⁵ The spot announcement is made up of a slide or series of slides accompanied by appropriate copy, generally 75 to 100 words in length. The spot announcement is used during station identification breaks before and after programs of five minutes or more. Timely information may be reported in this manner, campaigns promoted by a consistent and repetitive exposure to the public and the less well-known or misunderstood parts of the state association's program can be brought to the public's attention.³⁶

The spot announcement can be an effective public relations tool for the state associations because it:

- a. Can be produced quickly and inexpensively.
- b. Is effective in dissemination of information or for conducting campaigns.
- c. Can be fitted into a station log easier and on shorter notice than a program of five minutes or longer.

³⁵John Cox. TV and the Public. New York: McGraw Hill, 1961, p. 57.

³⁶Trends in Public Relations. A bulletin published by the National Education Association, February 15, 1961.

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d. Is more readily acceptable to television stations because of its brevity and ease of handling.

e. Can be used by state associations with small staffs and limited facilities and does not require the services of a trained communications person.³⁷

2. Films. Second of the four areas of an ideal program of television activity for state associations is the motion picture film. The panel of experts outlines the importance of the filmed program in the state association program.³⁸

The filmed program is becoming the front line of the state association's public relations program. Although it is more expensive to produce and requires the services of more than one skilled communications technician, the film has greater flexibility, scope, impact and greater sustaining quality than any of the other television tools. Because of the cost factor, it is not possible for all state associations to produce a film or filmed series. The following factors should be considered when utilization of filmed programs is undertaken by a state association:

a. Determine where the film can be produced and keep within the allotted budget. Films can be produced by commercial film companies, by educational television stations

³⁷Panel of experts, op. cit., Appendix C.

³⁸Ibid.

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or by free-lance photographers. The method selected for production depends on what kind of film is desired and how much money is available for the project.

b. Provide an ample budget for film production. Commercial film companies generally estimate cost at \$1,000 per minute of running time.³⁹ Educational television stations and free-lance photographers can, in most cases, produce similar films but with less quality of production.

e. Assign one member of the state association staff to coordinate and supervise the film project. This person does not need previous film experience but should be able to work with a director or producer or combination thereof.

d. Create a distribution network for the film or films upon completion. Work closely with the commercial television outlets so the films get maximum exposure to the public. If a filmed series is proposed with distribution going to more than one television station, produce enough prints of the film so all participating stations receive the film on schedule.⁴⁰

3. Live Programs. Third in the four areas of an ideal program of television activity for state associations is the live program. State associations got their first exposure to

³⁹Broadcasting-Telecasting. "The Rising Cost of Film." April 8, 1960.

⁴⁰Panel of experts, op. cit., Appendix C.

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television nearly a decade ago through the live program, that which is broadcast or telecast at the same time it is performed.⁴¹ Entry into this early stage of television activity by the state associations was largely due to the increased interests of commercial television stations to produce programs in the "public interest." Staff members of state associations were frequently asked to appear as a guest on a locally produced television program. Such participation usually centered around the panel discussion, interview or documentary presentation.⁴²

The panel of experts presents these considerations on the live program as a part of the state associations' television activity:⁴³

a. If a state association sponsors or works cooperatively with a commercial or educational television station on a regularly scheduled live program, then it is essential that the organization provide a staff member to coordinate the activity, an ample budget and any of the physical facilities or equipment necessary to insure the completion of the project.

⁴¹Leslie W. Kindred. School Public Relations. Englewood Cliffs, N. J., Prentice-Hall, Inc., 1957, p. 361.

⁴²Public Relations Goldmine. Published by the National Education Association, Division of Press, Radio and Television, September, 1961.

⁴³Panel of experts, op. cit., Appendix C.

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b. Those state associations not participating in the production of a live television program should make available a representative of the staff if asked to appear on a program by a commercial or educational television station. Such a procedure is difficult to coordinate or maintain continuity because of the variations in the kind and time of requests.

c. The live program should be an important element in the association's program of television activity. It is inexpensive to produce and, in most cases, presents the state association an opportunity to advance its program of service at little cost or effort.

d. A state association entering into this phase of television activity should take these factors into consideration:

(1) Instruct staff members on the manner of appearance on live programs and what should be said and how it should be said.

(2) Maintain uniformity in policies and on statements dealing with the association's program in education.

(3) Cooperate with local associations or other local education agencies in presenting live programs.

(4) Do whatever possible to provide the host station with talent and data requested.

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(5) Provide an effective system of publicity to announce the state association's participation.

(6) Encourage local units of the state association to accept invitations to appear on special television shows and to set up future appearances.

(7) Follow-up on the programs for future reference.

4. NEA Films. The fourth and final area making up the ideal program of television activity for state associations is the NEA filmed series, "The School Story." Since 1959 the National Education Association has made available this filmed series to all 50 state education associations. Because of its size, facilities and access to the cultural centers of the country, the NEA has the opportunity to produce quality films.⁴⁴ Such service to the state associations was a direct outgrowth of the inability of the state units to produce their own films.⁴⁵

The panel of experts considered the NEA filmed series to be a necessary part of an ideal program of television activity for the following reasons:⁴⁶

⁴⁴Discussed in the "Need for the Study" in Chapter I of this study, p. 7.

⁴⁵Research Bulletin R-12. Published by the Research Division of the National Education Association, May, 1961.

⁴⁶Panel of experts, op. cit., Appendix C.

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a. The NEA filmed series is made available to state associations at no cost.

b. The films are of a quality that few state associations can duplicate, therefore, making available a valuable public relations tool for all state associations regardless of size.

c. The NEA arranges the booking and distribution of the films to all commercial or educational television stations in the country that agree to televizing the series.

d. The state associations are given credit in the films because the NEA puts this information in the opening and closing credits of each film.

e. The NEA provides the advance promotion for the series and follows up with a daily publicity campaign. This is a public relations program that few state associations can do, let alone provide the money for.

f. Without this type of service from the NEA many state associations would still be looking for their first television program or film. Because of the potential and convenience of this service, the state associations should incorporate it into their program of television activity.

The NEA filmed series is a joint project with state associations. Those state associations equipped to assume a larger share of the planning for distribution of the series do so. The combined efforts of the state units and

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the NEA have resulted in getting the series booked on 400 commercial television outlets in the country with an average weekly audience of more than 20 million.⁴⁷

The panel of experts consider an ideal program of television activity for state education associations to be made up of: (1) films, (2) live programs, (3) spot announcements, and (4) NEA filmed series. Selection of any or all of the recommended areas of television activity should be guided by the following considerations:⁴⁸

- a. What is the size of the budget available for television?
- b. Are the suggested projects practical?
- c. Immediate or long-range usage intended?
- d. How can the needs of the state association best be met within the frame-work of the television activity?
- e. Are available staff members capable of working in the recommended areas of television activity?
- f. Can the project be produced locally or would it have to be done elsewhere?

If the concepts discussed here can be accepted as identifying the role of television in the state associations and the ideal program of television activity is related to

⁴⁷"School Story a Success," NEA News, July 20, 1960, p. 4.

⁴⁸Panel of experts, op. cit., Appendix C.

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these concepts, a study analyzing the effectiveness of the program of television activity within the state associations is needed. It is the purpose of this study to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state associations.

Summary of Chapter II

Chapter II, "The Problem in Perspective," was divided into two parts. Part I was a review of the literature related to the use of television by the 50 state education associations. Part II was divided into two sections. Section A reviewed that material related to the essential characteristics of television activity within the framework of the state association's public relations program to provide the background for the creation of an ideal program of television activity. Section B was concerned with the development of an ideal program of television activity for use by the 50 state education associations.

Summary of Part I. Television has impact and realism and is now being viewed daily by three-fourths of the families in America. No medium has ever developed as rapidly in size, scope and strength. With its combination of visual

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and audio images, television creates an illusion which is nearly the equivalent of reality. Television has become an important avenue for the diffusion of knowledge and the molding of public opinion.

Educators have been experimenting with television for the past decade in an effort to solve such problems as recruiting of teachers, refining and improving curriculum and communicating with the public. State education association use of television has been limited compared to that of other educational institutions or agencies. Since 1958 the National Education Association has led a movement to expand and improve state association use of television.

Acceptance and use of television by state associations came in 1957-58 when commercial stations were already broadcasting some 102,800 hours of public service programming. Executive secretaries and conservative association officials were blamed for the slow development of television. The National School Public Relations Association recognized the value of television at its annual convention in 1959 and encouraged state associations to expand the use of television. The 1959 conference also adopted eight public relations goals which could be attained through a reasonable program of television activity.

Summary of Part II. Before a state association enters into a television activity, it should be aware of the need

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for proper administration and organization. It is necessary to outline the reasoning and principles for the utilization of a program of television activity as a preliminary to the development of an ideal program of television activity. The basis for a television activity should include such consideration as:

1. Executive leadership
2. Public Relations Director
3. Clearly defined goals
4. Levels of operation
5. Size of the staff
6. Necessary equipment

Section B. A panel of experts made up of six qualified and experienced state association staff members established an ideal program of television activity for state education associations. On the basis of past utilization, current programs and the results of experience, the ideal program of television activity should include:

1. Spot announcements
2. Films
3. Live programs
4. NEA Filmed Series

A study is needed to analyze the effectiveness of the

⁴⁹This discussion is presented in Section A of Part II.

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four areas of television determined as an ideal program of television activity to aid in the further development and utilization of television within the state education associations. Such a study should establish how effective the four areas are with recommendations on how state associations can apply the information to development of an effective, functional and practical program of television activity. It is the purpose of this study to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations. Subsequent recommendations, summary and conclusions should assist those state associations not yet active in television in developing a satisfactory program of activity.

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CHAPTER III

THE NATURE AND EXTENT OF TELEVISION ACTIVITIES
IN THE STATE EDUCATION ASSOCIATIONS

The purpose of this chapter is to identify the nature and extent of television activities in the 50 state education associations. The stated purpose of this study is to investigate the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations.¹

Before an attempt is made to analyze the effectiveness of television as used by the state associations, it is necessary to establish the nature of state association television activity which involves an investigation of the policies and philosophies held by state associations on television activity. It is also necessary to establish the extent of state association television activity which involves an identification of the number of state associations which have had experience in television and the types of experience they have had. The necessity for this development is pointed out

¹The Statement of Purpose is presented on Page 10 of Chapter I in this study.

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by the fact that there is little available literature which defines the television activities of state association or reveals any coordination or direction of the medium by those groups.² The need also is pointed out by Dr. William G. Carr, executive secretary of the National Education Association, who stressed the value of organized and unified television activities.³ It also is necessary to investigate the extent of television activities by the state associations (1) to determine how many of the organizations have participated in television, (2) to determine the type of television activity participated in and (3) to establish the scope of experiences of the 50 associations in television so that the background of the organizations responding to the questionnaire may be clearly identified. The panel of experts made this recommendation relative to the need for investigation of the extent of television activities by state associations.⁴

It would be valuable to know how the state associations feel about television and which ones, if any, are active in television before their evaluation of the effectiveness of television is weighed. It would be helpful to know what kind of background prompts the evaluation.

²Discussion and verification of this point is presented on Page 7 of Chapter I.

³The complete statement by Dr. Carr is presented on Page 6 of Chapter I.

⁴Statement by the panel of experts after creating an ideal program of television activity. (Appendix C.)

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This chapter is divided into two parts. Part I is concerned with the nature of state association television activity. Investigation of the nature of television activity centers on the findings of the first part of the questionnaire mailed to the 50 state associations.⁵ (Appendix A.) The five areas to be identified in the investigation of the nature of television activity by state associations are: (1) Association policy on the use of television, (2) Association philosophy on the use of television, (3) Rank of importance of television in the Association program, (4) Association evaluation of previous use of television, and (5) Association evaluation of television now in use. The investigation of the first part of the questionnaire is not to be considered as a discussion of goals with regard to the use of television. The goals that any agency or organization can achieve through the use of television are outlined in another Chapter of this study.⁶ A state association can be aware of the goals which could be reached through the utilization of television yet not be aware of the nature of its involvement in television. Establishment of statements of policies and clarification of philosophies is necessary before actual participation in television.

⁵The method of investigation and research procedures are explained on page 13 of Chapter I.

⁶The public relations goals of television are presented on page 46 of Chapter II.

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Part I

The Nature of Television Activity Within the 50 State Education Associations

A pattern of uncertainty and a lack of continuity emerges from a study of the nature of television activity in the state education associations. While some of the state associations have exceeded others in the development of television activities, it appears the majority of the organizations are pioneering in the area of television. An investigation of the policies and philosophies of the state associations reveals the attitudes of the organizations toward television and clarifies the scope of experience of the associations prior to the actual analysis of the effectiveness

⁷Information provided by the Research Division of the National Education Association from a survey completed in 1960 in cooperation with the Michigan Education Association.

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Part I

The Nature of Television Activity Within the 50 State Education Associations

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⁷Information provided by the Research Division of the National Education Association from a survey completed in 1960 in cooperation with the Michigan Education Association.

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of television as used by the state associations. This is necessary in order to identify the factors of experience, policy and philosophy relative to their influence on, and relationship to, the evaluation of the effectiveness of television as used by the state associations. Discussion of part one of the questionnaire (Appendix A) follows over the five areas presented:

1. Explanation of Association policy on the use of television.

An indication of the varying degrees of television activity by state associations is shown on the basis of replies to the question of whether or not the association has a written policy on television. Of the 32 associations replying to the questionnaire and the 18 interviewed by the author, three state associations have formal, written policies governing the use of, and participation in, television.⁸ The balance, 47, have no formal policy on activity within television. Those three states that have a formal policy on television are: New Jersey, Michigan and California.

The three associations have adopted a policy which is uniform and applicable to all three. This is explained by the fact that the Television Coordinators of the three

⁸ The system of information gathering and research procedure is discussed in Chapter I, page 12.

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states worked together with the National Education Association in formulating a written policy. It is as follows:⁹

The purpose of activity in the mass communications area of television is: to provide programming about education in the public interest, the intent of which shall be to (a) explain both the problems and the accomplishments of public education in this state, and (b) bring about a better understanding of teachers and the teaching profession and to encourage young men and women to consider teaching as a career.

The fact that only three associations have written policies does not mean that the other organizations are not active at all in television. This study reveals that a large majority of state associations have done something in television.¹⁰ The point of difference is that while the associations may be participating in television; such participation may not be the result of association planning or initiation.

The state associations were asked whether they participate in any television activities other than those sponsored by the association itself. Thirty-five (35) state associations replied that they did participate in television sponsored by other educational or non-educational groups. Fifteen (15) stated they did not participate in any way in

⁹Copies from the state association constitutions of Michigan, New Jersey and California by permission of those states.

¹⁰For a more detailed discussion of the number of state associations active in television see page 86 of this chapter.

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⁹ Copies from the state association constitutions of Michigan, New Jersey and California by permission of those states.

¹⁰ For a more detailed discussion of the number of state associations active in television see page 86 of this chapter.

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television. A large percentage exists, therefore, between the number of states with a written policy (.09%) and those state associations without a written policy but yet have participated in television sponsored by other agencies (62.5%). The implication of this data would be that the lack of a written policy on television activity does not necessarily curtail action by a state association in the medium.

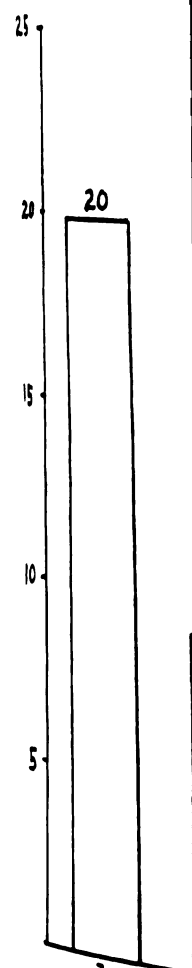
The 35 state associations reporting some activity in television sponsored by other educational or non-educational agencies, identify the areas of participation as appearance on, or cooperation with, some type of public service program. Identification of participation on this type of program is:

- (1) guest appearances on local shows as resource persons;
- (2) cooperation with commercial stations by providing ideas and personnel;
- (3) cooperation with other state educational agencies in special live or filmed productions or series of programs;
- (4) serving as consultants for television productions, and
- (5) participating in debates, panels or discussion programs.

Chart 1 illustrates this breakdown.¹¹ More than one state association indicated participation in more than one of the above five mentioned areas thereby accounting for a combined total of more than 35.

¹¹Chart 1 can be found on the next page.

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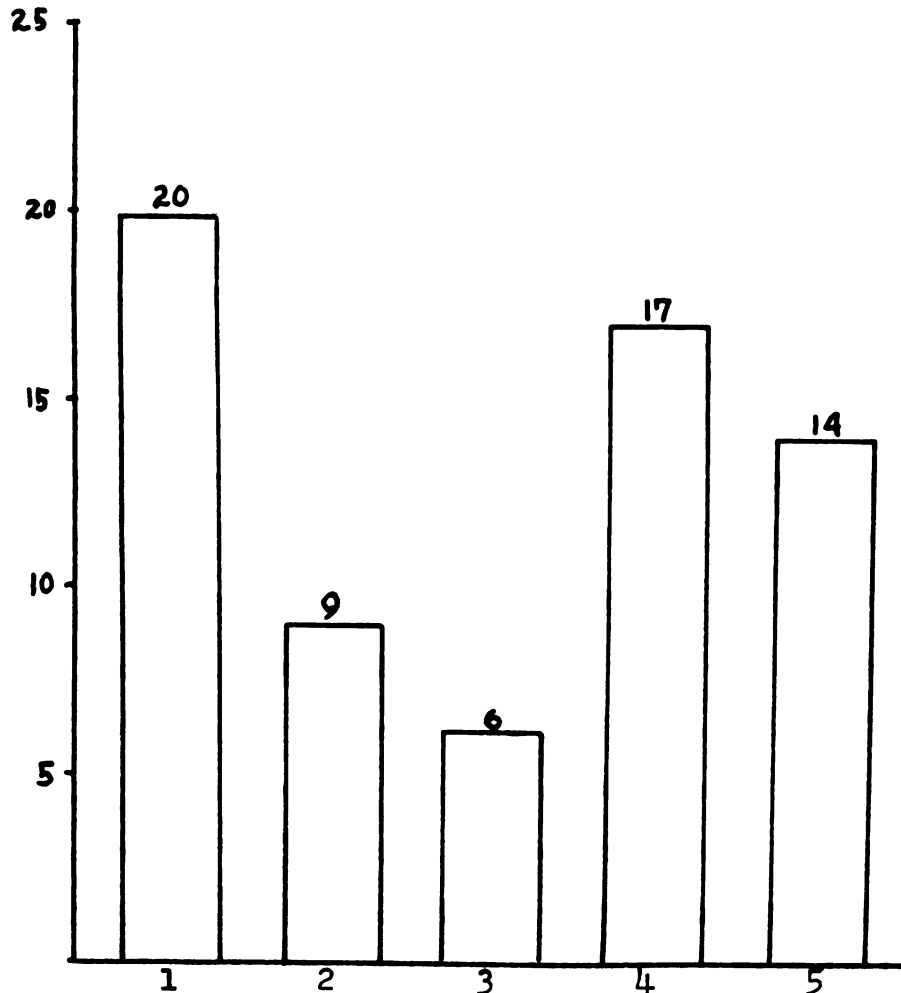


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Chart 1

ASSOCIATION ACTIVITY ON TELEVISION PROGRAMS
SPONSORED BY OTHER GROUPS



KEY: 1 Guest appearances on public service programs.
2 Cooperate with TV stations in providing ideas and personnel
3 Cooperate with other education agencies on TV projects
4 Debates, panels and discussion programs
5 Serve as consultants for all kinds of TV productions

NOTE: More than one state association indicated more than one area of participation thereby accounting for a total greater than the 35 states replying.

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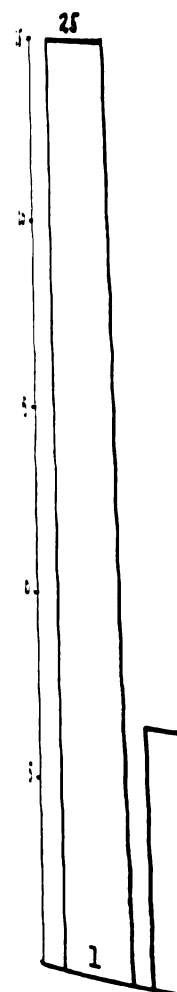
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2. Explanation of Association philosophy on the use of television.

The state associations give varied reasons for their participation in television whether produced or sponsored by the association itself. In most cases the reasons given for justification for participation in television could, with planning and revision, become a written, formal policy on the use of, or participation in, television. The state associations active in some phase of television identify their reasons for such participation as: (1) to develop public interest and understanding of education, (2) an effective communications media, (3) to gain greater public support of education, (4) to advance the cause of education, (5) a public relations technique, (6) to give staff personnel and members experience in the medium, (7) to call the public's attention to special events in education, and (8) to create better public understanding of the state association's purposes, methods and ideals. Chart 2 illustrates this breakdown. More than one state association indicated more than one reason for participation in television thereby accounting for a total greater than the number of states replying.

Another question asked the state associations in the discussion of Association philosophy on the use of television was "why aren't you participating in television?"

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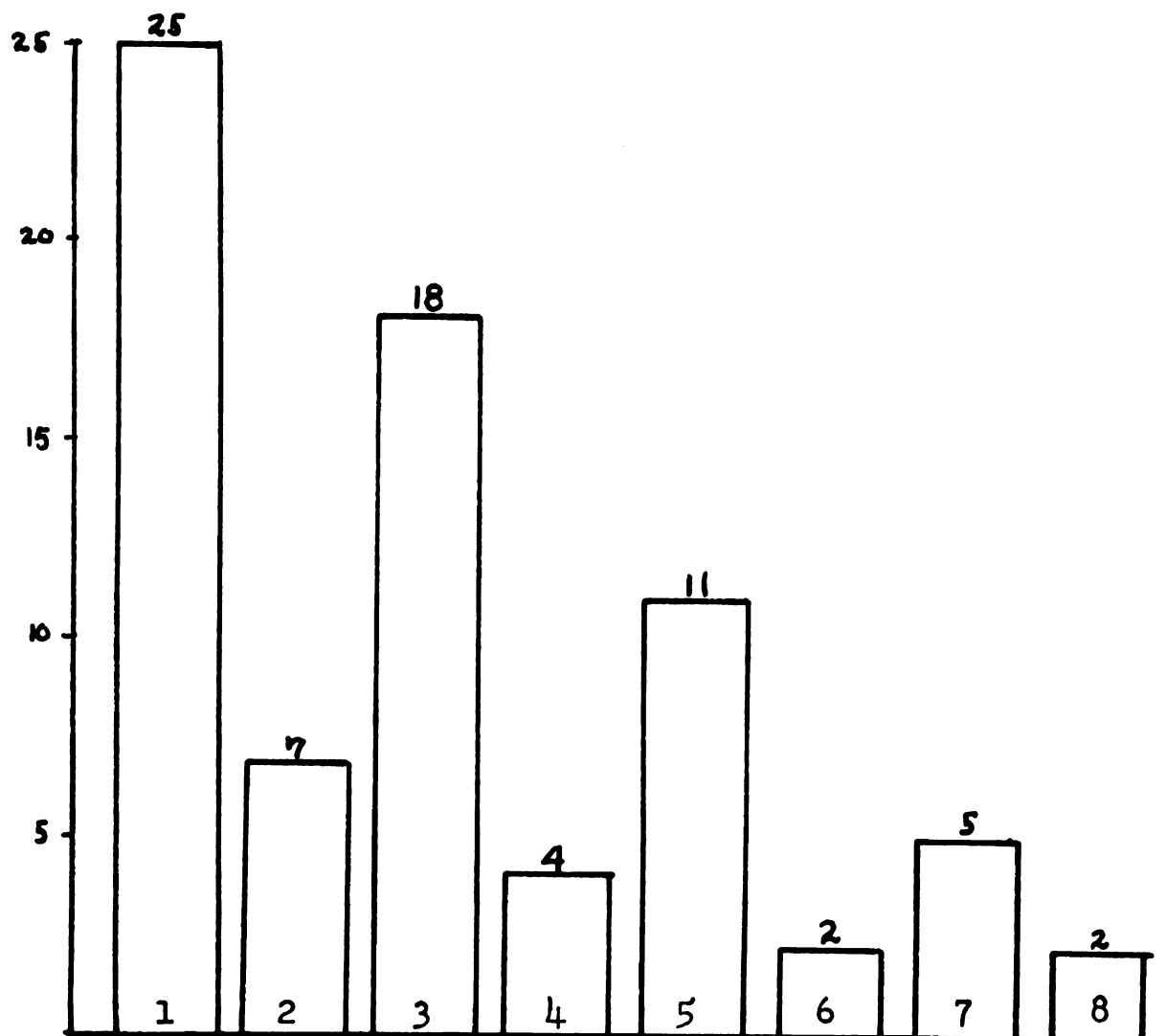
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Chart 2

REASONS FOR ASSOCIATION ACTIVITY ON TV
SPONSORED BY OTHER AGENCIES OR GROUPS



KEY: 1 To develop public interest and understanding
 2 An effective communications medium
 3 Gain more public financial support
 4 Advance the cause of education
 5 Used as an effective public relations technique
 6 Give staff and members experience in television
 7 Call the public's attention to special events
 8 Used to expose the Associations program

NOTE: More than one state association indicated more than one reason for participation in television thereby accounting for a total greater than number of states replying.
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Answers to this question fell in six general areas. The results in this section reveal the following reasons for lack of association participation in television:¹²

<u>Number of Replies</u>	<u>Reason</u>
16	Inadequate budget
12	Lack of interest on part of Association officials and members
9	Lack of understanding of television
8	Limited staff; no time
4	No television stations in the area
1	No television station interested in Association projects

The three state associations with written policies report the same reasons for participation in television as those 32 associations active in television but with no formal policy.

3. Rank of importance of television in the Association program.

The state associations were asked to rank the importance of television in their over-all program of service. The 50

¹² More than one state association reported more than one reason for not participating in television thereby accounting for a total greater than 15. In some cases states indicated no activity for one or more of the above reasons although they have cooperated with other educational or non-educational agencies in the production of programs.

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state associations rank the importance of television as follows:

<u>Rating</u>	<u>Explanation</u>	<u>Number of states</u>
1.0	Not important	6
2.0	Some importance	13
3.0	Average importance	18
4.0	Important	9
5.0	Very important	<u>4</u>
Total		50

The ratings given by the 50 state associations indicate a rank of 2.84, just below average importance. The rating would indicate that television, as a part of the overall program of the state associations, does not rank on a par with other services offered by the organizations. The rating establishes the fact that the majority of state associations recognize the existence of television and that it has some value to the association program but yet is not apparently important enough to budget money or time for expansion in the area of television.¹³

4. Self-evaluation of previous use of television

To provide additional background information on the

¹³The four state associations that rank television as "Very Important" are (1) New Jersey, (2) Michigan, (3) California, and (4) Pennsylvania.

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scope of experiences of the state associations, the state organizations were asked to evaluate their previous use of television. Investigation of self-evaluation by the state associations helps to identify the nature of television activities and establish a clearer understanding of the attitudes of state associations as reflected in their replies to the instrument used in this study. The areas to be examined in this fourth section of the first part of the questionnaire are: (1) areas of television which proved successful, (2) areas of television which proved unsuccessful, (3) procedures used for self-evaluation, (4) procedures recommended for evaluation, and (5) reasons why state associations cannot effectively evaluate television activity.

(1) Successful Areas of Television

The 50 state associations were consistent in reporting areas within television that were successful, regardless of whether the state association supported a major program of television activity or had minimum participation. This point is explained, in part, by John Cox, television coordinator for the NEA, who stated:¹⁴

Television activity varies little in the state association...because (1) the areas of participation are few so there is little variance in the number or type of answer, and (2) an effective method for evaluation hasn't been developed.

¹⁴From a speech given by John Cox, TV Coordinator for the NEA, at a meeting in New York City, July, 1961.



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As a result, present evaluation consists of theories held by the more active state associations. Therefore, some states will consider an area of television effective on the grounds that State X, because of its improved program of TV activity, considers it as effective.

The 50 state associations report the following areas of television as successful:¹⁵

- a. Special programs on current issues either live, filmed or on videotape.
- b. Spot announcements
- c. NEA filmed series
- d. Regular series, either live or film
- e. Cooperation with television stations on special programs.

The replies of the state associations on the areas of television which were successful compares closely with the ideal program of television activity established by the panel of experts.¹⁶ Chart 3 illustrates this breakdown. (See next page.) More than one state association reported more than one area of television as successful thereby accounting for a total greater than the number of state associations replying.

¹⁵There was no evaluative criteria established for this section of the instrument. Answers are the opinions of the executive secretaries.

¹⁶The ideal program of TV activity is presented in Chapter II, beginning on page 51.

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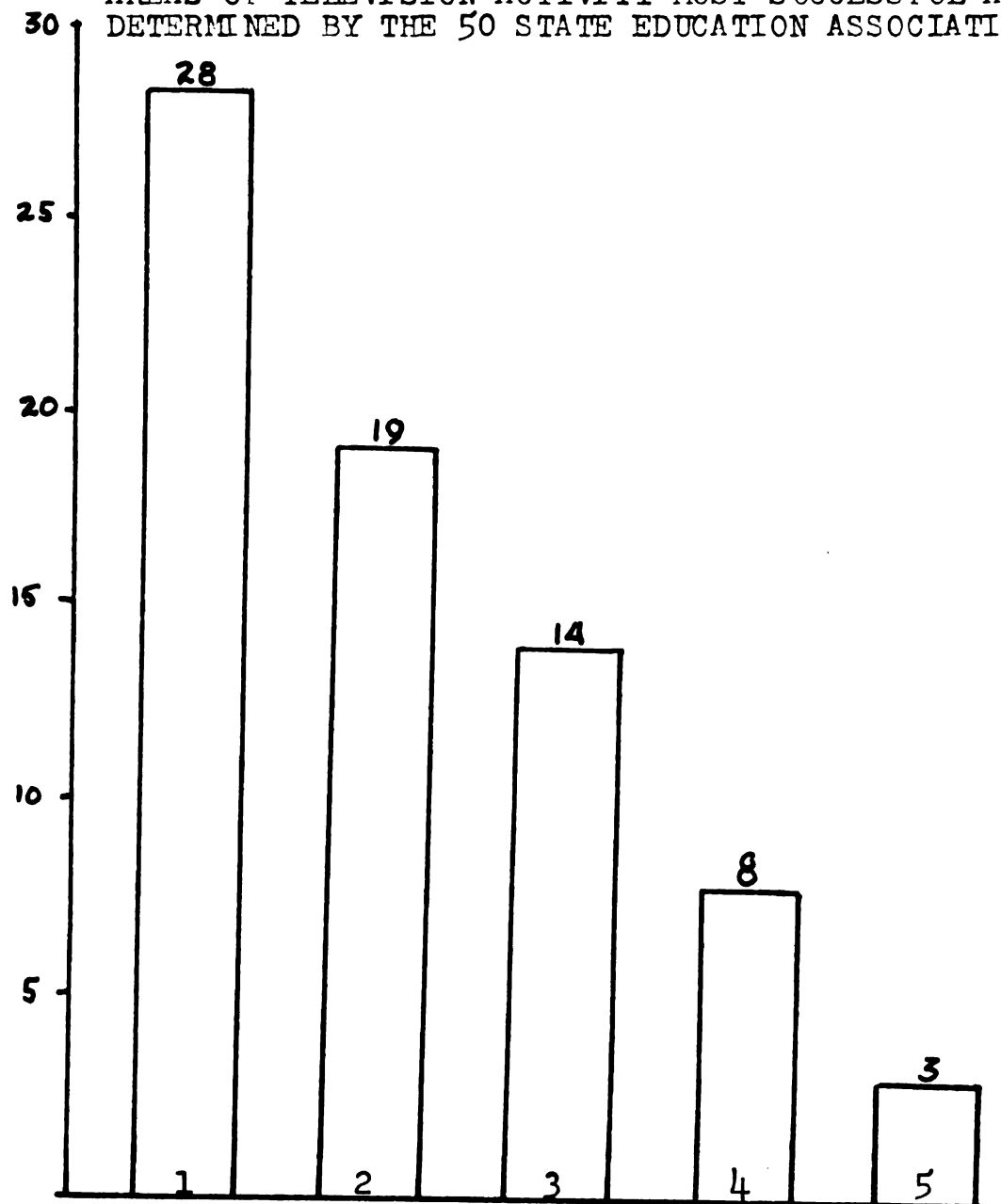
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NOTE:

Chart 3
AREAS OF TELEVISION ACTIVITY MOST SUCCESSFUL AS
DETERMINED BY THE 50 STATE EDUCATION ASSOCIATIONS



KEY: 1 Special programs
2 Spot announcements
3 NEA Series
4 Regular series (film or live)
5 Cooperation with TV stations

NOTE: More than one state association reported more than one successful area of television thereby accounting for a total greater than the number of groups replying.

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(2) Areas of television unsuccessful

The areas of television activity that were identified as unsuccessful by the state associations were:

a. Regular series of programs produced by the state associations, live or film

b. Odd-length spot announcements (2-4½ minutes)

c. Discussion and panel programs

(3) Procedures used for self-evaluation

The procedures used by the state associations to evaluate what has been done in television vary. The answers from the state associations on procedures used for self-evaluation take two forms: (a) those that use no method to evaluate, and (b) those that list some form or method to evaluate television activity.

Limited use of self-evaluation procedures was discovered as less than half the state associations utilized any such method. Thirty-three states reported using no evaluative methods; 17 reported some form of evaluation procedure. Those 17 states using evaluative procedures identified the areas used as:¹⁷

a. Comments from membership, staff personnel and the public (31)

¹⁷ Figures in parentheses represent the number of state associations reporting use of that particular kind of evaluative procedure. More than one state association indicated more than one procedure used thereby accounting for a number greater than those reporting.

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b. Letters from membership, public and TV stations (27)

c. Spot check of membership (11)

d. Newspaper editorials (8)

e. Public opinion polls (5)

f. Analysis of TV station traffic reports (3)

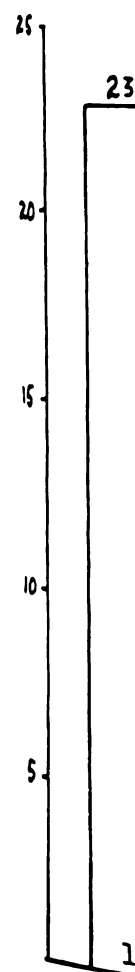
(4) Procedures recommended for evaluation

The procedures recommended for evaluation by the 50 state education associations cover such methods as: check of membership, public opinion polls, hiring commercial rating firms, questionnaires, and liaison with lay groups for feed-back. Chart 4 illustrates this breakdown in the order of preference determined by the number of times suggested by the state associations. (See next page) Two state association staff members who have directed a major program of television activity state on the subject of procedures to use for evaluation:

William Hayward, Television Coordinator, New Jersey Education Association:¹⁸

At the present it's difficult to say what method for evaluation is effective. Since none have been tried on a controlled basis by all associations..it's merely speculation at this stage.

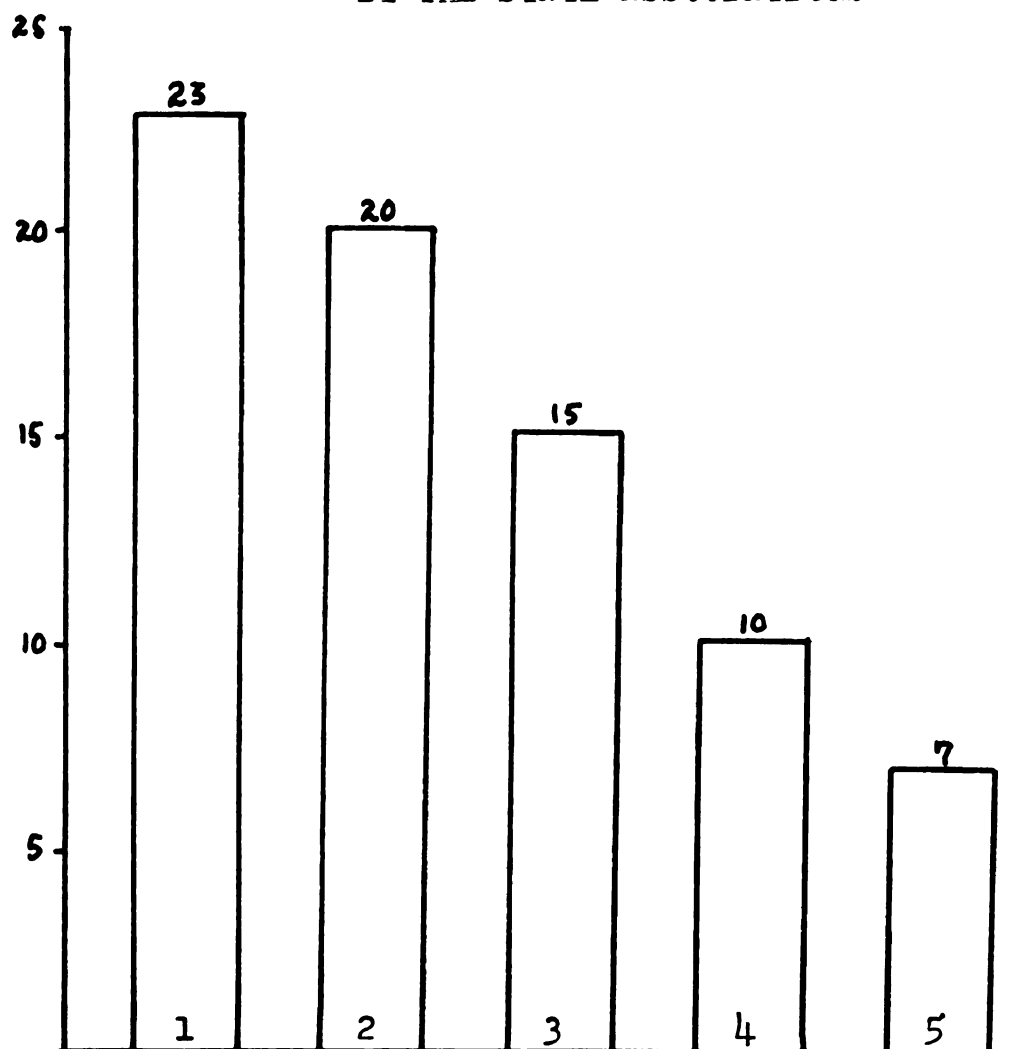
¹⁸ Stated at a special meeting of state association public relations directors and television coordinators in Ocean City, N. J., June 21, 1961.



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Chart 4
PROCEDURES FOR EVALUATION AS RECOMMENDED
BY THE STATE ASSOCIATIONS



KEY: 1 Use of commercial firm
2 Public opinion polls
3 Questionnaire
4 Check of members in Association
5 Liaison with lay groups

NOTE: Some associations suggested more than one procedure but listed them in the order of their preference. Included in this chart are the totals for the number of times each method was suggested by a state association.

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Mabel Perryman, Television Coordinator, California Teachers' Association:¹⁹

Until all state associations are active in television and until the national association coordinates an evaluative procedure we have no other course but to use those now available. On the whole, some methods are fairly effective.

(5) Reasons why state associations cannot effectively evaluate television activity.

Many of the state associations were able to give reasons for their failure to effectively evaluate television activity. They cited the following reasons:

a. Television is so new to the state associations that the over-all program of service has not been equipped to handle television.

b. No criteria have been established as the basis for an effective evaluative process.

c. Limited use of the medium prohibits any identification of the areas and how successful or unsuccessful they might be.

5. On-going evaluation of television by state associations

Seven state associations report previous use of some form of evaluative procedure. The following seven state associations and their particular formula for evaluative procedure are:

¹⁹Ibid.

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|-------------------|---|
| a. New Jersey | Check of membership and TV stations |
| b. California | Check of TV logs, liaison with lay groups |
| c. Michigan | Check of membership and TV stations |
| d. Pennsylvania | Public opinion polls |
| e. North Carolina | Research project state-wide |
| f. Kansas | Field representatives get random reports |
| g. New Mexico | Field representatives get random reports |

On this point Roy K. Wilson, Director of Press, Radio and TV for the NEA, stated:²⁰

The NEA is prepared to assist the state associations in the development of television but before the program goes too far we must evaluate what is being done. Before long we need to determine WHAT can be evaluated in television activity.

Part II

State Association Activity in Television

For the purpose of clarity it is necessary to identify the number of state associations that have participated in some form of television activity. This information will help in developing a more comprehensive explanation of the current role of television in the state associations and to give a

²⁰In a speech at the annual National School Public Relations Association convention in Detroit, July, 1959.

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better understanding of the problem being examined in this study.

It is also necessary to identify those state associations with public relations budgets, and those specifically allocating money for activity in television. The data will help to show the relationship of association programming and financing to television activity. It is also important this information be recorded to assist in the future development of television with the state associations.

1. The following 35 state associations have participated in some form of television:

Arizona	Louisiana	North Dakota	Texas
Arkansas	Maryland	Ohio	Wisconsin
California	Florida	Oregon	Washington
Colorado	Georgia	Oklahoma	West Virginia
Connecticut	Michigan	Minnesota	Utah
Illinois	Missouri	Pennsylvania	
Indiana	Nebraska	New York	
Iowa	New Jersey	South Carolina	
Kansas	New Mexico	South Dakota	
Kentucky	North Carolina	Tennessee	

2. The following 15 state associations have not participated in a program of television activity:

Alabama	Massachusetts	New Hampshire
Alaska	Maine	Rhode Island
Delaware	Mississippi	Vermont
Hawaii	Montana	Virginia
Idaho	Nevada	Wyoming

3. Because television is an integral part of public relations, the state associations that have a public relations budget should be identified. The data will show the number of associations spending money on public relations and the

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comparative value put on that phase of the total program by the actual number of dollars allocated. The data will further identify the relationship between the number of states active in television and those supporting a public relations program. The 29 states that have a public relations budget, and the amount of the budget, are:²¹

1.	California	\$64,548
2.	Texas	36,950
3.	New York	30,000
4.	Iowa	25,000
5.	Tennessee	24,400
6.	Colorado	23,980
7.	Michigan	23,600
8.	Ohio	20,000
9.	Nebraska	18,420
10.	Alabama	15,000
11.	Louisiana	15,000
12.	Missouri	12,630
13.	North Dakota	12,000
14.	Maryland	10,000
15.	Arizona	9,000
16.	Pennsylvania	8,000
17.	Wisconsin	5,000
18.	New Jersey	5,000
19.	South Carolina	5,000
20.	South Dakota	4,900
21.	New Mexico	3,000
22.	Montana	2,100
23.	Arkansas	2,000
24.	Idaho	1,000
25.	Delaware	200
26.	Washington	Figure not known but is high
27.	Minnesota	Expects to spend \$10,000 in 1962-63
28.	Kansas	About \$10,000 but not known
29.	Massachusetts	\$2,000 listed for general publicity but not labeled as "PR"

Four states, New York, Iowa, Idaho and Michigan,

²¹Information provided by a survey conducted by the National Education Association, in cooperation with the Michigan Education Association, in 1960.

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make additional monies available for public relations from other budgets dependent upon special programs and individual projects. Two states, Alabama and North Dakota, include in the total figure the salaries paid to the public relations director or money spent, in general, on salaries for those working in public relations.

4. It has been identified that 35 state associations have participated in some form of television. It has also been shown that 29 state associations have a public relations budget. Both of these facts contribute to a broader explanation of the role of television in the state education associations. It is necessary to show what states allocate money specifically for television and how much the allocation is. The information will better clarify the status quo of television in the state association program. The states allocating money for television are:²²

1. Michigan	\$15,000
2. California	13,000
3. Iowa	7,000
4. Colorado	5,000
5. New Jersey	5,000
6. New York	2,500
7. Missouri	2,500
8. Maryland	500
9. Nebraska	500
10. South Carolina	200

It should be noted that Minnesota appropriated \$20,000

²²Information provided by a survey conducted by the National Education Association, in cooperation with the Michigan Education Association, in 1960.

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Summary of Chapter III

Chapter III, "The Nature and Extent of Television Activities in the State Education Associations," was divided into two parts. Part I was concerned with the nature of television activities within the state associations. Part II of the chapter was concerned with the extent of state association activity in television.

Summary of Part I A pattern of uncertainty and a lack of continuity emerges from a study of the nature of television activity in the state associations. This section of the chapter presented the data gathered from the first part of the questionnaire (Appendix A). Investigated in this initial stage of the instrument were the (1) policies and philosophies of the state associations, (2) rank of importance given television by the state associations, (3) discussion of evaluation procedures of television, past and present, by the state associations.

Of the 32 associations replying to the questionnaire and of the 18 interviewed by the author, three state associations have formal, written policies governing the use of television.

²³Ibid.

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Thirty-five associations reported they did participate in television; 15 reported they did not participate in any way.

The state associations give eight reasons for participation in television: (1) to develop public interest and understanding of education, (2) because it's an effective communications medium, (3) to advance the cause of education, (4) to gain greater public support of education, (5) excellent as a public relations technique, (6) to give staff personnel and members experience in the medium, (7) to call the public's attention to special events in education and (8) to create better public understanding of the associations' purposes, methods and ideals.

The state associations give as reasons for not participating in television: inadequate budget, lack of interest, limited staff size, no available time; no television stations in the area; no television station interested in association projects.

The 50 state associations rank television at 2.84 importance. Based on a scale of 1 through 5 (not important to very important) this rates television as a part of the associations' program as just below average importance.

The state associations list as the most successful areas of television activity: special programs, spot announcements, NEA filmed series, regular series, either live or film and cooperation with television stations on special programs.

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The state associations list as areas of television most unsuccessful: regular series of programs produced by the state association, odd-length spot announcements and discussion or panel programs.

Procedures for evaluation of television activity by state associations are reported as: check of membership, public opinion polls, hiring commercial rating firms, questionnaires and liaison with lay groups for feed-back. State associations that cannot evaluate television activity say so because: (1) television is so new the association can't handle it, (2) no criteria has been established as the basis for an effective evaluative process, and (3) limited use of the medium prohibits any identification of the areas and how successful or unsuccessful they might be.

On-going evaluation is being done by seven state associations: New Jersey, California, Michigan, Pennsylvania, North Carolina, Kansas and New Mexico.

Summary of Part II. Part II was concerned with identifying those state associations active in television. To date 35 state associations have participated in some form of television; 15 have not participated in television.

Some 29 state associations support a regular public relations budget. Those states and the amount budgeted for public relations was shown to identify the relationship between the number of states active in television and those

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1. Michigan
2. California
3. Iowa
4. Colorado
5. New Jersey
6. New York
7. Missouri
8. Maryland
9. Nebraska
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The next chapter, Chapter IV, presents the state association evaluation of effectiveness of the ideal program of television activity as established by the panel of experts.

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CHAPTER IV
ANALYSIS OF TELEVISION ACTIVITY IN THE
STATE EDUCATION ASSOCIATIONS

The purpose of this chapter is to present information concerning the relative effectiveness of four areas of television as evaluated by the state education associations. The data was collected from the 50 state associations from the questionnaire and personal interview by the author.¹ The four areas of television activity measured for effectiveness were determined by the panel of experts. The areas were: (1) filmed presentations, (2) live presentations, (3) spot announcements, and (4) use of the National Education Association's filmed series, "The School Story." The four areas were selected for evaluation on the basis they were the most commonly used by the state associations and could be more accurately evaluated for effectiveness.²

The data presented in this chapter will identify the state associations' evaluation of the effectiveness of the four areas of televisions cited above. The scale by which

¹The system of information gathering and research procedure is discussed in Chapter I, page 12.

²The system for creation of the panel of experts and the collection of data is discussed in Chapter I, page 15.

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the effectiveness was measured ran from one through five, from very poor to very high or from very low to very high.³ Each of the sections within the four major areas of television activity will be discussed and the findings illustrated in chart form. An average figure will be computed in each of the sections to identify the combined evaluation of the state associations. The average figure of state association response to each of the sections within the major areas (1) points out the over-all attitude of the state associations to each of the particular areas, and (2) compares the averages of the more specific sections within one category to those of another which provides the analysis of effectiveness.⁴

In the discussion of filmed presentations, six aspects are identified and separated: (1) the type of planning used in preparation of the films, (2) the type of production used to complete the films, (3) the method of approach in producing the films, (4) exposure given the films and how it affects the program of television

³The questionnaire and explanation of the scale is presented in Appendix A.

⁴The procedure for presenting the data and justification for this procedure is presented in Appendix D.

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⁷Ibid

activity, (5) how the results of filmed presentations vary depending on the group doing the evaluating is discussed, and (6) what the filmed presentations do for the state associations.⁵

In the discussion of live presentations, the same six aspects discussed under films are identified and separated.

In the discussion of spot announcements, eight aspects are identified and separated. They are as follows:⁶

1. Types of planning
2. Types of approaches to production
3. Slides as a form of spot announcements
4. Filmed spots as a form of spot announcements
5. Budgets available for spot announcements
6. Exposure of spots and its affect on effectiveness
7. Results of spots depending on the group doing the evaluating
8. What the spots do for the state associations.

In the discussion of the NEA filmed series, five aspects are identified and separated. They are as follows:⁷

1. Types of planning

⁵See Appendix A.

⁶See questionnaire in Appendix A.

⁷Ibid.

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2. Exposure of the NEA filmed series and its affect on the effectiveness of television activity.

3. Content of the series (including story-line and acting) and its affect on the effectiveness of the television activity.

4. Results of the filmed series depending on the group doing the evaluating.

5. The total effectiveness of the series as evaluated by the 50 state associations.

The discussion of the four major areas follows. For the purpose of clarity the best method of illustrating the data is used. The method is a discussion of each section. To further illustrate the evaluation of the state associations on each of the points in the questionnaire, a graph or profile chart will be used. It should be noted at this point that not all the state associations replied to each of the four major areas or to each of the sections with a major area. This occurred because not all state associations were participating in some phase of television activity. It should also be clarified that there is no established frequency of answers in any of the major areas or sub-sections because not all state associations were active in each of the specific areas.⁸ This prevents any statistical evaluation

⁸This point is discussed in "Need for the Study" in Chapter I, page 7.

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Filmed Presentations

The use of films by state associations is becoming an important part of the organization's total public relations program.¹⁰ While cost and production problems tend to restrict general expansion in this area by state associations, it seems the potential of the medium has prompted the state associations to overcome the problems and to incorporate the use of films into the system of service.

1. Planning. This section on planning reveals two factors. First, of those associations responding to the "film" section of the questionnaire the majority favor group process in planning for films and to allow ample time in advance for this planning. Eighteen states reported using the group process and evaluated this method at an average of 3.11 (slightly better than an over-all average rating). On the basis of this data, it would appear to be the better method for planning insofar as only nine states favored the individual process for planning and gave that procedure a rating

⁹Explanation of the method for presentation of data in this study, and justification for the approach, is presented in Appendix D.

¹⁰John Cox. TV and the Public. New York: McGraw-Hill, 1961, p. 12.

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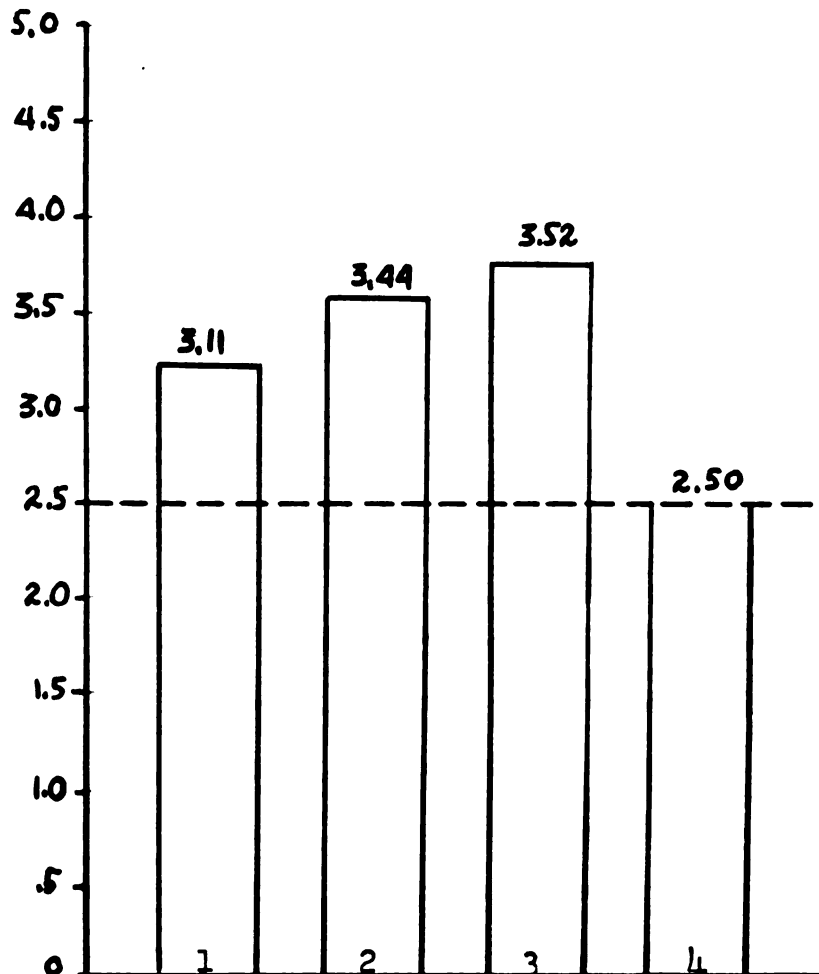
Some 17 state associations indicated a longer planning period is desirable and gave this procedure a 3.52 rating which is nearly a "high" rating. Six states reported a limited planning period and rated this approach average at 2.50. Again because of the greater number of states checking the "long planning period" and the significantly high rating given this approach, it appears this is a more desirable method. Chart 1 illustrates this breakdown.

2. Production. In this section the state associations have the opportunity to weigh the effectiveness of films written and produced by themselves, commercial firms and by non-profit organizations (such as educational television stations). A greater number of state associations (23) reported they are scripting and producing their own films. Yet this procedure was termed less effective by the associations than by those which had the films scripted and produced by commercial firms or non-profit organizations. The 23 associations doing their own films rated script preparation at 3.13 and script production at 2.95. On the other hand, commercially prepared scripts were rated at 3.58, production at 3.35. Preparation of scripts by non-profit organizations (ETV stations) was rated by seven associations at 3.42 and production of the films at 3.57. The difference



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Chart 1
 VARIOUS ASPECTS OF PLANNING AS RELATED TO
 PRODUCTION OF FILMS BY STATES



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between preparation and production of films by state associations and by commercial firms or ETV stations is of significant value to warrant closer attention to this factor as associations expand film usage in the future. Chart 2 illustrates this section.

3. Methods of Approach. The style or method used by a state association in production of a film plays a part in the over-all effectiveness of the project. Because the major networks utilize the dramatic, documentary and news report technique on practically all their educational programs,¹¹ it seems the state associations have shifted into this approach and have subsequently rated those three methods the most effective.

Some 20 associations give the dramatic method a 3.80 rating; 17 rate the news report technique at 3.76 and 24 rated the documentary approach at 3.66. Six states gave other approaches (such as sound-on-film interview and formal speech) at 4.00, however, this figure cannot be compared to the other areas because of the difference in the number of states checking the particular areas.

The speech segment or film clip received a 3.25 rating from four states. Sixteen states checked discussion as a method for film production which had been used in their

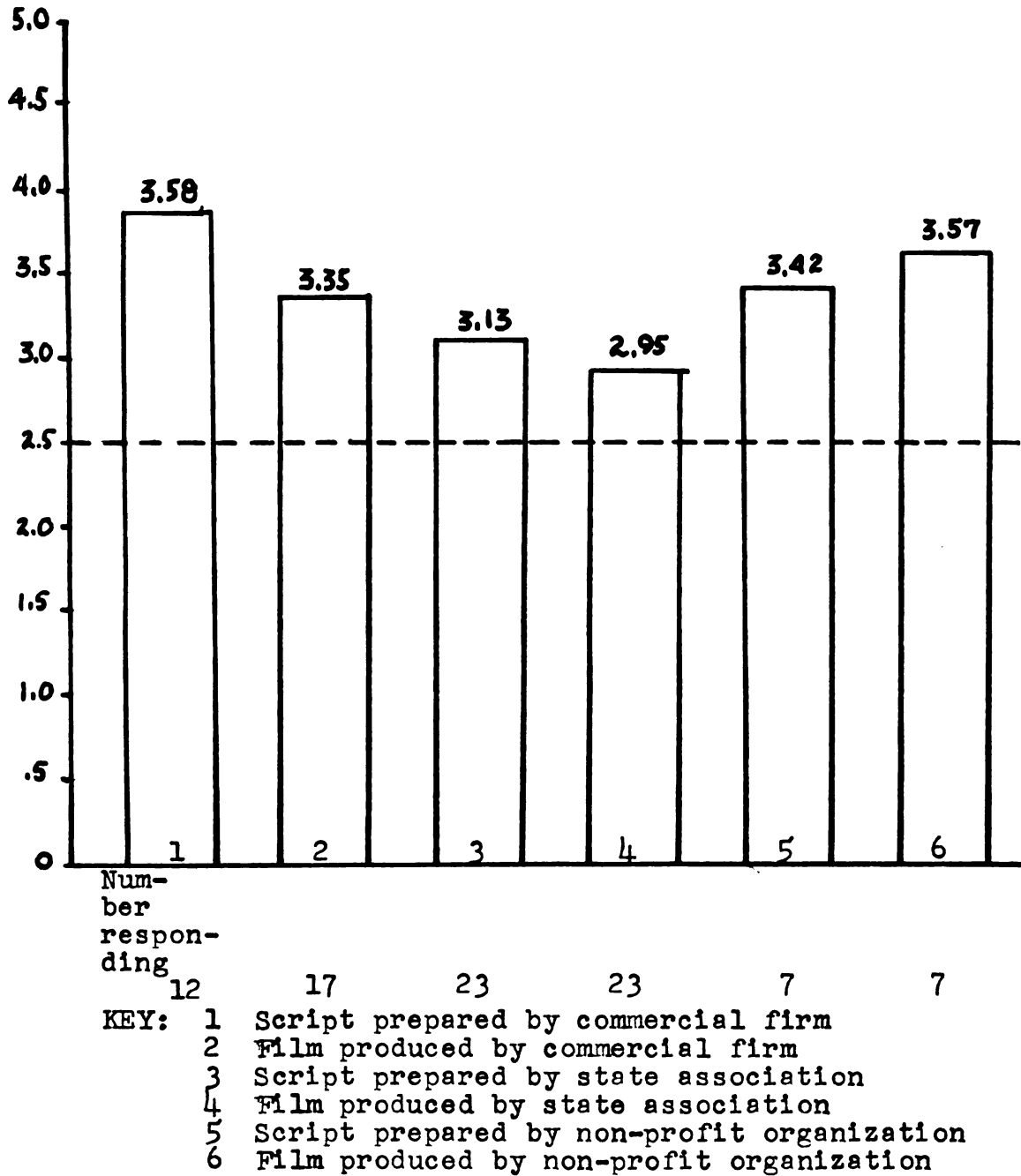
¹¹"TV News" Look. November, 1961, p. 33-34.

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METHODS OF PRODUCTION



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associations but gave this approach a below-average rating of 2.37. Lowest effectiveness given in this section was a 1.83 rating to the role playing method reportedly used by six different state associations. Chart 3 illustrates a breakdown of this area.

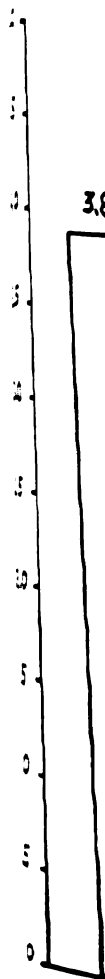
On the basis of weight of measurement by the responding associations the three most effective methods in film production are:

1	Dramatic	3.80	20 states
2	News Report	3.76	17 states
3	Documentary	3.66	24 states

4. Exposure The 26 state associations which have experienced some activity in film production and distribution rate the exposure of their films on commercial TV stations at 2.69 or poor. Factors involved in their answer were air time and day of the week the film was programmed. The evaluation of effectiveness of air time concerned two points (1) were films run in Class A or Class B time or (2) were films run in time slots other than Class A or Class B. Week days were considered to be more desirable than Saturdays or Sundays.

The same 26 state associations reveal that only some of the television stations in their respective states programmed the films (a 3.15 rating).¹² Only five states indicated that

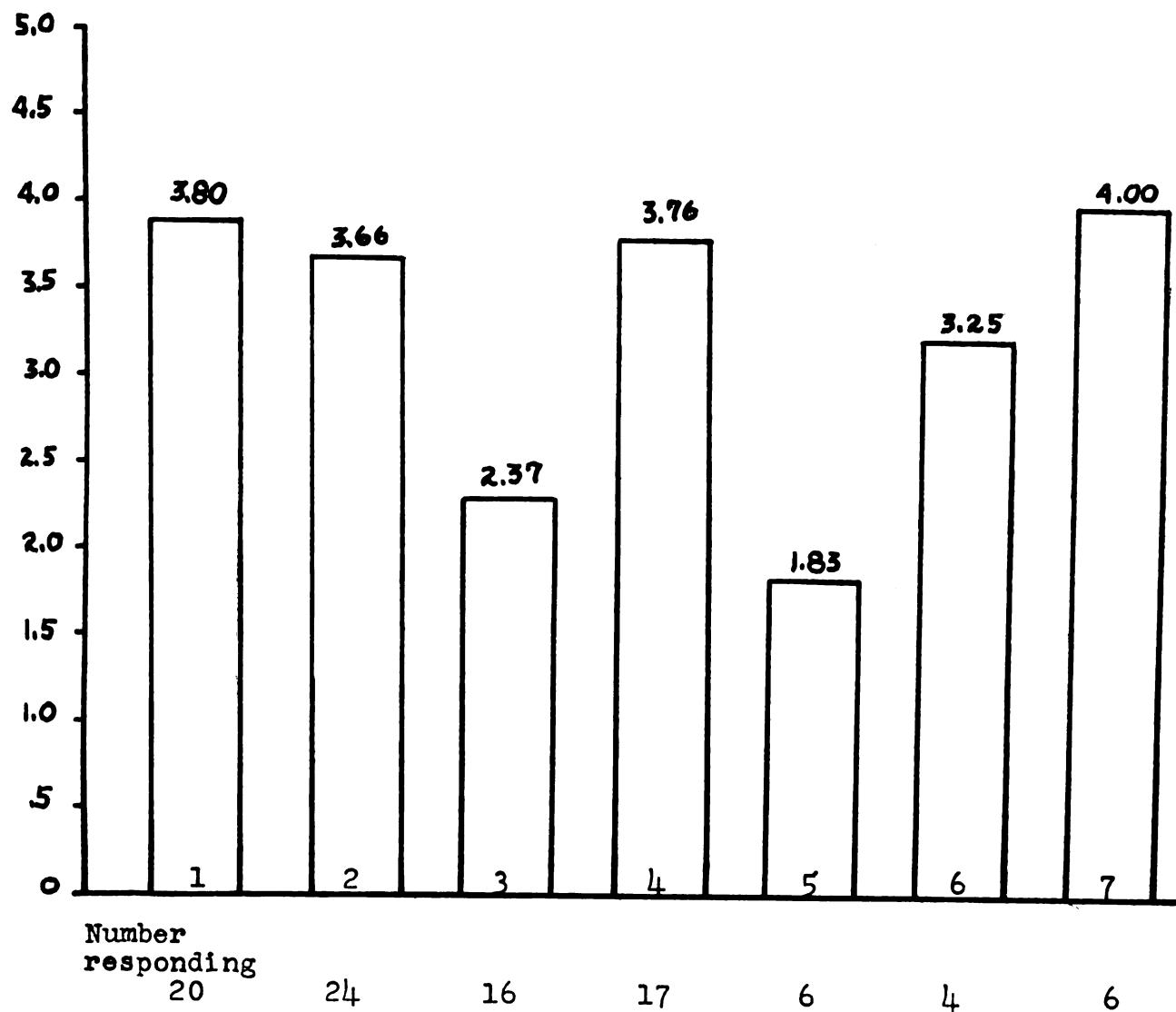
¹²In this case the scale is: 1-none; 2-few; 3-some; 4-majority; and 5-all.



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Chart 3
METHODS OF APPROACH



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3 Discussion
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5 Role playing
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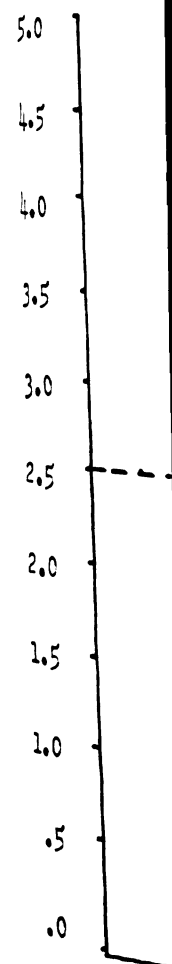
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all the state TV stations worked the films into their broadcast schedule. Two associations reported they could not book films on any of channels and four indicated they could gain cooperation from only a few (less than one-third.)

The associations also reported a general lack of willingness by TV stations to allot a good time for the films. Some 18 associations indicated they received poor times for their films. (Poor air times are considered early morning or late at night primarily on week-ends.) Some 8 associations reported they received good air times for their films which would be those hours from 5 p.m. through 10 p.m. on week-nights; from 3 p.m. through 10 p.m. on week-ends. All 26 associations agreed that the poorest time for films of an educational nature is in the morning hours regardless of the day of week. The preferred time by the associations for their films is Class A time or from 6 p.m. through 10 p.m.

5. Results of Films While the combined staffs of 28 state associations rank the general results of the films at 2.57 and determine the public's response to the films as 2.82; the television stations programming the films rank them at 3.98. This variation in effectiveness regarding the general results of the films is shown illustratively by the broken-line graph shown in Chart 4 on the following page.

6. What did films do for the Association? The noticeable variance in this section is the difference between the

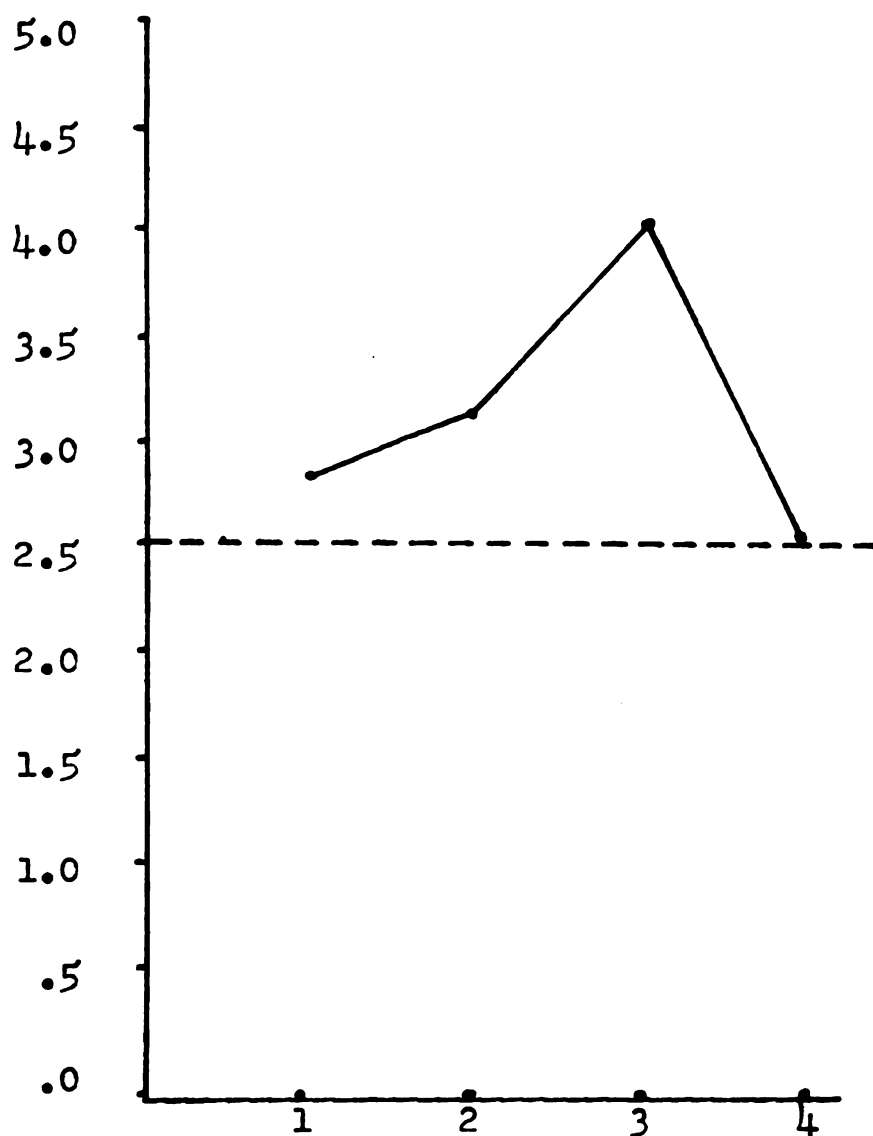


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Chart 4
GENERAL RESULTS OF FILMS



KEY: 1 Public response to films
2 Membership response to films
3 TV stations' response to films
4 Association staff response to films

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rating given by the associations to what they felt the films did to assist in increasing membership (2.71) and to the films' role in aiding in the over-all program to inform the public of educational activities (3.64). The 28 state associations also felt the films contributed better than average (3.62) in improving the public relations program of their organizations. Another significant figure by necessity must be the rating of 2.85 given the category "raising the status of education in the eyes of the public" by the state associations. The implications of these results are discussed in Chapter V. Chart 5 illustrates the effectiveness of what the films "do" for state associations.

Live Presentations

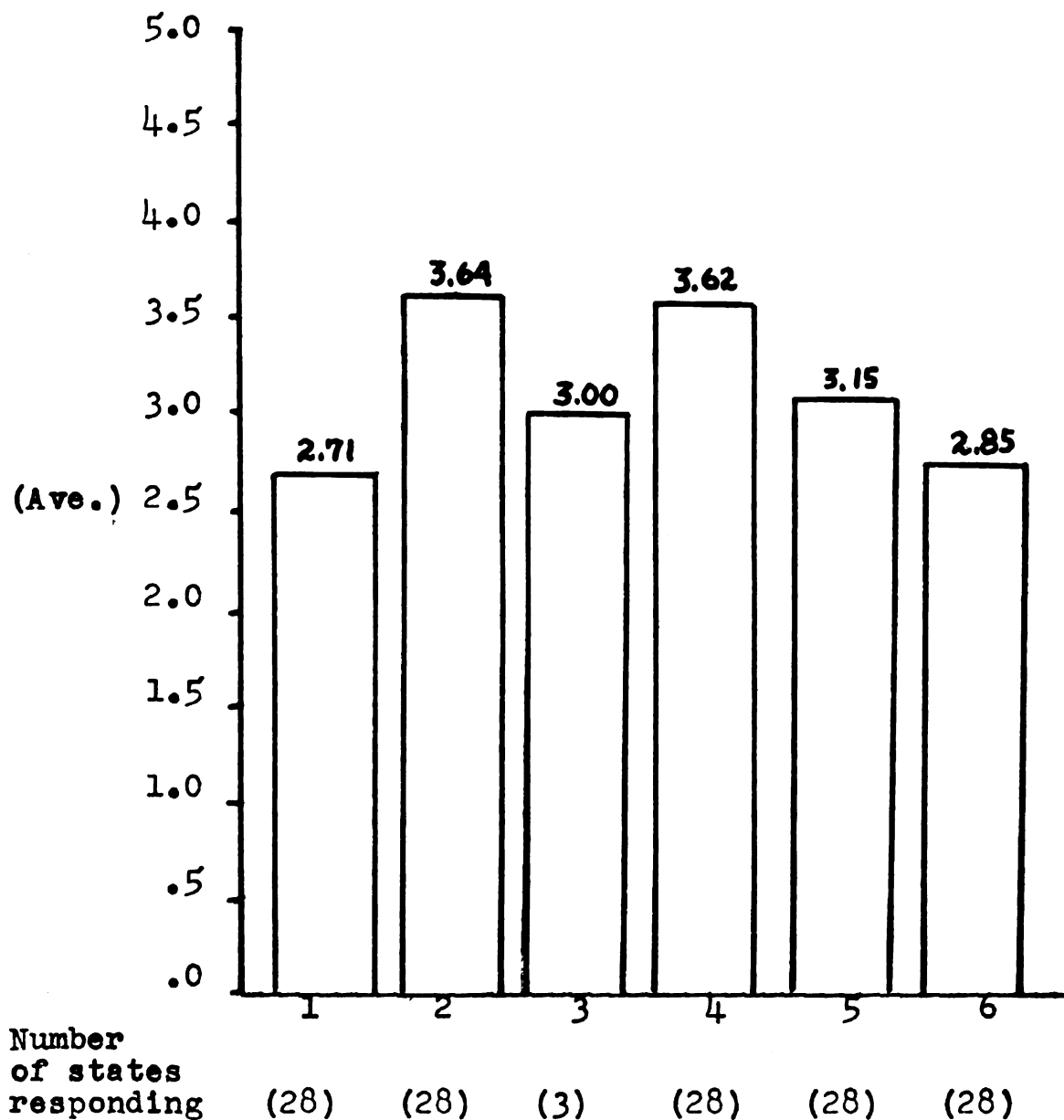
State association activity in television is concentrated more in the live presentation than in any other phase of production. Thirty-six (or 72 per cent) of all state associations have participated in some form of live presentation. This fact is true because to do a live program it requires less (1) money, (2) time, (3) professional help and (4) equipment. In general, the majority of state associations doing a live program will merely provide a guest or talent and utilize a commercial television station's studio.

1. Planning All 36 state associations reporting participation in a live program indicate they have prepared the

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Chart 5

WHAT THE FILMS DO FOR THE ASSOCIATIONS



- KEY:
- 1 Help to increase membership?
 - 2 Aid in goal to inform public?
 - 3 Strict educational project for instruction?
 - 4 Contribute to improving public relations for association?
 - 5 Increase status of Association?
 - 6 Raise status of education in eyes of the public?

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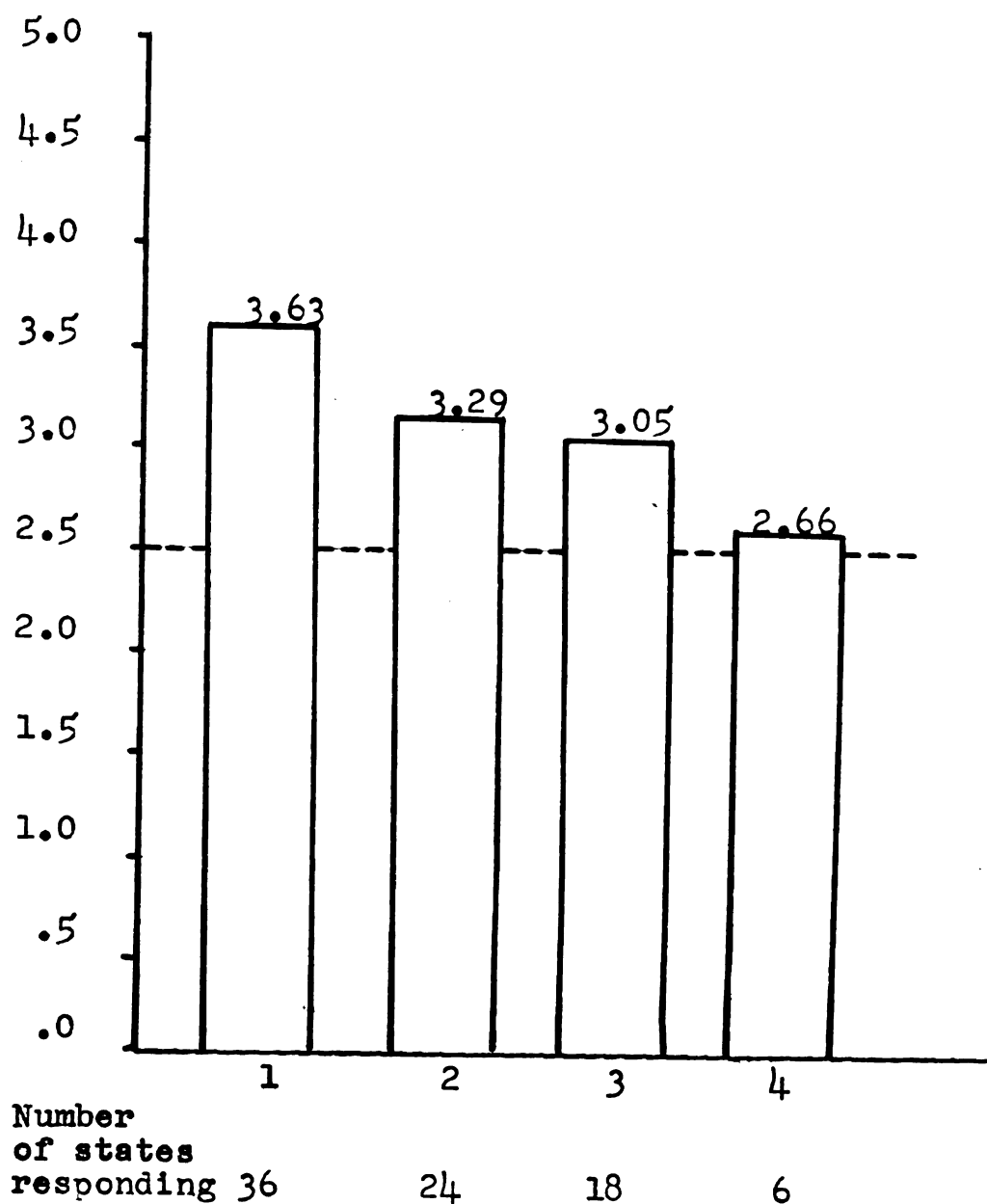
program well in advance and rate such advanced planning at 3.63, or well above average. Some 24 associations (members of the group discussed above) have utilized the group process in planning and grade the effectiveness of this method at 3.29. Planning by an individual was used by 18 associations, but this approach to preparation of a live program was given an average rating of 3.00 effectiveness. Only six associations reported that the planning period was not adequate and those states placed in the position of preparing a live program on limited notice rate the effectiveness of such an approach at 2.66, or significantly lower than average. Chart 6 illustrates this variance in the comparative effectiveness of planning for live presentations.

2. Production. Twelve state associations report they have prepared live programs in advance (this would include writing the script, rehearsing and general production) and rate the effectiveness of this approach at 3.41, midway between an average and high rating. Another 27 have participated in a live program without a script, using the "ad lib" or rough outline approach. While this method seems to be the most frequently used, the participating state associations indicate this is average (3.05) in effectiveness. Apparently the most desirable approach to the live presentation is the method in which the commercial television station creates and produces the program and asks the state

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Chart 6

VARIANCE IN THE COMPARATIVE EFFECTIVENESS OF PLANNING
FOR THE LIVE PRODUCTION



KEY 1 Planned for well in advance
2 Group process used in planning
3 Planned by individual
4 Planning not adequate enough

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association to be represented. Twelve state associations using this technique rate it at 3.58 effectiveness. The final category in this section, the association and the commercial station working cooperatively with a limited planning period, was rated less than average (2.90) by six state associations. The comparative rank in effectiveness for method of production would be as follows:

1	Prepared by TV station	3.58	(12 states)
2	Prepared by Association	3.41	(12 states)
3	Ad lib program	3.05	(27 states)
4	Cooperative program with limited planning	2.90	(6 states)

3. Method of Approach The technique used on the live production determines, to a large extent, the success or failure of the particular project.¹³ A great deal of thought and planning must go in to the live presentation because a "one-time" exposure to the audience must capture the group and hold them. Eight different methods are available to the state associations in the production of live programs. Selecting the technique, according to John Cox (television coordinator for the National Education Association), is the major decision facing state associations either participating in television or about to enter the medium.¹⁴

¹³Look, op. cit.

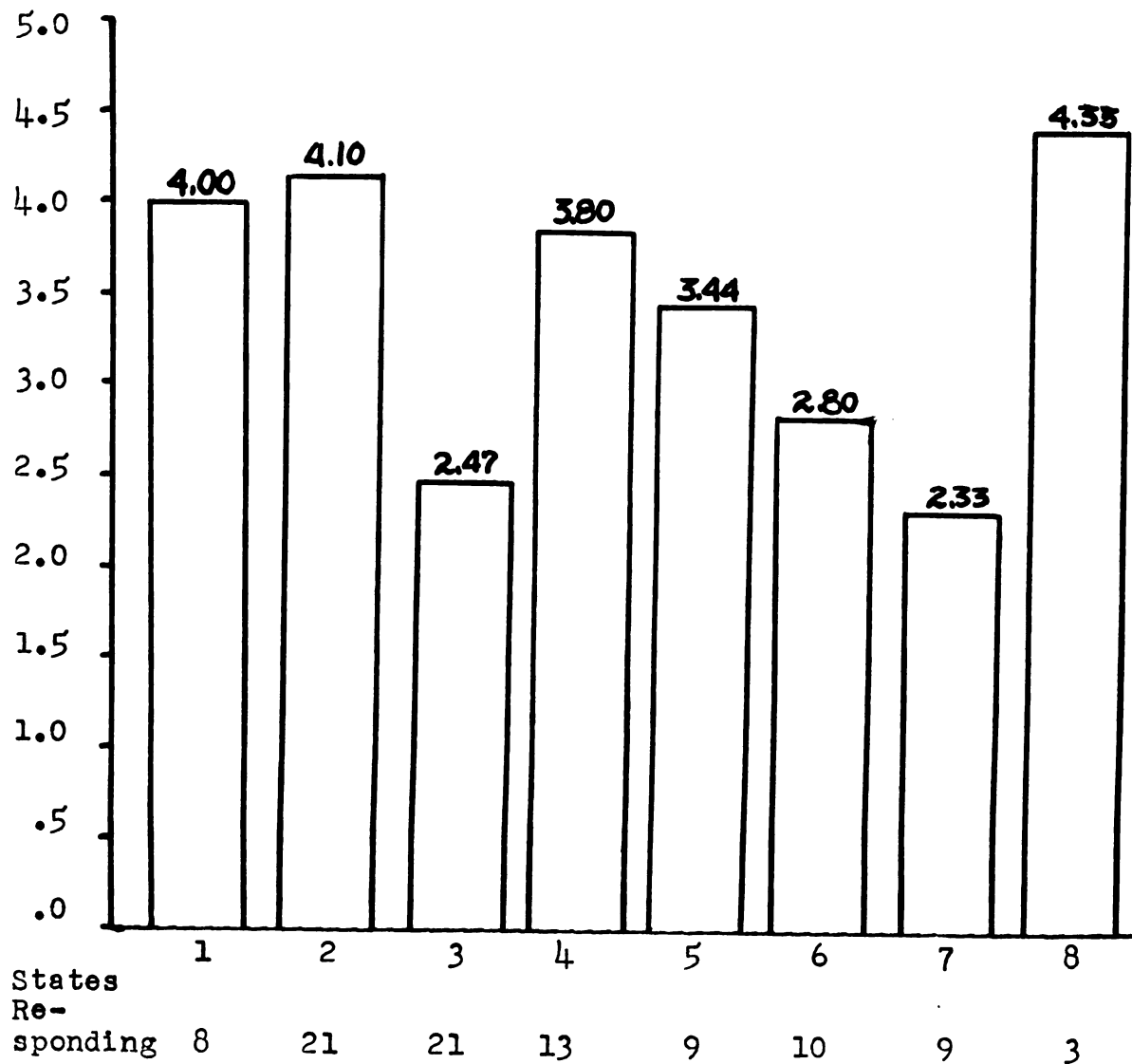
¹⁴Statement by John Cox made to the author in a television seminar in New York City, July 4-8, 1961.

As many as 21 state associations made use of one or all of the eight different approaches, or techniques, for production of a live television program. The methods are: dramatic, documentary, discussion, news report, role playing, "ad lib", speech segments, debate or interview. Twenty-one states rated the documentary technique the most effective of any used with a 4.10 rating. Eight state associations considered the dramatic technique nearly as effective with a 4.00 rating which is significant even though the reporting states represent only 16 per cent of all associations. (Restriction on the dramatic approach would be need for dramatic actors, rehearsal time and expense to cover those two factors.) Other effective methods as determined by the associations are: news report (3.08) and role playing (3.44). Three state associations (California, Michigan and New Jersey) rated the debate or interview approach at 4.33. Rated least effective by those associations participating in live productions are: speech segments (2.33), discussion (2.47), and "ad lib" (2.80). Chart 7 illustrates the comparative effectiveness of the eight techniques for production of a live program as determined by state associations.

4. Exposure. The 36 state associations which have experienced activity in live program production rate the

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Chart 7
THE COMPARATIVE EFFECTIVENESS OF THE
METHODS OF APPROACH



KEY: 1 Dramatic 5 Role Playing
 2 Documentary 6 Ad lib
 3 Discussion 7 Speech segments
 4 News Report 8 Debate or interview

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exposure of their presentations on commercial television stations at 2.75 effectiveness. Criteria for evaluation of effectiveness on "air time and day of week" include (1) hour televised and (2) day of week televised. For purpose of clarity it should be pointed out that state associations evaluated whether five programs were televised in Class A or B time or in times other than Class A or B. Week nights between 6 and 10 p.m. were considered to be more desirable than Saturdays or Sundays.

The same 36 state associations report that only a few of the available television stations in their respective states programmed the live presentations (a 2.63 rating).¹⁵ Only five states indicated that all the state TV stations televised the live programs. Seven associations could not book live presentations on any of the state TV channels and 13 could set up broadcast agreements with just a few of the available channels.

When asked whether the live programs should have been filmed, 13 state associations replied with a 3.54 effectiveness rating or an indication that because the programs were better than average they should have been filmed. Eight states reported they would have liked to have seen the live programs videotaped for future use (a 3.50 rating). When

¹⁵In this case the scale is: 1-none; 2-few; 3-some; 4-majority; and 5-all.

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asked whether the live programs were worth doing over, 28 state associations indicated a 2.64 rating of effectiveness which is a poor rating and would indicate a less-than-enthusiastic desire to do the programs over. The trend in this area continues to the next question which asked the state associations, "Should the live program have been preserved on film?" The responding 36 state associations rated this proposal 2.41, or "poor." On the basis of this figure it would appear there is little value in preserving a live program for future use. Only six state associations gave the proposal a better-than-average rating.

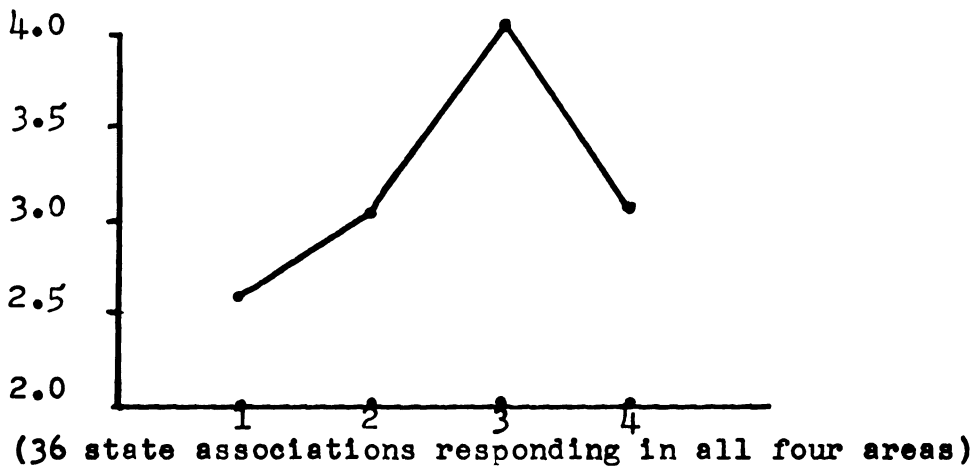
5. Results of live programs A similar pattern emerges here as developed in the same section under "Films." Interestingly enough, the ratings given the four areas within this section are nearly the same. While the public response to the live programs sponsored by the state associations was poor at 2.63, the membership's response to the results of the live programs was average at 3.02 and the association staff member's response was two-tenths of a point off at 3.00; the commercial television stations actually programming the live presentations rated their effectiveness at 3.90.¹⁶ This rating of effectiveness given the results of the live programs concerns the general reaction of the four above mentioned

¹⁶For a comparison of the figures given on the effectiveness of the results of films see page 102 of this chapter.

groups to the films. The figures do not necessarily indicate the over-all success or failure for other factors enter into a final evaluation of effectiveness. The broken-line graph in Chart 8 illustrates this section.

Chart 8

RESULTS OF LIVE PROGRAMS



KEY: 1 Public response to live programs
 2 Membership response to live programs
 3 TV stations response to live programs
 4 Association staff response to live programs

6. What did the live programs do for the Association?

A pattern of similarity also develops in this section. Again the general ratings of effectiveness on what the programs did for the association are within the same range as those given in the section on "Films."¹⁷ This final section

¹⁷ For comparison of figures between live programs and films see page 104 of this chapter.

in the discussion of live programs includes an analysis of the state associations' rating of effectiveness on (1) role of live program in helping to increase membership, (2) role of live program in aiding to inform public, (3) use of live program as an instructional tool, (4) role of live program in improving the associations' public relations program and (5) role of live program in raising the status of the state association in the eyes of the public.

The 36 responding state associations indicated that as a means of increasing membership in the organization the live programs rate at 1.69 effectiveness, or very poor. As a tool to aid in reaching the goal of informing the people of educational activities, the live program rates 3.52, or slightly better than average. The most desirable accomplishment of the live program, on the basis of the evaluation given by the state associations, is its role in improving the public relations program of the organization (3.69 rating). The reporting states indicate the live program rates slightly better than average (3.19) in helping to increase the status of their associations. As an instructional tool, two associations rate the live program at 2.50, average. Chart 9 illustrates the breakdown of this section.

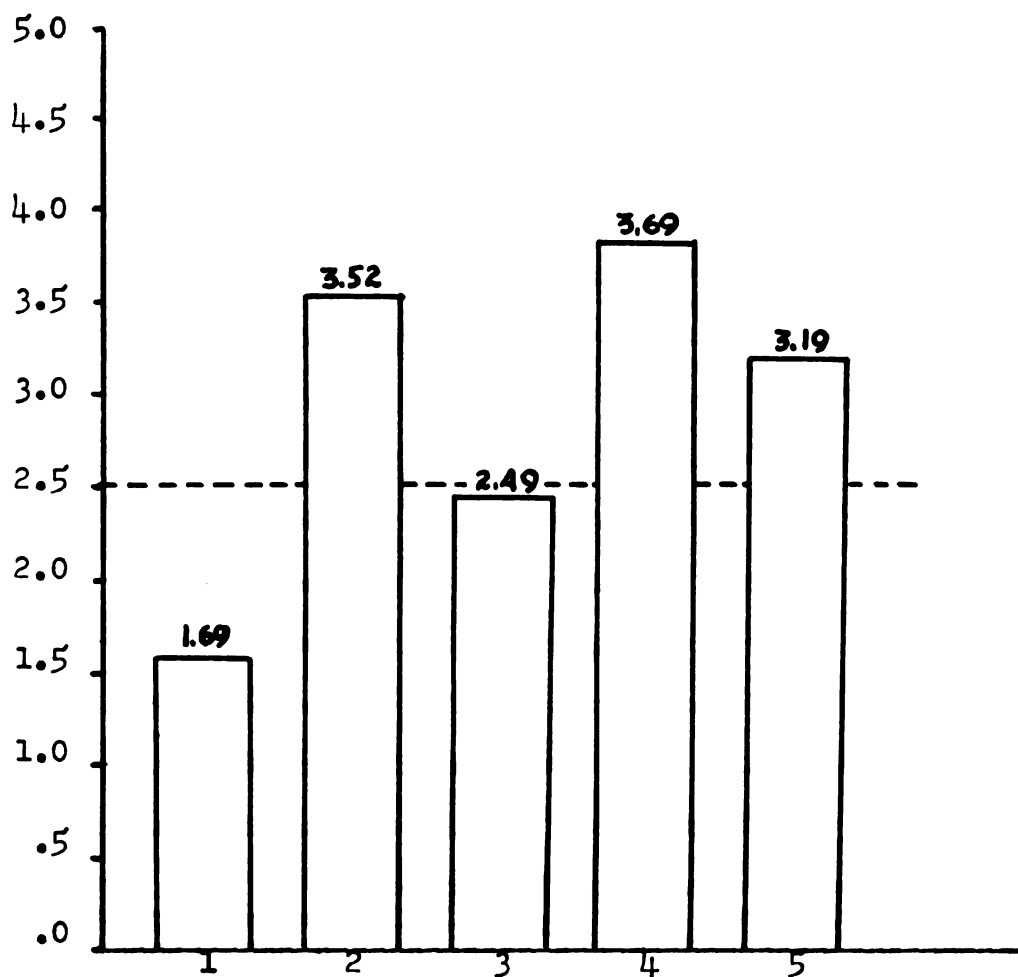
Spot Announcements

Spot announcements have been used by 26 different state

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Chart 9

WHAT THE LIVE PROGRAMS DID FOR THE
STATE ASSOCIATIONS



States responding: 36 in all five areas.

KEY: 1 Help to increase membership?
2 Aid in goal to inform public?
3 Educational project only used for instruction?
4 Contribute to improve public relations program?
5 Increase status of association?

associations according to data collected in this study. Three basic kinds of spot announcements are available: (1) 2 x 2 slide, (2) filmed spot, or (3) slide and station identification. The methods of production of such spot announcements are basically similar and can be prepared by either a well-equipped state association, a commercial film company, or a non-profit organization such as an educational television station. While the use of the spot announcement has increased throughout the state associations, it still is used the least of any of the four television activities examined in this study. The live program, the NEA series and the film are used more frequently by state associations, although this does not necessarily mean that the spot announcement is the least desirable.

In most cases the simple spot announcement can be manufactured more easily and for less money than any of the four other areas discussed in this study. John Cox, NEA television coordinator, explains the lack of use of the spot:¹⁸

The spot is a gimmick and more-or-less confined to the commercial field. Once a non-commercial agency gets started with spots, however, they make great use of it. I foresee the state associations doing more and more with the spot announcement as budgets increase.¹⁸

Primary reasons for the lack of use of the spot announcement

¹⁸A statement made before the public relations directors of the state associations in Ocean City, New Jersey, June 20, 1961.



by state associations are: (1) lack of facilities to prepare them at low cost, (2) unaware of the availability of such a technique, and (3) unfamiliar with the best procedures.

1. Planning. Preparation and planning of the spot announcement can be handled in one of two ways by the state associations. The staff itself can produce the spot or it can be manufactured by a commercial film company. Of the 26 state associations responding to this section of the questionnaire, 24 report having had the experience of production (planning) of spots and rate this method at 3.28 effectiveness. Another 13 state associations (some also involved in preparation of their own spots) have turned the preparation of spots over to commercial companies and rate this procedure at 3.84, or better-than-average. On the basis of this comparison it would appear the state associations consider it more effective to have the spots prepared by commercial firms.

2. Production There are three basic kinds of spot announcements that can be used by the state association. They are: (1) 2 x 2 slide, (2) filmed spot and (3) slide and station ID. The rating of effectiveness given these three techniques vary considerably. Sixteen states rate the slide and station identification combination at 4.02, or high. Some 24 states identify the filmed spot as highly effective at 3.80, and 23 associations consider the 2 x 2 slide used with

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out the station ID tie-in ranks at 3.30 effective, or slightly better than average. The implications of these results and a broader definition of the techniques will follow in Chapter V.

3. Slides Because the slide is easier and less expensive to produce, it receives considerable use by the state associations. The states have three methods to get the slides manufactured. The association itself can do the processing, it can be done by a commercial film firm or by a non-profit organization such as an educational television station. Some of the reporting state associations have had experience in each of the three areas. The commercial firm has been used by 23 state associations and this procedure is given an effectiveness rating of 3.74, or mid-way between average and high effectiveness. Sixteen states have planned and produced their own slides and this procedure is considered just a little better than average (3.18). The non-profit organization (mainly an educational television station) has been used by eight state associations for preparation of the slides and these states report this procedure as highly effective (4.25).

4. Filmed spots A similar pattern emerges in this section as it did in the previous discussion of preparation of the 2 x 2 slide. The use of the educational television station for preparation of the filmed spot appears to be the

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most effective as determined by 16 state associations who rate this procedure at 4.18 (high). Twenty states indicate the commercial firm or film company is nearly as effective and these states rate this method at 3.75, just one-tenth of a point off from the rating given commercial film companies on preparation of slides. The state associations consider the preparation of filmed spots to be a bit different and somewhat more effectively done by themselves as 21 organizations rate this procedure at 3.30. (vs. 3.18 on slides).

5. Budget All the 26 state associations utilizing the spot announcement as a television activity report some kind of budget for this activity. However, the amounts vary from one state to another and the amount does not necessarily indicate how much is being done or what is being done by any one state association. Because this type of activity is comparatively new to the state associations it is impossible to identify what may be considered as an ideal budget for the preparation of spot announcements. The varying amount set aside for spots by the different state associations are indicated as follows:

<u>Amount</u>	<u>Number of states with that size budget</u>
\$4,000	1
3,000	1
2,500	1
2,000	2
1,500	1
1,000	1
800	1
750	1

<u>Amount</u>	<u>Number of states with that size budget</u>
\$ 700	1
600	1
500	5
400	1
200	2
100	3
	<u>21*</u>

*Other five states report money for slides and filmed spots come from the general public relations budget with nothing authorized specifically for spot announcements.

6. Exposure. One of the most important phases of the discussion on the exposure given the spot announcements is the period during the broadcast day when the spots are actually televised. The 26 state associations reporting use of the spot announcement indicate commercial television stations in their states utilize the spots at anytime during the broadcast day. All states have had spots televised from between 7 a.m. and 12 mid-night. The majority of exposures come during peak audience hours (5 p.m. to 10 p.m.) because this time is generally sold out to sponsors. Exposure is generally good after the 10 p.m. hour with greater frequency of showings coming between 11 p.m. and 12 p.m.

State associations using the spot announcement technique report a 3.53 rating when asked how many stations in the state are using the spots. The 3.53 rating indicates an area between "some" and the "majority" of channels in the states using spot announcements.¹⁹ This figure is significantly

¹⁹In this case the scale would be: 1-none; 2-few; 3-some; 4-majority; and 5-all.



higher than the data reported by states in the "Films" and "Live" sections of this chapter. Live programs are used by 2.63 stations (a few stations) and filmed programs are used by 3.15 stations (some).

When asked how many times the spot announcements were used by commercial TV stations, the 26 reporting states evaluated this area at 3.61 effectiveness. This means the frequency of exposures for spots was better than average, nearing the rating of a high number of exposures.

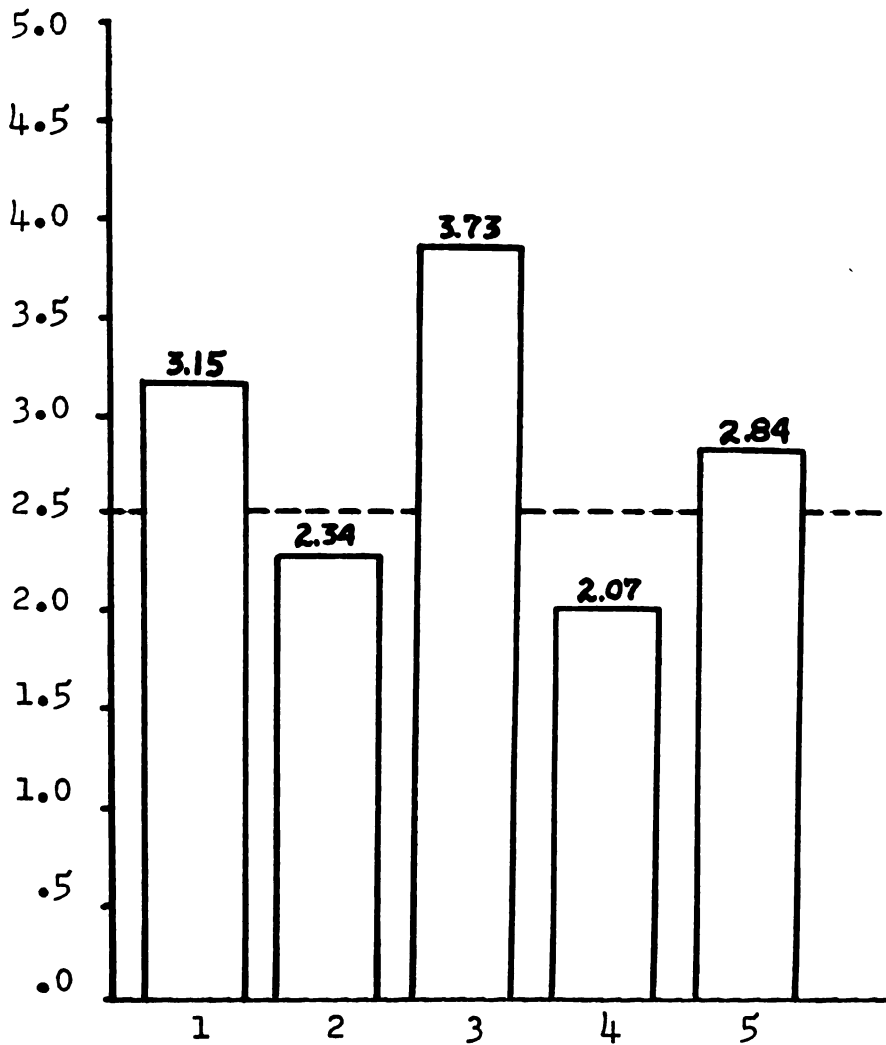
Another important factor in the utilization of the spot announcement is the length of its usefulness, or does it retain any timeliness. The state associations expressed a 2.91 rating in this category which is just about an average rating. This would imply that the spot announcements are getting used as long as could be hoped for by either the state associations or the commercial TV station. The normal effective life-time of a spot announcement is 90 days.

7. Results of spot announcements. The pattern which has emerged in previous sections of this chapter dealing with results of filmed and live presentations continues here. The commercial TV stations give the spot announcements a high rating (3.73) while the state association staff members indicate a low rating of effectiveness at 2.07 and 2.34 respectively. The public response to the over-all effectiveness of the spot announcements, as reported by the 26 state

associations, is 3.15 (better than average). This wide variance in the evaluation of effectiveness is explained by John Cox, NEA television coordinator, in Chapter V. When asked the measure the effectiveness of the spot announcement in relation to the total cost of the project, the 26 state associations indicated a 2.84 rating, not quite average. On the basis of the number of states reporting to this inquiry, it would be reasonable to classify their evaluation as "average." Chart 10 illustrates the wide variance in comparative effectiveness of spots as weighed by the public, the membership, state staffs and commercial TV stations.

8. What did spots do for the Association? A trend has developed in response to this question after data has been presented in the first two sections of this chapter, "Films" and "Live" presentations. Again the membership response or evaluation of the effectiveness of the spot announcements is low and is consistent with ratings presented in the discussion of films and live programs. Membership rating of the spots is very poor at 1.68 effectiveness. (Membership rating of live programs was 1.69). As an aid to inform the public, the spot announcement received a better-than-average rating of 3.53 which, too, is a part of an emerging pattern. When asked to evaluate how effective the spot is in improving their public relations program, the 26 reporting states weighed it at 3.33 (a little over average rating.) This

Chart 10
RESULTS OF SPOT ANNOUNCEMENTS



(26 states responding in all cases)

KEY: 1 Public response
2 Membership response
3 TV stations response
4 Association staff response
5 Effectiveness of spots in relation to cost

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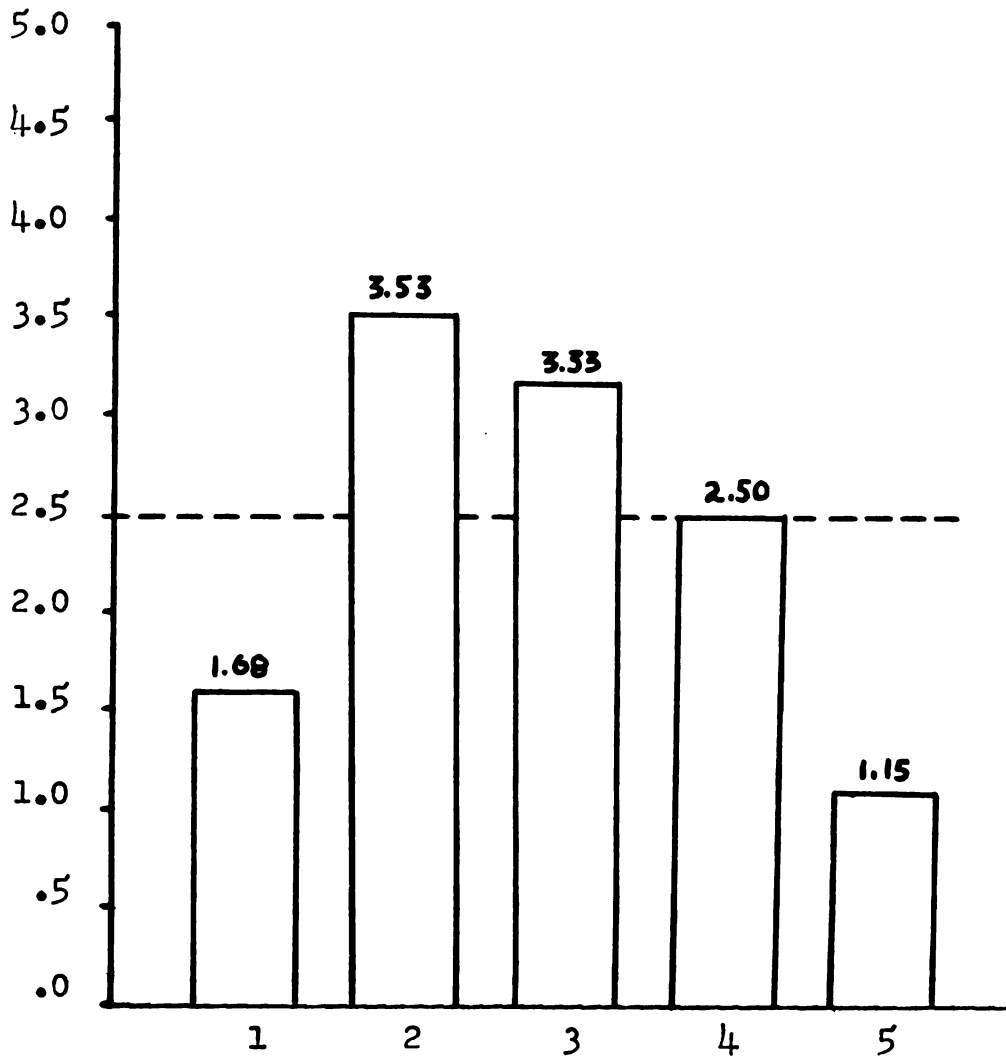
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response continues the pattern. Major variance in response to this question in how the spot helps to improve the status of the state association. In the previous sections, the states' evaluation of effectiveness was better-than-average but in the spot announcement category they rated it at 2.50, or poor. When asked if the spot announcement helped to stimulate action by local associations (on the issue presented in the spot) the state associations measured its effectiveness at 1.15 (very poor). Chart 11 illustrates the variances in evaluation of effectiveness on what the spot did for the state association.

Chart 11

WHAT SPOT ANNOUNCEMENTS DID FOR STATE ASSOCIATIONS



(26 state associations responding in all cases)

KEY: 1 Help to increase membership?
2 Aid in goal to inform public?
3 Improve public relations program?
4 Improve status of state association?
5 Did the spots stimulate local association action?



National Education Association Series

"The School Story"

Use of the National Education Association's annual filmed series, "The School Story," is the second most used television activity by the state education associations. The NEA makes available to the states this 13-week filmed series at no cost and with little effort needed on the part of the state associations. It is entirely possible that a state association can get credit for participating in the NEA series yet not doing anything to assist in getting the series on the air. This is explained by the fact that the NEA, when requested, will arrange for and book the series on any television station regardless of its location. Four states report having let the NEA do the booking for them.

In the majority of cases, however, the state associations (22) handled the promotion, correspondence and booking of the NEA series. Eight associations indicated they handled the booking but did not visit the state TV channels to do so. Booking was done by correspondence.

The NEA began this service to state associations in 1960-61. The national organization handled the complete production of the filmed series, which cost \$200,000. The sole purpose of the project was created, according to the NEA, for states that had never before participated in some form of television activity. To tie-in

the relationship between state and national, the NEA put appropriate state credits on each of the films. To facilitate distribution of the series, the NEA engaged the Modern Talking Pictures Company of Chicago, Illinois, to make duplicate prints of each film and to distribute them across the country.²⁰ During the 1961-62 series, the NEA had its films televised in 378 commercial TV outlets in the United States and Canada.²¹

By developing and making available such a project the NEA was able to increase state association participation in television from 18 per cent (9 states) to 68 per cent (34 states). The NEA estimates that by the time the 1962-63 series is ready for distribution some 40 states will be using "The School Story." Exposure to such educational films has reached a significant figure after two years of activity in this area. The NEA reports more than 40 million Americans have seen at least one of the films in the filmed series.²²

The NEA series is an important contribution to the state association program of service. Because of the cost factor and production requirements, relatively few of the

²⁰ Credits would read, "Produced by the Michigan Education Association and the National Education Association."

²¹ In a report by the NEA's Division of Public Relations dated June, 1961. Furnished by Roy K. Wilson, director.

²² Ibid.

state associations could undertake such a project. Only Michigan, California and New Jersey have done some work in filmed series. Michigan was the first to originate and distribute a state-wide television network. In 1959-60 the Michigan Education Association produced and distributed 20 one-half films on 14 of the state's 16 television outlets. During the 1960-61 school year, the same association produced and distributed a 13-week series. California and New Jersey produced and distributed films on an individual basis and did not develop a state-wide network.

1. Planning. Planning for the National Education Association's filmed series, "The School Story," was begun in advance by all 34 participating state associations. Such planning would vary from complete effort by a state association to merely a letter from a state association to the NEA authorizing them to book the series on TV channels in that particular state. The 34 reporting associations indicate that the advanced planning was highly effective (4.05) which would point to the value of an ample preparation period.

Three possible avenues were open to the state association for booking the NEA series: (1) visit each station and book the series, (2) write the stations and book by correspondence, or (3) let the NEA handle booking the series. Twenty-two (22) state associations sent personnel into the field to visit each station and arrange for booking of the

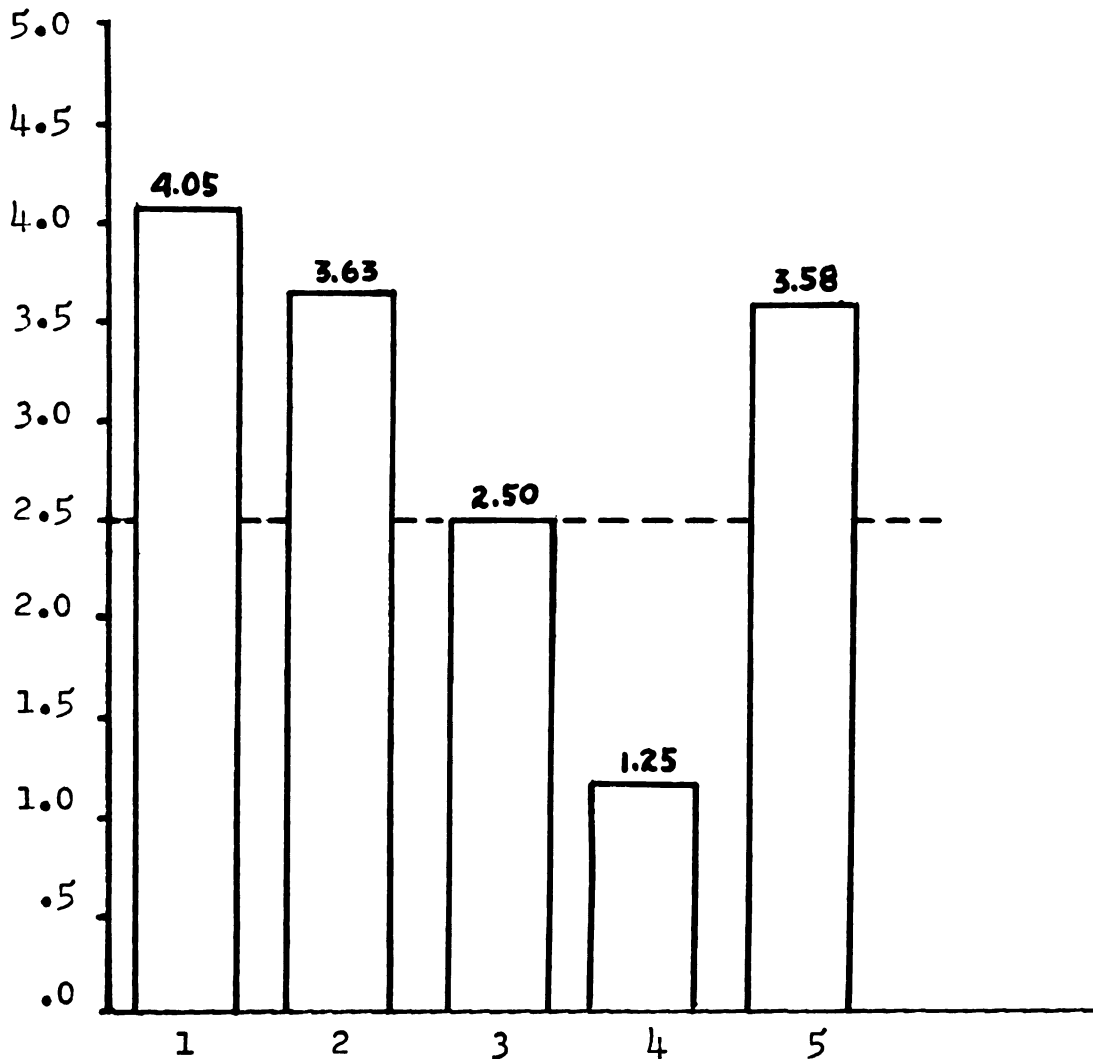
series. These state organizations weighed the effectiveness of this approach at 3.63, or fairly high. Eight state associations attempted to book the NEA series by correspondence and they indicated the effectiveness of this method at 2.50, or poor. Four associations turned over the booking process to the NEA and subsequently rated this method at 1.25, or very poor. All 34 state associations later followed up on the series by checking with the TV stations running the series and evaluated this procedure at 3.58, mid-way between average and high effectiveness. Chart 12 illustrates the comparative effectiveness of the different methods for booking the NEA series.

12. Exposure. The pattern established earlier concerning the effectiveness of exposure of films and live presentations does not follow in this section. The evaluation of air time and day of week given to the NEA series by the 34 state associations is significantly higher than similar ratings given the air time and day of week for films and live presentations. The NEA series received a rating of 3.58 by the 34 associations which indicates that nearly the majority of available TV channels in the states carried the project. Effectiveness ratings given this same category in the film section was 2.69; and 2.75 in the live section.

The number of stations using the NEA series compared to the number televising state association films and live



Chart 12
VARIANCES IN EFFECTIVENESS OF PLANNING
FOR THE NEA SERIES



(34 state associations responding in all cases)

KEY: 1 Planning begun in advance
2 State association visited TV stations and booked the series
3 Association booked by correspondence
4 NEA booked the series by correspondence
5 State associations followed upon series to check how its running



program also varies. The 34 state associations reported that 3.46 TV stations were using the NEA series (nearly a majority of all available channels) while comparable ratings in film and live program utilization were 3.15 and 2.63 respectively.²³

The 34 state associations using the NEA series were asked to evaluate the value of the filmed project. This evaluation involved only how the state associations felt about the series, not taking into account such items as: number of stations using the series, various air times and days of week televised or public response to the films. Rather, this rating is designed to determine the association's own evaluation of the series. The 34 state associations using the NEA series recorded a 4.02 evaluation or rating of effectiveness. This is a "high" rating.

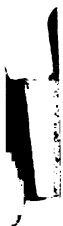
3. Content of Series. The 34 state associations were asked to determine the general effectiveness of the content in the 30-minute films. Based on the fact that the association staff members are professional educators, and such are experts in their field, they should be able to weigh accurately the effectiveness of the story content. The rating given the content of the NEA series was 3.64, or mid-way between average and high. The association staff members also

²³In this case the scale would be: 1-none; 2-few; 3-some; 4-majority; and 5-all.

were asked to evaluate the effectiveness of the films' story line, or plot. The rating given this category was 3.10, or slightly better than average. Final question in this section on "Content" was to determine the associations' evaluation of the effectiveness of the acting in the NEA filmed series. The 34 responding states weighed the acting in the films at 2.50, or less-than-average and more nearer to poor. The combined average of the effectiveness ratings given these three categories by the state associations is 3.08. In other words, the states using the NEA filmed series rate the over-all content at average effectiveness.

4. Results of the NEA Series

Only one minor variation occurs in this section which otherwise would continue the pattern created in the three previous similar sections in films, live presentations and spot announcements. The 34 reporting state associations reveal a somewhat higher public response (3.05) the effectiveness of the NEA series than to films (2.82) and live programs (2.63). Public evaluation of effectiveness of spot announcements was highest of any of the four categories at 3.15. The other three sources for responses to the results of the NEA series, the membership, TV stations and state associations staff members, remained in the same pattern as in the previous discussions of films, live presentations and spot announcements. Membership evaluation of the resulting



effectiveness of the NEA series was 3.15; commercial television stations' weighed analysis was 3.64; and state association staff members rating at 2.67. Chart 13 illustrates the variance in this section.

5. Total effectiveness of the NEA series

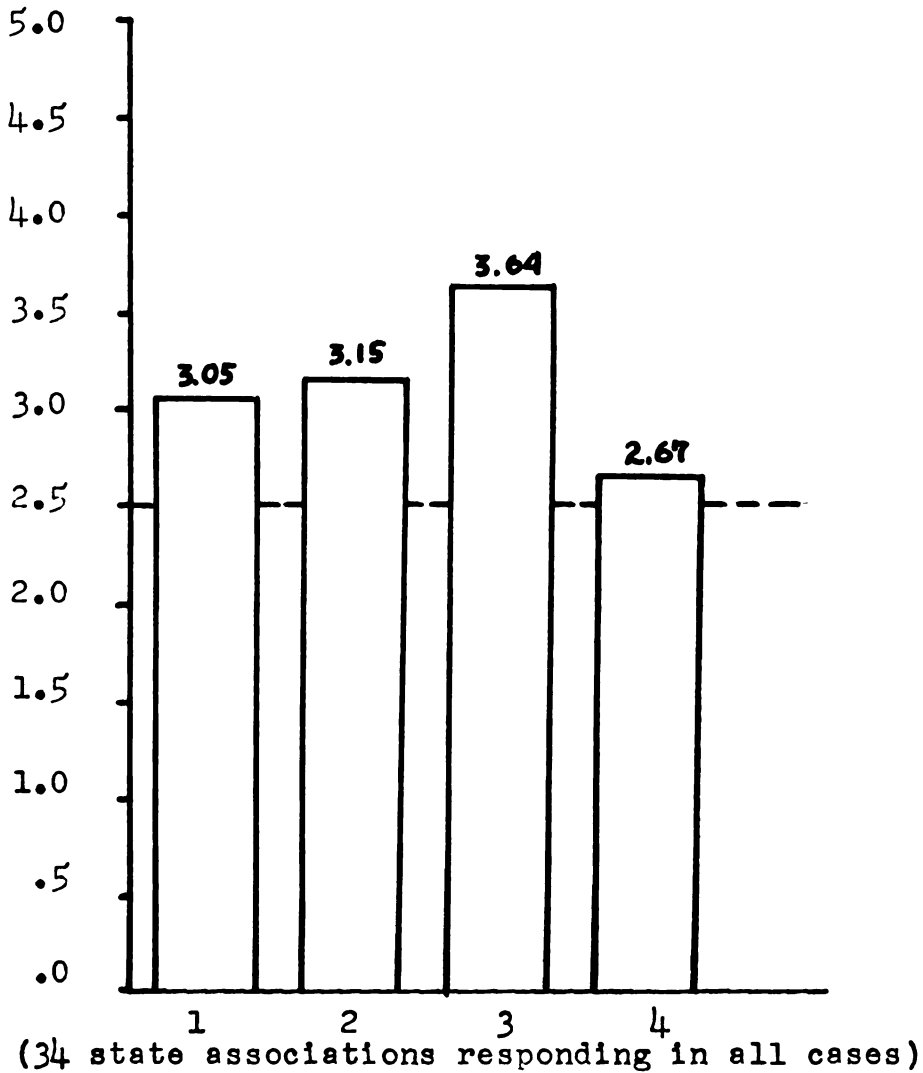
The final item on the questionnaire in this study was designed to identify a composite analysis of the 34 state associations' rating on the total effectiveness of the NEA series. Included in the evaluation of this point were all the factors contributing to or hindering the effectiveness of the filmed series. This would involve consideration of all the ratings recorded by the state associations in the four previous sections of this discussion on the NEA series.

The 34 state associations using the NEA series evaluated the effectiveness of the series and the composite figure was a rating of 3.35, or better-than-average.

Average Effectiveness

By totaling all the individual sub points within each of the four major sections of this chapter and dividing by the number of sub points an over-all average can be determined. This would be a composite analysis of the effectiveness of (1) films, (2) live programs, (3) spot announcements and (4) NEA series as determined by the reporting state associations. The results of such computation are: (In the order

Chart 13
RESULTS OF THE NEA SERIES



KEY 1 Public response
2 Membership response
3 TV stations response
4 State association staff members response



of effectiveness)

1	NEA filmed series	3.35
2	Films	3.19
3	Spot announcements	3.16
4	Live presentations	3.15

CHAPTER V

INTERPRETATION OF THE DATA

The purpose of this chapter is to collate and analyze selected data presented in Chapters III and IV. A collection of information regarding the evaluation of the effectiveness of television as weighed by the state education associations provides a group of facts which need to be related to other data and to each other in order to complete the analysis stated in the problem of this study.¹

This chapter will be divided into two parts. Part I is concerned with the interpretation of the data presented in Chapter III from the first section of the questionnaire which deals with the nature and extent of television activities within the 50 state associations. Part II is concerned with the interpretation of the data presented in Chapter IV which covers the second section of the questionnaire. Included in the interpretation of the data on the ideal program of television activity as evaluated by the state associations are the four major areas: (1) filmed presentations, (2) live presentations, (3) spot announcements, and (4) the National Education Association filmed series, "The School Story."

¹The statement of the problem is presented in Chapter I, page 11.

PART I

This part of Chapter V is concerned with the interpretation of the data presented on the nature and extent of television activities within the 50 state associations in Chapter III. Collection of the data on the nature and extent of television activities in state associations was accomplished through the first section of the questionnaire.² (Appendix A.) The data collected from the first section of the questionnaire and presented in Chapter III reveals the attitudes of the state associations toward television and clarifies the scope of experience of the associations. The information is necessary in order to identify the factors of experience, policy and philosophy relative to the state associations' influence on, and relationship to, the evaluation of the effectiveness of television as used by the state associations.³

Explanation of Association Policy
on the Use of Television

The interest of most state associations in television is reflected in the discussion of whether or not the state groups have a formal, written policy on the utilization of

²The method of information gathering and collecting is discussed in Chapter I, page 13.

³The justification for this procedure is discussed in Chapter III, page 64, and in Chapter I, page 7-10.

television. Only three state associations, Michigan, New Jersey and California, have a formal policy on television. The remaining 47 state associations operate in varying degrees of television activity without a formal statement on what they hope to accomplish through such activity. On this point, John Cox, Television Coordinator for the NEA, stated:⁴

I would encourage state association officials to draft and adopt a formal policy on television.... failure to do so would indicate to me, at least, a lack of interest in television.

It would appear that the primary reason for the state associations not adopting a formal, written policy on television is that the state groups have not entered into a full-scale program of television activity. Of the 50 state associations, 35 have participated in some form of television activity sponsored by other educational or non-educational groups; 15 state associations have not participated in any way in television. Information revealed on this subject in Part II of this chapter points out that only 10 state associations allocate money specifically for television; substantiating the statement by John Cox above.⁵ It seems, therefore, that the lack of self-initiated television

⁴In a speech delivered at a conference of public relations directors and television coordinators in Ocean City, New Jersey, June 21, 1961.

⁵For a complete discussion on this point see page 148 of this chapter.

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activity tends to delay state association adoption of a formal policy on television, although absence of a policy does not necessarily curtail state association activity in television in general.

The 35 state associations active in some form of television sponsored by another educational or non-educational agency (including the 10 associations with a formal policy and program of television), make their most frequent appearances on locally conceived programs as guests or resource persons. Concentrated activity also is reported in the areas of (a) serving as consultants for television productions, and (b) participating in debates, panels or discussion programs. Such activity is available to the state associations without a great deal of preparation or expenditure of time and money for development of television. Continued access to guest appearances on local television programs will hinder state association expansion of the medium of television.

Explanation of Association Philosophy on the Use of Television

Investigation of the philosophies held by the state associations on television tends to indicate a keener awareness by those groups of television's potential than the previous discussion of "policy." The state associations apparently recognize the value of television as a mass communications medium but, at the same time, explain why

development of television activity has been slow. The 35 state associations active in some form of television activity sponsored by other agencies cite eight (8) key reasons why they are participating in television. Twenty-five associations agreed that the main objective for television activity was to develop public interest and understanding of education. The second most frequently checked objective was to gain greater public support of education. Both objectives have been achieved with varying degrees of success by those agencies which have used educational and/or commercial television facilities.⁶ Such unity on the part of a majority of the state associations would indicate a sound understanding of the value and potential in television.

It is reasonable to presume, on the basis of the data collected, that more state associations would be actively supporting their own program of television if they could. It has already been established that television is still comparatively new to even the commercial television industry and that this lack of familiarity by pioneers in the field has discouraged whole-sale development.⁷ Some state associations have been able to provide for some kind of

⁶ETV. A special report by the Ford Foundation and the Association for the Advancement of Education, New York City, 1961.

⁷See Chapter II, page 35.

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television activity. Others have not been able to for varying reasons. Twenty-one state associations report a lack of development in the field of television because of inadequate budgets. Many of these state units have small membership and operate on a restricted budget.⁸ Only the larger, wealthier states have been able to branch out into television shortly after its acceptance in the commercial industry. The remaining 14 states that have participated in some way in television charge off slow development to a lack of interest by some members of the organization, a lack of understanding of television, a small staff or to the fact that there are no available television stations. The 15 state associations not active in any way in television give no reasons for lack of activity in television. It would appear, however, upon examination of those 15 states that their reasons for lack of activity would be similar to those 14 who reported inability to develop a program of television. Such items would be: budget, lack of interest, no available staff member to handle television, geographical reasons or lack of available television facilities.

Rank of Importance of Television
in the Association Program

Television has impact and realism, is welcomed into the

⁸NEA Handbook, Published by the National Education Association, Washington 6, D. C., 1961, page 10.

home, and is readily available as a publicity medium for the practitioners who will take the time and trouble to learn how to use it.⁹ Educational television audiences increase daily and will double in the next decade.¹⁰ The 50 state education associations are aware of these facts and express concern about the future development of television within their respective programs. Yet, in 1961, the rank of importance given television by the state associations is below average. (2.84) Conflicting views were stated by the executive secretaries of the state associations on the importance of television. One faction stated:¹¹

Television is developing rapidly in our associations' program. In time it will become an integral part of the organizations' activity. It is an avenue of communication we must explore.

Another faction, however, had this to say about the importance of television in the association program:¹²

Television will never become an important part of the Associations' program because it is not a direct, tangible service to the membership. They want a direct return on their dues investment and TV doesn't deliver.

⁹Gordon McCloskey. Education and Public Understanding. New York: Harper and Brothers, 1959, p. 446.

¹⁰Teaching by Television. A report from the Ford Foundation and the Fund for the Advancement of Education. New York, 1959, p. 7.

¹¹Statement made by a group of executive secretaries at a meeting of state association staff members in Ocean City, N.J., June, 1961.

¹²Ibid.



It should be noted that 13 states consider television important or very important. This conforms closely to the fact that 10 associations support an active program of television activity. In fact, the 10 associations active in television are among the 13 states that ranked the importance of television as greater than average. On the other hand, 19 state associations ranked television not important or of some importance. This parallels significantly the figure of 15 associations not active in any way in television. It is possible to conclude, therefore, that the over-all degree of activity by a state unit in television determines the rank of importance given television.

Self-Evaluation of the Previous Use of Television

The fact that a state association is active or inactive in self-initiated program of television activity has little bearing on the associations' ability to determine successful or unsuccessful areas of television participation. The effectiveness of a particular area of television activity is another problem to consider and is discussed in Part II of this chapter. The significant factor at this point is that the state associations have indicated some apparently successful areas of television which are consistent with those areas established by the panel of experts as an ideal program

of television activity for state associations.¹³ Many of the executive secretaries have indicated an awareness of the areas of television activity that have appeared to be successful but they desire to find a way to measure the effectiveness of the activity. The consistency in the utilization of particular television activity would tend to establish a pattern of those considered successful.

Of the 35 state associations reporting some form of television activity, 80 per cent (28) consider the special program, either live or film, to be successful. Fifty-four per cent (19) expressed the feeling that the spot announcement is a successful television activity. Forty per cent (14) felt the NEA's film series, "The School Story," successful. In most cases a state association checked more than one area as successful which would account for a total greater than 35. The over-all response to this category copies significantly the ideal program of television activity created by the panel of experts. The panel selected these four areas as ideal for state associations: (1) films, (2) live programs, (3) spot announcements, and (4) the NEA filmed series. It would seem, therefore, that there is common agreement among the state associations on what appears

¹³See discussion of this point in Chapter II, page 50.

1. The first part of the document is a list of the names of the persons who were present at the meeting. The names are listed in alphabetical order.

2. The second part of the document is a list of the topics that were discussed at the meeting. The topics are listed in alphabetical order.

3. The third part of the document is a list of the actions that were taken at the meeting. The actions are listed in alphabetical order.

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6. The sixth part of the document is a list of the conclusions that were reached at the meeting. The conclusions are listed in alphabetical order.

7. The seventh part of the document is a list of the actions that are to be taken as a result of the meeting. The actions are listed in alphabetical order.

8. The eighth part of the document is a list of the persons who are responsible for carrying out the actions. The persons are listed in alphabetical order.

to be a successful program of television activity. It remains to be seen how effective the areas are as evaluated by the state associations.

The 35 state associations active in some form of television activity consistently reported three areas which appeared to be unsuccessful. They are: (1) a regular series of programs produced by the state association, (2) odd-length spot announcements (2-4½ minutes), and (3) discussion and panel programs.

Four state associations that tried the regular series of live programs indicated the project did not accomplish the intended goals. Reasons attributed to lack of success were: (a) amateurishly done, (b) not televised at a good time, and (c) not consistent or reliable.¹⁴ Spot announcements more than one-minute in length have gone out of use except in one-station markets. There is a general lack of appeal for the spot which approaches "feature-length" program style.¹⁵ Discussion and panel shows have been all but forgotten by commercial and educational television interests except for a select few which have retained a high rating.

¹⁴Report by Michigan, Minnesota, Pennsylvania and California associations to the author in interviews in Ocean City, N. J., June, 1961. All four states tried the series approach, live and at less desirable air-times.

¹⁵"Selling with Spots," Broadcasting-Telecasting. Washington, D. C., November 17, 1960, p. 56.

1. The first part of the document is a list of the names of the persons who were present at the meeting. The names are listed in alphabetical order.

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5. The fifth part of the document is a list of the recommendations that were made at the meeting. The recommendations are listed in alphabetical order.

6. The sixth part of the document is a list of the conclusions that were reached at the meeting. The conclusions are listed in alphabetical order.

7. The seventh part of the document is a list of the resolutions that were adopted at the meeting. The resolutions are listed in alphabetical order.

8. The eighth part of the document is a list of the minutes that were taken at the meeting. The minutes are listed in alphabetical order.

9. The ninth part of the document is a list of the reports that were made at the meeting. The reports are listed in alphabetical order.

10. The tenth part of the document is a list of the statements that were made at the meeting. The statements are listed in alphabetical order.

11. The eleventh part of the document is a list of the questions that were asked at the meeting. The questions are listed in alphabetical order.

12. The twelfth part of the document is a list of the answers that were given at the meeting. The answers are listed in alphabetical order.

(Such as "Meet the Press.") Most local television affiliates have discarded the discussion or panel type program because of limited public appeal.¹⁶ It is possible to conclude, then, that the state associations, regardless of the degree of television activity, have recognized the diminishing interest in the panel or discussion program.

Through 1961 the state associations had not used any coordinated, comprehensive system of evaluation for checking on the value of television activities.¹⁷ Only 34 per cent (17) of the state associations used some form of evaluation; the remaining 33 states (66 per cent) reported no method of evaluation whatsoever. Colbert Cushing, Director of Public Relations for the Colorado Education Association, stated on this point:¹⁸

If some of the states did try to evaluate what they're doing in television chances are it's spasmodic and uncoordinated. In Colorado we haven't found a method yet that we can use.

Of the 17 states utilizing some form of evaluation, 88 per cent (15) indicated a most commonly practiced procedure

¹⁶"Death of the Panel," New York Times, April 23, 1960, p. 46.

¹⁷Survey completed by the National Education Association, in cooperation with the Michigan Education Association, January 1960. Unpublished and on file at NEA Headquarters, Washington, D. C.

¹⁸A statement to the author in an interview during a conference of public relations directors in Ocean City, N. J., June, 1961.

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of soliciting comments from membership, staff personnel and the public. However, this is an unacceptable procedure for authentic evaluation because it is (1) biased on behalf of the comments received from persons associated with the organization, and (2) the reports from the public do not represent a suitable representation of the total population.¹⁹ It would seem, then, that any current evaluation by the 17 states is superficial and satisfies a desire for internal examination by the staff and membership of the particular organizations.

The state associations are definitely aware of the need for accurate and acceptable evaluation of their television activities. While they may not necessarily be using the methods, the state associations have recommended three principle means for effective evaluation: (1) use of commercial polling firms, (2) public opinion polls, and (3) questionnaires distributed and supervised by a central agency. These suggestions represent the recommended procedures of the National School Public Relations Associations on the subject.²⁰ It must be pointed out, however, that to be effective, evaluation of the state association television activity must be concerned with a program familiar to all

¹⁹"Feel Their Pulse: Guide to School Opinion Polling." Washington, D. C.: National School Public Relations Association, 1956.

²⁰Ibid.



participating states. Evaluation can not be done effectively when the areas of television activity vary so greatly from one source to another, in this case from one association to another.²¹ This fact helped point to the need for creation of an ideal program of television activity which could be evaluated in this study.

Seven state associations are carrying out some form of on-going evaluation of television activities. Only two, North Carolina and Pennsylvania, have used methods acceptable in terms of an accurate, responsible evaluation.²² The two states have used a research project coordinated by a commercial opinion polling agency and a state-wide public opinion poll conducted by a state research agency.

State Association Activity in Television

Seventy per cent (35) of the 50 state associations have participated in some form of television activity. The remaining 30 per cent (15) of the state associations reported no activity in television. Out of the total of 35 state associations active in television, 29 (58 per cent) reported having a public relations budget. This figure would indicate that those state associations with a public relations

²¹patten, Mildred. Surveys, Polls, and Samples. New York: Harper and Brothers, 1950, p. 158.

²²"Feel Their Pulse: Guide to School Opinion Polling," op. cit., p. 19.

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budget would be more apt to participate in television than those state associations without a public relations budget. The point is even more significant on the basis that only five of the 15 states reporting no activity in television have public relations budgets. Then four of the five allocate less than \$2,000 per year to public relations. Only Arkansas, which appropriates \$15,000 to public relations, operates a program equal to those states with large public relations budgets and that are active in television.

The interest of state associations in television, to date, is revealed by the fact that only 10 of the state units allocate money specifically to television. Of this 20 per cent, only two appropriate enough money to conduct any kind of comprehensive television activity.²³ They are: Michigan (\$15,000) and California (\$13,000). The remaining eight state associations appropriate less than \$7,000 per year for television activity.

PART II

This part of Chapter V is concerned with the interpretation of the data on the analysis of television activity within state associations presented in Chapter IV. Collection of information and gathering of data was accomplished

²³Griswold, Glenn. Your Public Relations. New York: Funk and Wagnalls Company, 1954, Chapter 24.

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through the second section of the questionnaire.²⁴ (Appendix A.) Data presented in Chapter IV identifies the state associations' evaluation of the effectiveness of the four major areas of television considered an ideal program of television activity by a panel of experts.²⁵

Filmed Presentations

Of the 35 state associations active in television, 56 per cent (28) have participated in the preparation and distribution of films. The 28 state associations have taken advantage of the flexibility and potential of film for use on television. Knowledgeable use of 16 mm film provides an educational organization one of the most reliable communications avenues to the general public.²⁶ Evaluation of the effectiveness of filmed presentations as used by the state associations covered the following areas: (1) planning, (2) production, (3) methods of approach, (4) exposure given the films, (5) results of the films, and (6) what the films did for the associations. The interpretation of the evaluation follows.

1. Planning State associations prefer the group process in planning for filmed presentations and indicate the need for

²⁴The method of information gathering and collecting is discussed in Chapter I, page 13.

²⁵The creation of the ideal program of television activity by the panel of experts is discussed in Chapter I, p. 15.

²⁶Gloria Waldon. "Information Through Film," Public Relations Journal, 5:8-12, 30-31, August, 1959.

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ample planning periods. The associations rate the group, long-range planning more effective than that done by an individual on the spur of the moment. Comparative ratings were 3.21 to 2.82, respectively. On this point, Kindred states:²⁷

The schedule of telecasts for the year should be planned for well in advance. It should be developed by the person in charge of public relations, assisted by staff members assigned to television work and by special committees during a sufficient planning period.

There seems to be a significant difference between the 3.21 rating and the 2.82 rating to conclude that the state associations consider the group process with long-range planning to be the most effective.

2. Production The majority of state associations using filmed presentations favor preparation and production of scripts by commercial film companies. Executive secretaries indicated that lack of adequate facilities, equipment and experienced staff personnel prevented the associations from preparing their own films. Production of films by commercial film companies was rated at 3.46 (well above average) compared to a 3.04 given production of films by state associations. However, the highest rating was given by seven states to production of films by a non-profit organization, such as an educational television station. The rating given

²⁷ Leslie W. Kindred. School Public Relations. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1957, p. 261.

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this method of production was 3.49, three-tenths of a point higher than the rating given commercial film companies. The state associations concluded that, in most cases, films should be scripted and produced by commercial companies, or by an educational television if it is available and equipped to do so. While the cost would be substantially higher to have the film prepared by a commercial company it appears the associations favor such investment to insure a professional production.²⁸

3. Methods of Approach

For a filmed presentation the state associations evaluate the dramatic, news report and documentary methods the most effective. This is in keeping with a trend established in the commercial television industry. There appears to be waning public interest in the discussion, speech or role playing techniques.²⁹ However, to capitalize on these effective techniques the state associations must be prepared to pay more for the initial production of the films and to spend more time in research and preparation of scripts. The dramatic, documentary and news report require thoroughly written scripts with careful attention to detail. Most executive secretaries that report previous experience in

²⁸ Public Relations Handbook. Published by the National Education Association, Washington, D. C., 1960.

²⁹ TV Guide, May 18, 1961, p. 4.

1. The first part of the report deals with the general situation of the country and the position of the various groups of the population. It is a very interesting and valuable contribution to the knowledge of the country and its people. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well written and is a valuable contribution to the knowledge of the country and its people.

2. The second part of the report deals with the economic situation of the country. It is a very interesting and valuable contribution to the knowledge of the country and its people. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well written and is a valuable contribution to the knowledge of the country and its people.

3. The third part of the report deals with the social situation of the country. It is a very interesting and valuable contribution to the knowledge of the country and its people. The author has done a great deal of research and has gathered a wealth of material which is presented in a clear and concise manner. The report is well written and is a valuable contribution to the knowledge of the country and its people.

filmed presentations apparently are prepared to make the financial sacrifice for quality programs.

4. Exposure State associations received the same response from most commercial television stations on the request for air time as other non-commercial interests. The general lack of concern by commercial broadcasters to the needs of education is reflected in the air times they have allocated to educational programs.³⁰ The state units using filmed presentations evaluated the air time given them by commercial stations at 2.69 or poor. This rating is a result of having unappealing air time set aside for associations films. The continued "side-tracking" of educational films has generated a trend of activity among educators designed to cover three areas: (1) continue to impress broadcasters of the need for airing public service programs at prime time periods, (2) budget association money for the purchase of prime television time, and (3) televize the films, when and where possible, on educational television stations.

In addition to receiving poor air time for their films, the state associations found the cooperation of commercial stations on the initial request to televize the films just average. Less than half of the state associations utilizing

³⁰James B. Tintera, "An Analysis of the Administration of Educational Television in Institutions of Higher Education." (An unpublished doctoral dissertation) Michigan State University, 1955.



the filmed presentation received cooperation from more than just a few of the available stations in their respective states. Six states could not book their films on any of the stations in their state. It would appear that state associations should turn their attention to arranging for more desirable air time for their films whether it involves producing better films, buying air time or winning the confidence of the commercial broadcasters.

5. Results of Films The evaluation of the effectiveness of the filmed presentations identifies some significant factors. Out of the four groups measuring the effectiveness of films (1-public, 2-membership, 3-staff personnel and 4-TV stations), the highest rating (3.98) was given to the films by the television stations airing the programs. The filmed presentations were considered far less effective by association staff members (2.57) and members (3.10). This unusually large variance can be attributed to the fact that many association staff personnel were not able to see the films and, consequently, could not evaluate their effectiveness. The general public, on the other hand, gave the films a 2.82 rating. Executive secretaries expressed the feeling that this rating was due primarily to two factors: (1) the films were televised at poor times, and (2) there is a general disinterest by the public in educational films. Those factors notwithstanding, the associations should pay attention to



the significantly high rating given their films by the television stations. This is an indication the films are of good quality and have the potential to accomplish the job for which they were intended. The total success of the films, then, would be incumbent upon the administrative and organizational efforts of the state associations.

6. What the films accomplish for the Associations The state associations evaluate television as an aid to informing the public the most effectively accomplished through the use of the medium. The state units place little value in the filmed presentation as a means of increasing membership. This fact is not surprising for, in general, the films are not produced to solicit membership. Membership campaigns are conducted within the internal organization of the association and not through a medium accessible to the general public. The films accomplish precisely what they are intended for: (1) to inform the public, and (2) to make the state association look better in the eyes of the public. Sufficiently high ratings were given to these purposes by the state associations using films which would indicate acceptance of the film method by the associations with a prediction of even greater use of films in the future.³¹

³¹Annual Report. Published by the National Education Association. Washington 6, D. C., 1960.

Live Presentations

All the 35 state associations active in television have participated, at one time or another, in a live television program. This is contrasted to the 28 (56 per cent) state associations that have produced a filmed presentation. The state units would be more apt to participate in a live television program than any other because it requires of the state association less (1) time, (2) money, (3) professional help, and (4) equipment and facilities.

Evaluation of the effectiveness of the live presentations as used by the state associations covered six areas: (1) planning, (2) production, (3) methods of approach, (4) exposure, (5) results of the live programs, and (6) what the live programs did for the associations. Interpretation of the six areas follows:

1. Planning As in the planning of the films,³² the state associations evaluated the group, long-range planning process as more effective than planning by an individual and over a short period of time. The effectiveness rating of 3.46 (average) given the group process and long-range planning procedure by the state associations was the highest given in this category of the four major areas making up the ideal program of television activity. The executive

³²For a discussion of planning for films see page 150 of this chapter.

secretaries have established the need for thorough planning with ample time for pre-planning on each production.

2. Production A significant trend emerges from the study of production techniques as evaluated by the state associations. The most effective procedure for the live presentation production follows the same pattern as in the production of the filmed presentation: that is, having the production done by a commercial firm or television station. Twelve state associations stressed the effectiveness of co-operating with a television station on the production of a live program to the extent that the state association provides representation. The finished product by this method appears to be more professional and appealing.³³ This parallels the trend set in the section on production under filmed presentations where state associations evaluated films as more effective when produced by commercial firms. Most of the state units, 27, have participated in live programs where there is little advanced preparation and the effectiveness rating given the ad lib procedure was average. The conclusion would be that the live programs should be adequately planned and produced by trained, professional television personnel. This fact should not discourage, however, those state associations with experienced television

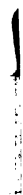
³³"Feel Their Pulse," op. cit., p. 14.



personnel on their staffs who could handle the production if air time is made available.

3. Method of Approach The methods of approach rated as effective for live presentations are consistent with those for filmed presentations. The 35 state associations which have experienced some type of live television presentation evaluate the documentary, dramatic and news report methods as the most effective. The same three techniques were evaluated as most effective for films by the state associations with previous film experience. It is again important to note that this evaluation of effectiveness is in keeping with, and a result of, the trend away from the discussion or panel type show.³⁴ By considering other methods such as: role playing, speech segments, discussion and the ad lib, as less effective the state associations indicate as an interest in the professionally done, expensive television program. Several of the executive secretaries interviewed by the author pointed out that their educational programs must be good enough to compete with commercial shows and if this is to happen the associations must be prepared to spend the necessary money for quality productions. It would be the conclusion, then, that future association activity in "live television" should center around the documentary,

³⁴TV Guide, op. cit., p. 5.



dramatic and news report techniques.

4. Exposure The air time given state association live productions is poor according to the evaluations by the 35 state units. The rating of effectiveness given available air time for the live productions was nearly identical to that given the film presentations, 2.75 to 2.69, respectively. Only those few state associations accessible to an educational television station evaluated the time slots given their programs better than poor. This condition is due, as discussed in the section on films on page 152 in this chapter, to the over-all lack of interest by commercial broadcasters in programs of an educational nature, or the unwillingness to forfeit sponsored programs to public service programming. In either case, it is incumbent upon the state associations to produce programs that are competitive and interesting.³⁵ The state associations also have their efforts stalled by the lack of cooperation by most of the commercial television stations in their states. The majority of state units found it difficult to just get their programs on the air. No more than five state associations indicated a genuine cooperative attitude by stations in their states. The remaining 31 state associations struggled to even get

³⁵Mr. Newton Minow, Commissioner of the FCC, in a speech before a regional meeting of the NAEB, Minneapolis, October 15, 1961.



their programs on the air and then had to produce the programs at times when the audience is at a minimum. It occurred to some of the executive secretaries responding to the instrument for this study that it is the responsibility of the state association to negotiate for (1) air time, and (2) better air time.

Less than 15 per cent of the state associations that have participated in live television productions would favor the recording of such programs for future use. By the rating of effectiveness given this area it would indicate, primarily, that the programs were not worth preserving. Thirteen state associations did indicate it would have been effective to do some of the programs over, but not necessarily on film. It would seem, in most cases, the live program would be of such a nature that it would not be profitable or necessary to film, kinescope or videotape the program for future use. Such live programs are usually on a special current topic and state association participation is, on the whole, restricted to an appearance by one staff member for a portion of the total program. Unless the live production presents a subject that is timeless and would warrant recording, the state associations reveal through their effectiveness rating a desire to do the live productions on a "one-time" basis.

5. Results of live programs Live productions and films appear to get the same reception by the public, state



association membership, state association staff members and the television stations. The first three groups, the public, membership and staff members, have expressed sufficient reaction thus enabling the executive secretaries to evaluate the results of live presentations as average. On the other hand, the television stations broadcasting the programs rate the productions as highly effective. These evaluations are practically similar to the ratings given the results of filmed presentations. On the basis of the associations' re-sponses to this section, it would appear that the low evaluation given the live presentations by the public would be a lack of interest in educational programs; by the membership and the staff members, a lack of opportunity to see the programs. The high evaluation of effectiveness given the live presentations by the television stations reflects an examination of content and production techniques. It would be significant to observe here that state association television activity is directed at two different groups, the public and the membership, yet such emphasis is incompatible because of large variance in size of the groups. It would seem that the associations concentrate on two, but unrelated, purposes.

6. What the live programs did for the Association

The 35 state associations utilizing the live television program rank the effectiveness of such a production as a public

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relations technique better than average. The trend, as seen in the discussion of films on page 154 of this chapter, is toward utilization of television productions by state associations for public relations purposes. Continued low ratings of effectiveness for the television activities as means to increase membership reveal state associations consider the productions as primarily information tools. It seems that the state associations recognize now that television programs, per se, don't pay off in dollars and cents or in membership but rather as an effective way to inform the public of education's problems and progress.³⁶

Spot Announcements

Fewer state associations have used the spot announcement than those state units using the three other major parts of the ideal program of television activity presented in this study. Twenty-six (52 per cent) of the state associations have had experience in the use of the spot announcement; 28 states (56 per cent) have utilized films; 34 states (68 per cent) have used the NEA filmed series; and 35 states (70 per cent) have participated in live productions. Although the spot announcement has been used less by the state associations,

³⁶ John Cox, NEA television coordinator, made particular reference to this point in a speech before the state association staff members in Ocean City, New Jersey, June 20-24, 1961.

it is not considered less effective by the associations.³⁷

Evaluation of the effectiveness of the spot announcement as used by the state associations covered eight areas: (1) planning, (2) production, (3) slides (as a method), (4) filmed spots (as a method), (5) budgets for spot announcements, (6) exposure, (7) results of the spot announcements, and (8) what did the spots do for the associations?

1. Planning The 28 state associations experienced in the use of the spot announcement evaluate preparation of the spots by commercial film companies as more effective than if the spots are produced by the association itself. This fits into the pattern which has already emerged in the previous discussions on filmed presentations and live productions.³⁸ There is a general trend by all the state associations active in television toward production of such activity by commercial film companies. Some of the associations pointed to the fact that spot announcements can be prepared inexpensively by commercial firms with the quality guaranteed to make the spots competitive on the commercial television market. Those state associations equipped to prepare their

³⁷The state associations rank spot announcements as the third most effective television activity; live presentations are ranked fourth. See figures in Chapter IV, page

³⁸For the discussion on film planning see page ; for the discussion on planning for live programs, see page 156 of this chapter.



own spot announcements have found this procedure effective. These particular states caution, however, that production of spot announcements should not be attempted unless proper equipment and trained personnel are available.

2. Production Three types of spot announcements can be used by the state associations: (1) 2 x 2 slide, (2) filmed spot, and (3) slide with station identification. All three types were given better-than-average ratings of effectiveness by the 28 state associations which would indicate any one or all could be used with satisfactory results. The 2 x 2 slide used with the station identification break appears to be the most effective. This can be explained by the fact that television stations are more willing to use a public service announcement at a time which could not be sold for commercial purposes. The half-hour (and frequent quarter-hour) station breaks provide an ideal opportunity to combine the ID with a public service announcement. Such tie-ins also make possible exposure in prime viewing hours whereas other spots used by themselves appear at less desirable times during the broadcast day. In some cases, however, it is impossible to merge a public service announcement with a station identification break. It would seem that the state associations consider the spot announcement as an effective part of any television activity.

3. Slides The slide, because it is easier and less



expensive to prepare, receives the greatest use by the state associations. Those state associations near an educational television facility rank the preparation of slides by those non-profit organizations as highly effective. The highest evaluation of effectiveness (4.25) in this study was recorded on this point. The state associations again ranked the preparation of slides by commercial film companies as very effective, continuing the trend established in earlier sections of this study. Most state associations will utilize the commercial film company for only eight state organizations are near educational television facilities. State units should prepare slides only if they are adequately equipped and staffed by trained personnel, according to the views of the state executive secretaries.

4. Filmed Spots The feelings of the state associations on the effectiveness of filmed spot preparation compares significantly to that on the preparation of slides (above). The state associations consider the production of the filmed spots as most effective when done by educational television stations. Again, the majority of the state organizations evaluated the effectiveness of the commercial film company because they are not near an educational television station. Only two states, New Jersey and California, have prepared their own filmed spot announcements. Such a procedure is possible if the state association is equipped with a motion

picture camera and a trained photographer. Several states have hired a free-lance photographer to produce spot announcements. In the end, those states indicated that if they are going to pay someone to do the spots, it is better to go directly to a commercial film company.

5. Budgets No set pattern emerges in the study of state association budgets for spot announcements. Money is set aside for spot announcements by 21 of the 26 state associations in amounts ranging from \$100 to \$4,000. Because of the flexibility in methods of production of spot announcements, it is difficult to establish what may be considered an ideal budget.³⁹ Quality spot announcements can be prepared for a small amount whereas less effective spots may cost considerably more. No specific figures were recommended by the state associations for a budget but some organizations did stress the need for experimentation by an association on different methods of production before a budget is set.

6. Exposure Any public service television activity is subject to the scheduling whims of the commercial television station. The time that an educational production, for example, is scheduled will depend primarily on whether or not (1) the time can be sold to an advertiser or (2) the audience is larger for another program thus bringing about a shift in

³⁹"The Plight of the Educational TV Program," CTA Journal. Burlingame, California, March, 1961, p. 34-35.

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time by the commercial broadcaster. Spot announcements distributed by the state associations have been subjected to this fate. The majority of associations revealed that the periods of greatest exposure came between 9 a.m. and 4 p.m. Very few state association spot announcements were televised during prime viewing time (5 p.m. to 10 p.m.) thus substantiating the general practice of commercial broadcasters of disrupting any continuity for educational programs.

Spot announcements are used more by commercial television stations than films or live programs. While just some of the channels in various states utilized 30-minute programs, the majority of TV stations worked the state association spot announcements into their broadcast schedule. The state associations found this to be true because the commercial broadcasters can program a 20-second spot announcement much easier than a 30-minute show. In addition, the spot may be televised in a more desirable time slot and receive frequent exposures contrasted to the one-time exposure of a long program.

The frequency of exposure is a prime determinant of the success of a spot announcement. The 26 state associations that have used the spot announcement found it superior to the film or live program because (1) the spot announcement is used more than once, (2) it is televised at more desirable times, and (3) it is, in most cases, timely over a longer period of



time. It should be noted, however, that all four areas within the ideal program of television activity fulfill a definite need and one cannot be considered more effective than another because of the different purposes, according to the state associations involved in television activity.

7. Results of the spot announcements A significant trend has developed from the examination of state association evaluation of the results of television activity. In all three sections studied thus far, films, live programs and spot announcements, high ratings of effectiveness were given the results of the specific television activities by the television station and the general public. Low ratings were indicated by the membership and staff personnel of the state associations. Such a trend is due primarily to the fact that the association affiliated people did not have an opportunity to see the television programs or spots on television. John Cox, NEA Television Coordinator, commented on that point:⁴⁰

State association people work all day and attend meetings at night. They have very little opportunity to watch TV. If you want them to see what the state association is preparing for TV, show it to them at a meeting when they're together. But count on the public for a frank and objective evaluation.

The continued low rating of the effectiveness of state

⁴⁰ In a seminar with public relations directors and television coordinators of state associations in Ocean City, N. J., June 22, 1961.

association television activity by the organization's people should not be misunderstood as a condemnation of the project. Rather, it should be noted that association membership and staff personnel did not have the opportunity to see the programs or spots on the air. The success of the television activity is reflected in the consistent high ratings of effectiveness by the television stations actually broadcasting the associations' projects.

8. What the spot announcements did for the Association

Television activity for the state associations appears to serve a definite function as a public relations medium, but not as a means to implement the internal program of the state associations. The states have singled out the effectiveness of television activity, including spot announcements, as a tool to inform the public but indicate it is nearly ineffective for internal association projects. Because many spot announcements are used during campaigns it was felt by some state associations that the spots would stimulate local association action. The state associations found this was not true and rated the spot announcements' effectiveness as a stimulus for action as very poor. Reasons for this were discussed in the previous section on the "results of spot announcements."

National Education Association Series

"The School Story"

The National Education Association's filmed series, "The School Story," is the second most used television activity by the state associations, next to the live presentation. The 13-week, filmed series is made available at no cost and has been used by as many as 34 state associations. By preparing and distributing the series, the NEA hopes to accomplish what many state associations cannot: get the state associations involved in some form of television activity. The fact that the series was televised on more than 400 commercial TV markets in 1960-61 testifies to the fact that the NEA is nearing its goal.

Evaluation of the effectiveness of the NEA's filmed series covered five areas: (1) planning, (2) exposure, (3) content of the series, (4) results of the NEA series, and (5) total effectiveness of the NEA series.

1. Planning The 34 state associations using the NEA's filmed series preferred to book the series themselves on television stations within their state. The administrative heads of the organizations seemed to feel the personal contact was much more effective than attempting to arrange for the series by mail or through the NEA. The 22 state associations that booked the series themselves recorded better cooperation from the television stations, and the majority



seemed to feel the personal contact was directly responsible for better air times being assigned the series. Particular emphasis also was placed on the need for follow-up by the state associations after the series went on the air. Such activity was a public relations technique designed to maintain a working relationship with the commercial stations.

2. Exposure The NEA's filmed series received greater exposure on commercial television stations than did the three other major portions of the ideal program of television activity. The difference in the evaluation of effectiveness relative to the exposure of the series was significant enough to prompt executive secretaries to consider reasons why the NEA series was better received. Analysis of the fact affirmed previously held beliefs that if educational agencies make available quality television programs to stations they will be televised and at desirable air times.⁴¹ The NEA series was a high-budget, quality project that appealed to a cross-section of the viewing audience. State associations found the series practical and effective to use. The executive secretaries were favorable toward such factors as the series being done by another agency and distributed to television stations by a professional booking firm but with the state education association credits attached to the

⁴¹Annual Report. Published by the National Education Association, 1201 16th St. N.W., Washington 6, D. C., 1961.

opening and closing segments of each film. It seems the associations are becoming more interested in the NEA films and, except for only a few state associations, production of all films by another agency.

3. Content of the series The content, plot and acting in the NEA filmed series received a rating of average effectiveness by the 34 state associations. Content received a high evaluation which would seem to indicate a general satisfaction by the state associations on the subject presented in the films. Plot and acting, however, were considered less effective which points to several implications. The state associations expressed the feeling that the plots were a bit to "trite" and that the acting was, in general, amateurish. In the final analysis, the NEA films were evaluated as considerably better than most of the films prepared by the state associations yet not of the same caliber as those done by professional film companies or professional actors.

4. Results of the series Public response to the NEA series increased sufficiently over that to films, live programs and spot announcements. To the state associations this was an indication that the films were more effective. Particular attention was drawn to the fact that the professionally produced, dramatic films were more interesting to the public. Many of the executive secretaries expressed the view that they favor a film which is entertaining as long as the

educational value is not destroyed. This appears to be a feeling shared by those 34 associations utilizing the NEA's filmed series.

5. Total effectiveness of the series The 3.35 rating given the total effectiveness of the NEA series by the 34 state associations establishes a better-than-average response by the organizations to the filmed series. Executive secretaries seemed to express general acceptance of the filmed series and have encouraged their staff members to expand use of the project. The significant point from this rating is the fact that the NEA series is considered more effective than any of the other three major sections of the ideal program of television activity. The rank of effectiveness of the ideal program of television activity follows:

Over-all effectiveness of television activity A composite analysis of the four sections of the ideal program of television activity places the NEA filmed series first. The order of effectiveness and the rating given each of the four areas was:

1. NEA Series	3.35
2. Films	3.19
3. Spot announcements	3.16
4. Live presentations	3.15

It appears that the NEA series ranks sufficiently higher in effectiveness than the other three areas of television

activity so that there is no question that the state associations consider it the leading activity. Only four-tenths of a point separate the other three areas which would lead to the observation that any one of the three or all are better than average in effectiveness and can be utilized successfully in the state associations' television program of activity. It should be noted that while the NEA series ranks higher in effectiveness it also is the only one of the four areas of television activity that does not require an extensive program by the state associations. Because of this it is possible to surmise that for the great difference in effort required of the associations to implement the NEA series contrasted to the other three areas, the effectiveness ratings are surprisingly similar.

Summary of Chapter V

The purpose of the chapter is to analyze the data reported in Chapters III and IV.

A coordinated and quality program of television activity within the state education association will be restricted until proper and serious consideration is given to the adoption of written policies. Until such time, development of television activity will be delayed.

The state associations seem to express a degree of unity on why they are participating in some form of television

activity. Educators in the state associations have accepted, to a large extent, the potential of television for developing public interest in, and support of, education.

The lack of progress by some state associations in development of television activity seems attributable to the following factors: lack of budget, lack of interest in television by administrators and members; lack of understanding of television, lack of staff and time, and lack of television stations in the area, lack of interest by local television stations.

Television is considered of average importance in the associations' program. It would appear the rating of "average" would be based mainly on the lack of development or interest by the association itself rather than on the potential effectiveness of the television activity.

At this time there is no clearly identified program of successful television activity although the state associations indicate what they consider to be a successful program which parallels significantly the ideal program of television activity created by the panel of experts.

Emphasis on evaluation of television activities does not seem to be a common practice among the state associations. The 17 state associations performing some type of evaluation use varied methods but do not indicate a preference for one over the other. On-going evaluation is practiced by only a



few state associations.

Only 20 per cent of the state associations are implementing an organized program of television activity. Only 68 per cent set aside funds for a public relations budget. All other state association activity is uncoordinated, inconsistent, and in most cases, made possible through the facilities of other educational agencies or non-educational television stations. State association administrators place a great deal of emphasis on developing a uniform program of activity which will lead to continued growth and development of television activity for associations.

In over-all effectiveness, the 50 state education associations rank the NEA filmed series the most effective. Following in their order of effectiveness are the other three areas: filmed presentations, spot announcements and live presentations.

Several unique factors appear to contribute to the associations' ranking of the NEA series as the most effective: use of the series requires only minimal effort by the associations and for little expense the associations can boast of some form of television activity. Effort to correct weaknesses in the series appear to be underway.

The other three areas within the ideal program of television activity impose more severe and complex burdens upon the participating state associations. They require extensive



planning, production, reproduction, distribution, implementation, follow-up and analysis.

Filmed presentations appear to have won the favor the state associations because: the film can be purchased without staff effort, planning or participation; commercial companies and educational television stations can be hired to produce television projects; films provide greater quality than live programs; films appeal to the general public; commercial television stations prefer the quality film to live productions; films have a great value as a public relations tool; and films have great residual value.

Low ratings of effectiveness on filmed presentations appear to indicate lack of state association activity in that particular field of television activity. Factors conditioning the low ratings of effectiveness are: state associations do not have adequate budgets, staffs or available time to work on films; no facilities for production of films in the state; no television stations in the state; lack of interest in films by state association administrators; and a lack of direct, tangible return on the investment in film production.

State association officials express the concern that ample planning time be allowed for film preparation and that the planning be delegated to a group of qualified persons rather than to an individual. Emphasis also is placed on

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the desirability of having the films and other television activities produced by educational television stations when ever possible.

The spot announcement was evaluated as the third most effective form of television activity by the state associations, although it was not rated significantly higher than the live presentation. While at this point the spot announcement is used the least of any of the four television activities, it appears to offer specific advantages: it is easily produced and at little expense; the educational spot announcement copies the commercial spot announcement which is a popular medium and thus helps to insure the success of the project; the spot announcement receives greater use by the commercial television station than any of the other three areas within the ideal program of activity; the spot can be produced inexpensively by a commercial film company or educational television station which is a convenience to the state association; and the spot is evaluated as an effective public relations tool.

Use of the spot announcement is delayed by association and NEA emphasis on filmed presentations. As with films, the spot announcement received ratings of less effectiveness. Factors contributing to this appear to be: state associations do not have an adequate budget to cover the project; many of the associations are unaware of the spot's potential;

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some state associations emphasized unfamiliarity with the procedures for preparing spots; and a lack of direct, tangible return on the investment (such as increasing membership).

The live presentation is considered the least effective form of television activity by the 50 state associations although it is the most frequently used. Its great usage seems to be attributed to the following factors: any state association can participate on a live program with a minimum of planning, staff involvement and association expense, special programs on current issues can be televised in a short period of time; the live presentation can be an effective public relations tool if produced in a method which appeals to the public.

The low rating of effectiveness given the live presentation by the 50 state associations probably indicates that the state units have more obstacles to overcome with this method than any of the other three. The lower rating seem to be attributable to the following reasons: audience acceptance of the live program appears to be limited; most associations emphasize the desirability of allowing for ample planning periods which are not generally available during the production of a live production; commercial television stations are less receptive to the typical live production; the live presentation has no residual value; and there is no

direct, tangible return on the associations' investment of time, money and effort.

Throughout the four sections of the ideal program of television activity the areas received consistent low ratings of effectiveness by state association members and staff personnel. Association officials stressed that these low ratings by the membership and staff were due to a lack of familiarity with the programs. It was indicated that a lack consistent viewing would condition a lower rating of effectiveness.

While some of the areas within the ideal program of television activity seemed to attain reasonably good air time on commercial stations, it appears that the associations' television activities received poor exposure. In spite of renewed efforts by the Federal Communications Commission to encourage commercial television stations to broadcast more public service programs, the associations did not receive the quantity or quality of air time considered desirable. This would not seem to necessarily mean a condemnation of the programs but a general attitude of uncooperativeness by commercial television stations.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Statement of the problem. It was the purpose of this investigation to determine the nature and extent of television activities within the 50 state education associations and to analyze their evaluation of the effectiveness of four major areas of television established as an ideal program of television activity for state education associations.

Importance of the problem. Television, commercial and educational, has become the single greatest communications medium yet known to man. It is a force which has untold effect on the general public and with a potential virtually untapped. Educational television operates within this spectrum of communication and has become a significant responsibility of people in education. It has become an obligation of all educational agencies that profess to use ETV to recognize its value and its relationship to the people that view ETV.

During the last decade much has been written about the programs, the aspirations, the status of educational television and the agencies that utilize it. Little has been written, however, on the use of television by the 50 state associations; hence, most of the published literature in this general field is concerned with the educational television

process, the growth and development of ETV and the actual preparation and planning of television programs. This lack of specific research concerning the nature, extent and evaluation of television as applied to the 50 state education associations has left the development of television within those state educational organizations uncoordinated. The end result has been random development in varying degrees of effectiveness. The lack of information and direction has forced state association administrative leaders to extract contributions from other fields of television and from other state agencies and apply them to state education association activity. This study was designed to provide the 50 state education associations with information concerning (1) the nature and extent of television activity in all state associations, (2) what is considered to be an ideal program of television activity for the state associations, and (3) the effectiveness of television as evaluated by the 50 state education associations. The product of this study would provide state associations with data which would be a basis for comparing television activities within their associations with those reported in this investigation.

Methodology. A qualitative study analyzing the effectiveness of television was conducted with the 50 state education associations. The specific methodology employed in this study was: (1) a qualitative, information-gathering and



survey instrument mailed to the 50 state associations and returned by 32; (2) a structured interview with the executive secretaries of the 18 associations not responding to the instrument; (3) a free, opinion-seeking interview with members of the state associations' staffs, and (4) examination of research materials, commercial television station evaluations and policy statements provided by the state associations.

A pre-tested questionnaire was mailed to the 50 state education associations on May 5, 1961, and by June 15, 1961, 32 (64 per cent) associations returned completed questionnaires. Analysis of geographical location, size of membership and size of staff personnel indicated that the returns were a representative sample of the total of 50 state associations. During the weeks of June 19-24 and June 26-31, the author visited with the executive secretaries of the 18 state associations that did not return the questionnaire, and in each case, conducted a structured interview with that administrative head and completed the basic instrument. Also during this period the author visited the executive secretaries of the other 32 associations and various staff personnel to gain additional information. This two-week period was made possible because of a required meeting of all state association staff personnel and saved the author making a trip to each of the 18 states.

Summary and Conclusions

Through the qualitative survey of the 50 state education associations and personal visitation with the administrative heads of those organizations, facts and opinions were collected regarding the analysis of the effectiveness of television as used by the state associations. A summary of the general findings and conclusions follows.

The many types of television activity are being used in greater degrees of emphasis and by more state education associations than previously imagined by (1) the administrative heads of the state associations as a whole, and (2) the state associations' parent organization, the National Education Association. In the short period since 1957-58 when the NEA and some of the state associations began primitive television operations, the total number of state organizations utilizing some form of television activity has increased to 35 (70 per cent). Although the development was comparatively rapid, the general over-all effort was potpourri and directionless.

A collation of information regarding the use of television by the state education associations indicates necessary pre-planning for the purpose of establishing proper administration and organization upon which the program of television activity can be based. While the number of state associations using some form of television activity increased,



the quality of such activity did not necessarily improve. Experienced association personnel singled out the need for more thorough planning before the organization entered into a television activity. It was learned through this study that only 10 state associations have taken steps to establish an adequate system of administration and organization. The information gathered for this study indicates that six areas of administration and organization are identifiable in the development of a program of television activity for a state education association. These six areas are:

1. Executive leadership Administrative leadership should be sympathetic with, and understanding of, the television activity; set a clearly defined program; don't expect too much with too little of an investment; place confidence in the television coordinator; leave the implementation to the coordinator.
2. Television coordinator Assign responsibilities to a person trained in the field; place authority for the program in the coordinator's office; involve the coordinator in planning and decision making; make the coordinator the association's spokesman for releasing of information to the mass media.
3. Clearly defined goals Establish a set of written, specific goals to be attained through television activity all of which are designed to advance the cause of education,

teacher welfare and the program of the state association.

4. Levels of operation The state association television program should be effective at both the state and local levels. The state-wide program should be adequately financed and equipped; the program on the local level should be directed at assisting the local associations where ever and when ever possible in television activities, specifically and in public relations, generally.

5. Size of the staff A television program can be established in a state association with a coordinator (in most cases the Public Relations Director) and a competent secretary. Give the office a reasonable budget and the authority to hire skilled communications technicians when necessary.

6. Necessary equipment The state association need not purchase expensive television equipment if satisfactory relations can be established with commercial film companies, free-lance professionals or non-profit television organizations. The actual equipment is least important. The implementation of ideas is the most important.

State association administrative leaders seem to agree that implementation of the 6-area program for administration and organization is imperative before any form of television activity is attempted. The 6-area program is, in all respects, a minimum set of standards for the administration and organization of television activity.

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There are many variations and applications of television available for educational purposes. A panel of experts made up of experienced, qualified association staff members created what is considered to be an ideal program of television activity for state education associations. It would be impossible for even the largest and most wealthy association to undertake all the forms of television activity. The panel, experienced veterans in television activity, determined the ideal program should consist of: (1) spot announcements, (2) filmed presentations, (3) live programs, and (4) National Education Associations filmed series. The information collated regarding state association use of television indicates that the four areas of activity as determined by the panel of experts are the most practical and functional for association purposes. It is important to note, however, that a state association need not undertake all four areas in order to achieve a successful program of television activity. Any one of the four, or combination thereof, can produce the desired results if implemented on the basis of the 6-area program for administration and organization.

A coordinated and quality program of television activity within the state education associations will be restricted until proper and serious consideration is given to the adoption of written policies. A statement of the association's philosophy on television augmented by an effective system of

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administration and organization is essential before an association can make an effective program of television activity. While 35 state associations participate in television, only three have progressed in television planning sufficiently to adopt a written policy. The state associations now appear to recognize the value of clearly defined objectives and procedures. Development in this area will help to cut down on random, spasmodic and seemingly ineffective forays into television by the state associations.

The state associations seem to express a degree of unity, at least, on why they are participating in some form of television activity. A peripheral awareness on the part of even the most short-sighted state association would make possible an understanding of television's intrinsic value of communicating with the general public. Educators in the state associations have accepted, to a large extent, the potential of television for developing public interest in, and support of, education.

The lack of progress by the 15 state associations not participating in some form of television activity seems to be attributable to the following factors:

1. Lack of an adequate budget. (Most of the 15 state associations in this category have small memberships with incomes that provide for only a minimum program of service.)
2. Lack of interest in television on the part of association officials and members. (Many state associations,

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even some of the 35 active in some form of television, appear to be handicapped by provincial and conservative thinking by administrative heads and influential members.)

3. Lack of understanding of television. (Most of the 50 state associations seem to retard progress in television because no skilled communications person is added to their staff.)

4. Lack of staff and time. (The smaller state associations are affected primarily by the lack of an adequate staff. Basic primary and collateral duties appear to prevent the associations from undertaking even the most modified television activity. Multiple responsibilities prevent many state association staff members from considering the value of television.)

5. Lack of television stations in the area. (This appears to be an excuse rather than an acceptable reason for non-participation in television by some state associations. Only three associations operate in a state where there is no television station. Other state associations operating without the advantage of a locally-operated television station, such as New Jersey, manage to arrange for air-time in out-state, cosmopolitan areas.)

6. Lack of interest by local television stations. (It has been indicated that all state associations are affected by this problem at one time or another. Contributing factors to dis-interest by television stations seem to be inability

of the state organization to provide a quality and reliable program of television activity.)

Television is considered of average importance as compared to the other components of the associations' program of service. On the basis of the reasons given by the associations for non-participation in television, it would appear the rating of "average" is not conditioned by a lack of television effectiveness but rather by a lack of progress and implementation on the part of the state associations themselves. At the present time, recognition of the value of television in the association program exceeds actual effort and programming. This, it would seem, is the primary reason for an average rating.

At this time there is no clearly identified program of successful television activity although the information collected concerning the use of television by the state associations paralleled significantly the ideal program of television activity as created by a panel of experts. This would indicate that spot announcements, films, live programs and the NEA filmed series are capable of providing a successful program of television activity if properly implemented.

Emphasis on evaluation of television activities does not seem to be a common practice among the state associations. Nor for that fact is there any effective method for evaluation recommended by those associations participating in such procedures. The 17 state associations performing some type of

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evaluation of television activity use varied methods but do not indicate a preference for one procedure over others. On-going evaluation is practiced by seven associations and it is indicated the results satisfy only the particular purpose of a certain state.

It has already been identified that 35 state associations have participated in some form of television activity while 15 have not. It also has been noted that only three associations have adopted written policies on television activity. From the information collated for this study it appears that only 20 per cent of the state associations are implementing an organized program of television activity. Of the 29 state organizations appropriating money for public relations, 10 set aside money specifically for television activity. The three states with written policies on television (Michigan, New Jersey and California) are among that number. The 10 associations appropriating money for television are participating in one or more of the areas listed as successful television activity by the 50 state associations and the panel of experts. All other state associations activity in television is uncoordinated, inconsistent and in most cases, made possible through other educational agencies or non-educational television facilities. State association executive secretaries seem to place a great deal of emphasis on coordinating television activity, developing a uniform program

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of activity, and involving all 50 state associations. Such improved coordination is essential to the continued growth and development of television as a program of activity for the state associations.

In over-all effectiveness, the 50 state associations consider the National Education Association's filmed series, "The School Story," the most effective of the four areas with in the ideal program of television activity. Following in their order of effectiveness are the other three areas: filmed presentations, spot announcements, and live presentations.

Several unique factors appear to contribute to the associations' ranking of the NEA filmed series as the most effective of the areas within the ideal program of television activity. One factor would be that the acquiring and utilization of the filmed series necessitates only minimal effort on the part of the state association. The state association could become affiliated with the filmed series, get credit on the film for cooperation in the project and arrange for distribution of the series with little inconvenience to, or effort by, the staff personnel. Another factor would be that the NEA films were of sufficiently high quality and appealing to the lay public thereby satisfying only but the most ambitious state associations desire for some form of state television activity. The absence of inconvenience and added

expense lead many state associations to the adoption of the NEA series as an integral part of their total program of service. Continued efforts by the National Education Association and the 50 state associations to resolve and improve areas (such as content and acting) within the series that appear to be less effective indicates the acceptance of the project by both groups as a key instrument in the nationwide association program of public relations.

The other three areas within the ideal program of television activity impose more severe and complex burdens upon the participating state associations. Films, spot announcements, and live presentations all require extensive planning, production, reproduction, distribution, implementation, follow-up and analysis.

Filmed presentations, ranked the second most effective television activity by the state associations, appear to have won the favor of the state organizations for seven reasons. From the collation of information concerning the effectiveness of television as used by the state association, those seven areas are indicated as:

1. If need be, the state association can purchase the entire film project without staff effort, planning and participation.

2. In most cases the state association can acquire the services of a commercial film company or an educational television facility to provide those functions not possible

otherwise unless the organization goes to great expense for such items as purchase of equipment or hiring of skilled personnel. The associations seem to prefer use of the commercial film company or educational TV station rather than producing the films themselves.

3. Filmed presentations, on the whole, provide greater quality than the live program since the production team can do all it can to control the quality. Control of live program quality is limited and generally ineffective.

4. Filmed presentations can be produced so they appeal to the general viewing public much easier and at less expense than the live program. Getting and keeping the public eye and ear is necessary before an educational film (or film series) can approach its pre-determined goals.

5. Filmed presentations, when quality productions, have greater appeal to commercial television stations which are asked to televize the program. The films must have audience appeal or they will not be televized by commercial stations.

6. The quality film presentation has become recognized as an effective public relations tool. Its value as a public relations medium is increased if all the factors mentioned in the previous five points are present.

7. Filmed presentations have significant residual value. At no extra expense, the films can be used over and over. This is not true of the live program which is gone forever once it is televized.

State association administrators have expressed the concern that, regardless of the type of film project to be done, ample planning time be allowed and that the planning be delegated to a group of qualified persons rather than to an individual.

Short periods of planning, especially when done by an individual, have not proved satisfactory. The so-called "spur-of-the-moment" programs seem ineffective and, in some cases, detrimental to the association's program because of errors made in what was said and how it was said. The group process in planning is preferred because it makes possible comprehensive thought and eliminates, on the whole, errors in judgment which may not be corrected or observed when one person is responsible for a television activity.

Emphasis also is placed on the desirability of having the films, and other self-produced areas of the ideal program of television activity, produced by educational television stations when ever possible. With nearly 60 educational television stations now on the air more state associations will be able to capitalize on this facility.

Educators in state associations have expressed an interest in utilizing the facilities of educational television stations because television projects can (1) less expensively and (2) with greater understanding of the activity's purpose on the part of the ETV personnel. It is indicated that the cost factor and the mutual understanding of common problems

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are the main criteria for association use of the educational television station.

Low ratings of effectiveness on filmed presentations recorded by the state associations seem to indicate reasons for lack of state organization activity in that particular field of television. Factors which would tend to condition the low effectiveness ratings are:

1. The state association does not have a large enough budget, staff or available time to enter into a form of television activity.

2. There are no facilities in the area of the state association headquarters where films can be produced.

3. There are no television stations in the state on which the films, once produced, could be televised.

4. A general lack of interest in the production of films in some state associations prohibits development of this activity.

5. A lack of direct, tangible return (such as an increase in membership or school aid) on the investment of film production discourages some state associations from entering into such an activity.

6. Lack of success on the part of some state associations in achieving the desired results through a program of filmed presentations would affect the over-all rating of effectiveness. Putting together any kind of film does not necessarily indicate success is inevitable.

The spot announcement technique was evaluated as the third most effective form of television activity by the 50 state associations. It is significant to note, however, that the spot announcement was considered only one/one-hundredth of a point more effective than the live presentation (3.16 to 3.15). This nearly identical evaluation of effectiveness indicates both activities are considered useful by the state associations with the advantages and disadvantages of the techniques being virtually equal.

While at this point the spot announcement is used the least of any of the four television activities within the ideal program of television for state associations, it appears to offer some specific advantages for those state organizations utilizing the method. The spot announcements value as a television activity for the state associations seems to be attributable to the following factors:

1. The spot announcement is easily produced and at little or no expense, depending on the procedure used. The administrative aspects of budgeting and staffing for this activity are items which seem discrete and show differences which exceed similarities. In some states a specific budget is set for the spot announcements; in others the money is taken from unrelated sources. In most all states the staffing was not clearly defined since the person preparing the spot announcements might be a free-lance photographer but



reported as a staff member.

2. The spot announcement prepared by the state association is similar to those used by commercial television. It appears this close affinity affects the over-all success of the activity because of public acceptance. The commercial television industry emphasizes the value of the spot announcement because it is brief and can be repeated frequently.

3. The spot announcement receives greater use by the commercial television stations than any of the other three areas within the ideal program of television activity. This is attributable, it seems, to the fact that the commercial television station can include the spot announcement into the daily program log with far less difficulty and inconvenience than the longer production. A carefully prepared and organized system of spot announcement distribution to commercial stations could attain as much, or greater, exposure than the 30-film or live presentation.

4. The spot announcement can be produced, inexpensively, by a commercial film company or an educational television station. This convenience would permit most state associations to employ the spot announcement in their program of television activity without purchasing the necessary processing equipment or hiring a skilled technician to direct the project. Association staff personnel could implement the distribution of the spot announcements without great

expenditure of time or effort.

5. The spot announcement is evaluated as an effective public relations tool. The association administrative heads emphasize the spot announcement effectiveness as a public relations function because it has public appeal, gets better-than-average exposure and has significant residual value. It would appear from the information collated for this study that if the program of spot announcements is properly organized and administered it could have unequalled merit as a public relations tool to inform the public.

The apparent emphasis by state associations on the NEA filmed series and state-produced films causes nearly half of the state units to delay implementation of a spot announcements program. Only the larger associations with more completely equipped headquarters facilities utilize the spot announcement in addition to other television activities. There are few exceptions; that is, the smaller state association that hires a commercial film company or educational television station to produce the spot announcements. All state associations using the spot announcements stress the benefits of having them prepared by a commercial film company or educational television station rather than producing the spot announcements themselves.

As with films, the spot announcement technique received ratings of less effectiveness in some categories by both the

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state associations which have participated in the activity and by those that have not. Factors contributing to the poorer ratings of effectiveness appear to be:

1. The state associations do not have a large enough budget, staff or available time to enter into a form of television activity.

2. Nearly half of the state associations revealed an unawareness of the potential of the spot announcement activity.

3. Some of the state associations emphasized an unfamiliarity with the procedures for implementing a program of spot announcements.

4. A lack of direct, tangible return (such as an increase in membership or ability to stimulate local association activity) on the investment of spot announcements discourages some state associations from entering into such an activity.

5. Lack of success on the part of some state associations in achieving the desired results through a program of spot announcements would affect the over-all rating of effectiveness. Unless properly organized and administered, the television activity cannot be assured of success.

The live presentation is considered the least effective form of television activity by the 50 state associations. Although it is the most frequently used television activity by the state associations it appears the state association

administrators feel the disadvantages outweigh the advantages.

Since the live presentation is the most frequently used by state associations, its value and role as an area within the ideal program of television activity cannot be completely overlooked. Its great usage seems to be attributable to the following factors:

1. Any state association can participate on a live program with a minimum of planning, staff involvement and association expense. It is emphasized by the associations that the vast majority of appearances on live programs are the result of invitations from commercial or educational television stations. Although the host agency generally provides the planning and handles the production, the state associations expressed the need for an ample planning period and use of the group process. This factor apparently takes into consideration the necessity for internal association preparation and research.

2. Special programs on current, topical issues can be presented quickly on live programs and with a brief planning period required. This flexibility is offered only by the live presentation. Associations seem to capitalize on this method for such projects as bond issues or millage campaigns.

3. The live presentation can be an effective public relations tool if done in a method which appeals to the public. The associations emphasize the need for keeping the

approach on live presentations similar to the popular commercial trend.

The information collated concerning the use and evaluation of the effectiveness of television by state associations indicates several factors which appear to condition the lower rating of live presentations as a part of the ideal program of television activity. Reasons for the lower ratings of effectiveness through the categories examined in the study seem to be attributable to the following:

1. Audience acceptance of the live educational television program appears to be limited. Association administrators stress the need for preparing the live productions (such as in planning time and method of approach) so they have the greatest possible appeal to the public.

2. Most associations emphasize the desirability of allowing for ample planning periods prior to a live production. The participating state organizations indicate when this is done the live programs are effective but in those cases where it is not the over-all results are less effective.

3. Acquiring the cooperation of commercial television stations to televize live presentations seems to be more difficult than for the other three areas of the ideal program of television activity. Such limited cooperation could be based on the premise that the majority of live presentations have less audience appeal and that the commercial stations

are plagued by non-profit organizations asking for public service air time.

4. The live presentation has no residual value. Besides the fact that once it is televised it is gone forever, the state association administrators expressed there would be little merit in preserving the live productions on film, videotape or kinescope.

5. Because of the limited cost and effort involved, most associations seem to accept invitations to participate in live presentations but appear critical of the project if there is no direct return on the investment whether it is money, time or both.

Throughout the four sections of the ideal program of television activity the areas received consistent low ratings of effectiveness by state association members and staff personnel. It would seem that these two groups should be more generous in their appraisals of the associations' efforts since the commercial television stations recorded equally consistent high ratings of effectiveness. That is, if the evaluation is based on the comparative effectiveness of the projects. Associations officials stressed, however, that the low ratings of effectiveness by membership and staff personnel were due to a lack of familiarity with the programs. It was indicated that a lack of consistent viewing would condition a lower rating of effectiveness.

While some of the areas within the ideal program of television activity seemed to attain reasonably good air time on commercial stations, it appears that, on the whole, the associations' television activities received poor exposure. Even though the Federal Communications Commission instructs commercial television stations to broadcast "in the public interest, convenience and necessity," the state associations indicate an apparent unwillingness by the commercial stations to program public service presentations. This would not seem to necessarily mean a condemnation of the programs prepared by the state associations but a condemnation by some commercial stations of all public service programming.

Recommendations

One of the purposes of this investigation was to identify, analyze and evaluate the effectiveness of television as used by the 50 state education associations. From personal visits with the state association executive secretaries and some of the association staff personnel and analysis of data collected, several recommendations emerged. These recommendations are divided into two categories: general recommendations and suggestions for further research.

General Recommendations

1. The increasing significance of the utilization of television by the 50 state education associations indicates

that each organization should assign a staff member (even part-time) to develop the administrative and organizational ground work for a program of television activity and to cooperate with the National Education Association in determining what would be a basic program of television activity for that particular state organization. The administrative and organizational plans should be uniform from state association to state association and it should be incumbent upon the more advanced state associations and the NEA to assist those state units just beginning a basic television activity. This type of program would help in eliminating the lack of coordination that now exists and would give direction to those state associations wanting to enter into television activity but do not know where to begin.

2. The 50 state education associations should consider the adoption of the "6-area program for administration and organization" as developed by the NEA and presented in this investigation. Acceptance of this recommendation would provide the nucleus for a unified approach to television development.

3. Serious consideration should be given by the state associations to the ideal program of television activities as presented in this study. Created by experienced television personnel from the more advanced state associations, the four areas of television activity appear to be practical, functional and basic enough to permit application to the

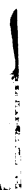
associations' over-all program of service. Special attention must be given to the selection of specific areas within television for use since it is not practical to consider utilization of all of televisions' applications.

4. Every effort should be made to bring about adoption of a written, formal policy on television activity for each state association.

5. The National Education Association's Department of Television should be expanded to permit a program of assistance to those 15 state associations not now active in some form of television activity. Such a program of service would include: financing, planning, preparation of scripts, and assistance in the actual production of the specific television activity.

6. The state associations should cooperate with the National Education Association in the development of a uniform and effective method for on-going evaluation of television activities. Until now there has been no attempt to evaluate the television activities of the state associations and, for that matter, the NEA.

7. State association development of television activities should come in three stages. First, the 21 associations with no specific budget for public relations should set aside at least five per cent of their total budget for that purpose. Second, procure the services of an experienced, capable public relations director and provide him with the necessary staff.



Third, develop a budget for television activities and implement a basic program. Expand the program after the initial effort is organized and functioning.

8. All the state associations should cooperate with the NEA as soon as possible on the distribution of the NEA's filmed series. The series is of high quality and appeals to the public and can be the beginning of a comprehensive program of television activity for any state association.

9. Those state associations with large budgets and staffs should make every use of the other three areas within the ideal program of television activity: spot announcements, films and live presentations. Smaller state associations should cooperate with the larger ones and the NEA on development in this area. At first the smaller associations might borrow the finished products of the bigger state associations, make the necessary changes in credits and apply the television activity to their own particular program.

10. The state associations should use the services of commercial film companies or an educational television station for production of films, spot announcements and live presentations when ever possible. This will help to insure the quality of the productions and will save the associations great expense in the purchase of television (film) equipment and hiring of skilled communications technicians.

11. The state associations should insist on ample planning periods for any television activity, except, of course,

for special emergencies. Unplanned, spur-of-the-moment productions hinder the success of the state association program more than they help. It is highly recommended that the state associations do not sacrifice quality of television activity for quantity of television activity.

12. The state associations, in cooperation with the NEA, should conduct a comprehensive, nation-wide program to develop better relations with the management of commercial television stations. Since the success of association television activity depends primarily on the willingness of commercial stations to allocate public service air time, every effort should be made to encourage the stations to set aside such time and, then, to justify the stations' confidence in the television activity. What is needed is a more effective public relations program between the state associations and the commercial television stations.

13. The state associations need to be actively involved in the research and planning necessary to improve the general standards of the association program of television activity.

14. The state associations should develop a clear concept of "why" they should use television; "how" to use it, and "what" they hope to accomplish.

Suggestions for further research

This investigation revealed specific problems in the use

of television by the 50 state education associations which might be solved if research supplies answers to the following questions:

1. It is suggested that a study of possible effective methods for evaluation of television activities within the state associations would be of value. A study of this type would be concerned with such questions as: what television activities appear to be the most successful in a particular state? What is the best method for determining the effectiveness? Who should do the evaluation? How much should the general public be involved in the evaluation? How elaborate and extensive should the program of television activity be?

2. What are the full implications of the relationship between the National Education Association and the 50 state education associations? How can the organization work together more effectively? How extensive should the relationship be?

3. What criteria should be used for selecting the public relations director or television coordinator to head the association's program of television activity? What experience and training are necessary for the position? Should an educator be hired and trained in public relations or should a public relations man be hired and be placed in the education field? How can the television program of activity be integrated into the associations' total program of service?

4. What factors hinder the acceptance of the advantages

of television by some of the state education association administrators? What do the state association administrators think of television utilization in relation to the organization's philosophy and program of service?

5. How can the state associations work more cooperatively with the commercial television stations for the purpose of getting air time? Better air time? What affect on such an association program do the other non-profit organizations have who are also looking for public service air time?

6. How can the members of the state associations assist in making television an integral part of the organization program of service? Should the membership appear on the television programs? Should they assist in the planning and production of television activities?

7. What kind of programs could the state associations produce that would have more appeal to the average television viewer? How can the associations combat the stereotype of "just another educational program?"

8. What are the most practical and functional methods for preparation of a specific television activity? Should the association purchase necessary equipment and hire staff personnel to direct the service or should the associations use commercial film companies or educational television stations exclusively?

9. Is the state association philosophy on education and television consistent with that of the surrounding community? That is, the state as a whole. How can the association be of greater service to the state rather than just to the membership or related organizations?

The problems in the foregoing areas appear significant enough to warrant further research. State education associations could make more significant contributions to the membership and to the general field of education if provided with extensive research into these vital areas.

Research in the area of television utilization by state education associations has been practically non-existent. Literature in this field should be concerned with the development of policies, practices, and procedures for state association use of television. This research would make possible a more realistic approach to the utilization of the various television activities by the 50 state education associations.

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APPENDIX A
QUALITATIVE SURVEY QUESTIONNAIRE

April 27, 1961

To: All State Association Executive Secretaries

From: Jack M. White

Subject: Follow-up questionnaire on survey of Association
Television activities

Enclosed is a follow-up questionnaire to a survey we did last year on television activities within the 50 state associations.

You'll note this is a bit longer and more detailed. The information you give us will be valuable in determining what is presently being done with TV, but what's more important...what can be done by those associations not now supporting any kind of television activity.

What has proven successful to you can act as a guide for it won't be too long before all associations will be entering into some phase of television participation.

If you have a PR man on your staff, he'd be the one to fill out the attached questionnaire. However, if you don't, would you please fill it out as completely as you can, as soon as you can, and return it to:

Jack M. White
Public Relations Director
Michigan Education Association
Box 5007
Lansing 5, Michigan

Your cooperation is appreciated. Thanks so much

Jack M. White

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Part IExplanation of Association policy on use of Television

1. Does your Association have a formal written policy on the use of, or participation in, TV? Yes _____ No _____
 2. If yes, would you copy the policy below. (Or, if you choose, attach it to this questionnaire.)
 3. Do you participate in any TV activities other than those sponsored or produced by your Association such as other educational or non-educational groups.
 4. If so, what? (Describe)
-

Explanation of Association philosophy on use of TV

1. If your Association is participating in some area of television (whether sponsored by your or another agency) please indicate why you are participating:

a.	c.
b.	d.
2. If your Association is NOT participating in any phase of television (whether sponsored by another agency or not) please indicate why you are NOT participating. List all factors which conditioned your decision not to enter into television. (Such things as budget, size of staff and state, etc.)

a.	d.
b.	e.
c.	f.

Rank of Importance of TV in Association Program

Rank the order of importance of television in your Association's program of services by using the scale below:

Not Important	Some Importance	Average Importance	Important	Very Import- tant
1.	2.	3.	4.	5.
—	—	—	—	—

Self evaluation of previous use of TV

1. If your association has participated in some area of TV, could you determine what area of TV was successful? _____
 2. Unsuccessful? _____
 3. What procedure of self-evaluation did you use? _____
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4. What procedures would you recommend for continued evaluation of Association use of TV? _____
5. If you are unable to answer any of the above, please state why? _____

On-going Evaluation

1. What is your Association doing to evaluate its use of TV?
2. What needs to be accomplished by state associations in the way of evaluation of TV?
Evaluation of total participation
 - a.
 - b.
 - c.Evaluation of films, live, spots, NEA Series within TV to determine most effective
 - a.
 - b.
 - c.
3. If you are unable to answer any of the above, state why.

An Analysis of the Comparative Effectiveness of Television as used by the 50 State Education Associations.

The following questionnaire is designed to evaluate the comparative effectiveness of television as used by the state education association. The results of this study should reveal what areas of television are most useful in advancing the program of the professional organization. Television plays a major role in the program of many state associations and it is hoped that this study will help inform those associations, not yet making use of TV, what should and can be done.

Explanation

Check the blank to the left of each item listed ONLY if you have used or participated in that phase of television activity. Those items appearing without a blank to the left should be answered by all associations if work has been done in film, live programming, spot announcements or the NEA annual series.

After checking the blank to the left (on the points requiring a check) move to the right and weight the effectiveness (value) of each point as applied to the total project by using the 1 through 5 scale. The scale equals:

1-very low 2-low 3-average 4-high 5-very high
1-very poor 2-poor 3-average 4-high 5-very high

In many instances you may have done more than just one project in any of the four areas. If so, evaluate on the basis of an average or overall evaluation of all effort. For example, if you had a script done by a commercial firm use the 1-5 scale to tell us how effective you thought the script was. If you used role playing on a live show, how effective was it? Measure with the scale.

The entire project is designed to have the associations weight television activity using a basic instrument common to all. Remember that we're striving to find out how YOU regard the effectiveness of these areas of TV as applied to your association's total program.

NOTE: The following questionnaire should be filled out by the Executive Secretary if the Association has no Public Relations Director or Television Coordinator.

FILMS (Produced by or for State Associations)

EFFECTIVENESS

	Very Poor	Poor	Ave.	High	Very High
<u>Planning</u>					
1. Group process used in planning					
2. Planned by an individual					
3. Planned for well in advance					
4. Planning period limited					
<u>Production</u>					
1. Script prepared by comm. firm					
2. Film produced by a comm. firm					
3. Script prepared by state asso.					
4. Film produced by state asso.					
5. Script prepared by non-profit organization					
6. Film produced by non-profit organization					
<u>Method of Approach</u>					
1. Dramatic					
2. Documentary					
3. Discussion					
4. News Report					
5. Role playing					
6. Speech segments (clips)					
7. Others (indicate) _____					

(use other side if necessary)

Exposure (time and day televised)

1. Air time and day of week					
a. Number of stations allotting you a poor time					
b. Number of stations allotting you a good time					
c. What hours do you consider to be poor ones					
d. What hours do you consider to be good ones					
2. Number of stations in state using films (1-none; 2-few; 3-some; 4-maj; 5-all)					
3. Exceptions to the above (please indicate)					

	Very Poor	Poor	Ave.	High	Very High
<u>Results of Films</u>					
1. Public response to films (if any)	_____	_____	_____	_____	_____
2. Membership response to films	_____	_____	_____	_____	_____
3. TV stations' response to films	_____	_____	_____	_____	_____
4. Association staff response	_____	_____	_____	_____	_____
	Very Low	Low	Ave.	High	Very High
<u>What did films do for the Association</u>					
1. Help to increase membership?	_____	_____	_____	_____	_____
2. Aid in goal to inform public?	_____	_____	_____	_____	_____
3. Strict educational project for instruction purposes only?	_____	_____	_____	_____	_____
4. Contribute to improving PR for Association?	_____	_____	_____	_____	_____
5. Increase status of Association as a whole?	_____	_____	_____	_____	_____
6. Raise status of education in eyes of the public?	_____	_____	_____	_____	_____
B. LIVE PROGRAMS (Produced by or for state associations)					
1. Planned for well in advance	_____	_____	_____	_____	_____
2. Group process used in planning	_____	_____	_____	_____	_____
3. Planned by individual or committee	_____	_____	_____	_____	_____
4. Planning not adequate enough	_____	_____	_____	_____	_____
<u>Production</u>					
1. Prepared in advance by Assoc.	_____	_____	_____	_____	_____
2. No script, ad lib or rough outline	_____	_____	_____	_____	_____
3. Program created by commercial TV station, Assoc. appeared on show	_____	_____	_____	_____	_____
4. Assoc. staff member asked to participate but with Assoc. planning	_____	_____	_____	_____	_____
<u>Method of Approach</u>					
1. Dramatic (prepared script)	_____	_____	_____	_____	_____
a. Prof. Talent b. Amat. Talent	_____	_____	_____	_____	_____
2. Documentary	_____	_____	_____	_____	_____
3. Discussion	_____	_____	_____	_____	_____
4. News Report	_____	_____	_____	_____	_____
5. Role Playing	_____	_____	_____	_____	_____
6. Ad Lib	_____	_____	_____	_____	_____
7. Speech (segments)	_____	_____	_____	_____	_____
8. Others (Indicate)	_____	_____	_____	_____	_____

	Very Low	Low	Ave.	High	Very High
<u>Exposure (same as on film)</u>					
1. Air time and day of week	_____	_____	_____	_____	_____
2. Number of stations using program	_____	_____	_____	_____	_____
3. Filmed?	_____	_____	_____	_____	_____
4. Videotaped?	_____	_____	_____	_____	_____
5. Worth doing over?	_____	_____	_____	_____	_____
6. Should it have been preserved on film?	_____	_____	_____	_____	_____

	Very Poor	Poor	Ave.	High	Very High
<u>Results of live programming</u>					
1. Public Response (if any)	_____	_____	_____	_____	_____
2. Membership response	_____	_____	_____	_____	_____
3. TV Station response	_____	_____	_____	_____	_____
4. Association staff response	_____	_____	_____	_____	_____

What did live program do for Asso.

1. Help to increase membership	_____	_____	_____	_____	_____
2. Aid in goal to inform public?	_____	_____	_____	_____	_____
3. Educational project for instructional purposes only	_____	_____	_____	_____	_____
4. Contribute to improve PR for Association	_____	_____	_____	_____	_____
5. Increase status of state assoc.	_____	_____	_____	_____	_____

SPOT ANNOUNCEMENTS (Check only if you have used them)

Planning

1. Conceived by state assoc. staff	_____	_____	_____	_____	_____
2. Idea presented by commercial firm	_____	_____	_____	_____	_____

Production (use scale to weight one type over the other for effectiveness)

1. 2x2 slide	_____	_____	_____	_____	_____
2. Filmed spot	_____	_____	_____	_____	_____
3. Slide and station ID	_____	_____	_____	_____	_____

Slides

1. Done by commercial firm	_____	_____	_____	_____	_____
2. Done by state assoc. staff	_____	_____	_____	_____	_____
3. Done by non-profit organization	_____	_____	_____	_____	_____

Filmed Spots (or Videotaped)

1. Done by commercial firm	_____	_____	_____	_____	_____
2. Done by state assoc. staff	_____	_____	_____	_____	_____
3. Done by non-profit organization	_____	_____	_____	_____	_____
4. Promos	_____	_____	_____	_____	_____

Budget

1. Amount budgeted to cover project _____
- a. For production _____
- b. For equipment _____
- c. For films _____

Very Low Low Ave. High Very High

Exposure

1. Time of day most frequently scheduled _____ ANOTHER TIME
also used frequently? _____
2. Number of stations using spots
(1-none; 2-few; 3-some; 4-maj;
5-all) _____
3. Frequency (number of times used) _____
4. Timeliness (how long used by
stations) _____

Results of spot announcements

1. Public response _____
2. Membership response _____
3. TV stations' response _____
4. Assoc. staff response _____
5. Effectiveness of spots in
relation to cost _____

What did spots do for Association?

1. Help to increase membership _____
2. Aid in goal to inform public _____
3. Contribute to improving PR
for association _____
4. Improve status of association? _____
5. Did it stimulate local action? _____

NEA FILMED SERIESPlanning for use of series

1. Begun in advance _____
2. Visited each TV station and
booked series _____
3. Your Assoc. booked by
correspondence _____
4. Let NEA book the series by
coorespondence _____
5. Followed up booking to check
on how series was running _____

Exposure

1. Air time and day of week _____
2. Number of stations using it _____
3. Value of series _____

Content of series

1. Over-all content
2. Story line
3. Acting

<u>Very</u>				<u>Very</u>
<u>Poor</u>	<u>Poor</u>	<u>Ave.</u>	<u>Good</u>	<u>Good</u>

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Results of MEA Series

1. Public response
2. Membership response
3. TV stations' response
4. Association staff response

<u>Very</u>				<u>Very</u>
<u>Low</u>	<u>Low</u>	<u>Ave.</u>	<u>High</u>	<u>High</u>

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Total effectiveness of series

_____	_____	_____	_____	_____
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APPENDIX B
VERIFICATION ON AVAILABLE LITERATURE FROM THE
RESEARCH DIVISION OF THE
NATIONAL EDUCATION ASSOCIATION

Letter from the National Education Association Research Division in response to the author's request for information on literature pertaining to this study:

February 17, 1961

Dear Mr. White:

We have checked, thoroughly, our library and files for any possible literature concerning the use of television by the state education associations. We also have checked with the U. S. Office of Education and the Congressional Library.

We regret that there is no available literature in Washington, D. C. on that subject.

Perhaps you will want to contact each of the 50 state education associations to see if they have knowledge of such literature.

NEA Research Division
Sam Lambert, Director

APPENDIX C

THE PANEL OF EXPERTS

1. Panel members
2. Letter to panel members
3. Replies from panel members
4. Joint statement by panel

PANEL OF EXPERTS

John T. Cox, Television Coordinator, National Education Association. (1959-) Former commercial broadcaster and administrator in Dayton, Ohio.

William Hayward, Director of Radio and Television, New Jersey Education Association. (1956-) Active in radio and television on the East coast for the past 15 years. Writes, produces and acts in NJEA films.

Mabel Perryman, Director of Television Coordination, California Teachers' Association. (1955-) A veteran in broadcasting, Miss Perryman writes, produces and directs the majority of television activities in California for the CTA.

Colbert Cushing, Director of Public Relations, Colorado Education Association. (1946-) A pioneer in school public relations and in association use of television.

Jack M. White, Director of Public Relations, Michigan Education Association. (1958-1961) Produced and distributed the first state association sponsored statewide television series on film.

The method of selection of the Panel of Experts is discussed in Chapter I.

Letter to the Panel of Experts from the author asking for recommendations on what could be considered an ideal program of television activity for the 50 state education associations.

April 20, 1961

Dear Panel Member:

Congratulations on your appointment by NSPRA as a member of a Panel of Experts to create what could be considered an ideal program of television activity for the 50 state associations.

As you know, it is the purpose of this letter to explain what I would like you to do. I would like to do an analysis of television activities as used by the state associations. However, it seems unrealistic to try and analyze all phases of television activity.

It would seem reasonable to get a fairly accurate analysis of state association television activity we should prepare what could be called a practical, functional program. Therefore, I ask you: (1) What do you consider to be an ideal program of television activity for the 50 state education associations? and (2) What other specific recommendations would you have about such a program? Explain.

You may go into detail in your answer or merely outline as long as I have enough data to construct this "ideal" program. I suspect we could help the future development of television in the state associations if we could present a guide for television development, etc. What do you think?

I would appreciate hearing from you in advance of our meeting in Ocean City in June.

Cordially yours,

Jack H. White

April 26, 1961

To whom it may concern:

Television is a medium that the state education associations have not yet recognized thoroughly or capitalized on its potential. It is a public relations tool essential to the total over-all program of any state education association.

Here in New Jersey we have developed one of the more comprehensive programs of television activity among the state associations. Portions of the program have met with unexpected success; others with equal failure. However, in view of what the associations hope to accomplish through their program of service I would recommend an ideal program of television activity to consist of:

Films Unquestionably, the best method of approach for state associations on television. While financing the production of films may limit the number of associations that utilize the medium, it appears to offer the best results here in the metropolitan New Jersey, New York area. I would state, though, that the films should be of high quality in all respects. Careful attention should be given to the preparation of scripts, selection of actors and actresses (when necessary), production and distribution. Associations should not attempt to enter a program of filmed productions on a meager budget.

News shows If a state association has the time, staff and money, the daily or weekly news show seems to be effective. Line up several television stations in the area of the headquarters building and do a five-minute news show on education at least once a week. Associations should write the scripts but let a staff announcer do the broadcasting. This type of program has great appeal.

Spot announcements By and large, most associations should be able to support a program of spot announcements. The spots are easy to prepare, inexpensive and highly appealing to commercial television stations. The stations can drop the spot into the broadcast log without difficulty. This is not true of the longer program (five to thirty minutes). The spots have impact and can be used over and over. If the association headquarters is equipped to produce them all the better but it doesn't cost that much to have them prepared by a commercial film company. For campaigns and a daily public relations program, the spot

is unequalled in effectiveness. I would consult with Mr. John Cox of the NEA for additional information on the spot announcement.

Interviews The live or canned interview doesn't have the appeal that it used to have but, on occasions, it is still effective. Here in New Jersey we use it to present special issues to the citizens. Generally, the association should contact available commercial television stations to arrange for a time for such programs. If the association has no trained television personnel be sure to use the services of the stations' employees. Try to script the entire when possible for this enhances the opportunity for success. An ad lib show is deadly. Avoid the use of amateurs because this is the first step to failure.

NEA Services Of course, all state associations should utilize the excellent services provided by the NEA. The NEA has films, filmed series, spot announcements and film clips which are provided the associations at no cost. For those states who cannot afford to develop their own TV program of activity at the present I would encourage them to use the NEA services. The NEA will even go as far to book films on local television stations if the association staff does not have the time or "know-how" to do so.

I would recommend each state association employ a full time staff member, trained in television, to coordinate the public relations program. I would hire a technician from the communications field and expose him to education; give him a liberal budget and a free administrative hand. The success of television in state association work depends on creativity and ACTION.

If you would like any additional ideas or recommendations do not hesitate to write me.

William Hayward
New Jersey Education Association



May 5, 1961

Dear Mr. White:

Thank you for the opportunity to express my views on what I consider to be an ideal program of television activity for state education associations. As you know, we have been most active in California with television and feel it has much to offer our Association program.

I think that the best way to present this information is by an outline form. I will make all my recommendations in statement form. If you need more detail I can supply it in a subsequent letter. Here is what I consider to be an ideal program of TV activity:

I. Film/Live Programs or Series

A. Films

1. Most effective for CTA because of appeal to public
2. Have great residual value (use on TV and by members)
3. Can insure higher quality than live show
4. Should be done by a commercial film company or educational television station
5. Received enthusiastically by commercial television stations
6. Develop a large film library

B. Live programs

1. Effective in some cases but should be used primarily for the special show (bond issues, etc.)
2. A live series can be effective on a commercial station that will cooperate in the production and will promote it to the audience.
3. Avoid the use of persons who can not speak intelligently on the subject being presented.
4. Try to get the program on at a time when people will watch it.
5. Script the shows if you can.

II. Spot announcements

A. Effective in most any area

1. Vary the spots in length but do not exceed 2 minutes
2. Have them produced by a commercial film company to insure quality.
3. Use the slide/ID combination and filmed spots for best results.
4. Provide the stations with new slides at least once every three months.

5. Buy good time if you have to for a special campaign, such as constitution revision, legislative referendum.

III. NEA Series

- A. Best for states that have not developed a program of television activity.
 1. The NEA series is an ideal program of TV activity for the states that are unable to organize a comprehensive program of TV.
 2. It can be obtained with little effort and at little cost. These are two factors which would appeal to the smaller states.
 3. The NEA will book the series if the association cannot free a staff member to do so.
 4. Since the NEA puts the state credits on the films it's just like the association producing the films itself. It's a wonderful service that all state associations should take advantage of.

IV. Methods of approach

- A. Be careful that all films and live productions be done in such a way that they're appealing to the public.
 1. It appears that in California the dramatic and documentary approaches are the most effective. Of course, this will make the films or live shows cost more but, in the end, the additional expense is worth it.
 2. The news technique is good also. Try and set up an arrangement with some commercial television stations to do a news insert periodically.
 3. Make sure you provide for ample planning time.
 4. Place the responsibility for planning in the hands of a committee if you have the time.
 5. Make sure the state association creates the proper administrative and organizational machinery before it begins television activity.

I would consider the above comments to be my recommendations on the ideal program of television activity for state education associations.

Nabel Perryman
California Teachers'
Association

May 10, 1961

An Ideal Program of Television Activity for State Education Associations:

It's difficult to say what an ideal program of television activity should be for ALL state associations because they vary so greatly in size, location and philosophy. However, it has become increasingly apparent that, in order to develop the use of television by the associations, some kind of standard or norm is needed by which we can be guided.

Therefore, I would recommend the following ingredients for an ideal program of television activity on the basis of my experience in Colorado and familiarity with television activities carried on in other mid-western and western states. The ideal program should be centered around:

1. NEA Films I realize that most of the states are still in the pioneer stage re: television development. This would mean they would consider using what some other agency or association could put in their hands. The NEA makes available high quality films and film clips which can be used effectively by any state association. The NEA will put the state association credits on the films, book them and handle distribution. What better way to get a program of television started? Write John Cox for help at the NEA.

2. Live programs Any state association gets the opportunity to participate on a live television program at one time or another. No one in association work should turn down an invitation to do so unless it is absolutely necessary. Live shows, in most cases, cost nothing except a little effort on the part of the association staff member. Also consider using the live program for presentation of special shows. We used this technique effectively on bond issues and millage campaigns. Local units would write us for help and we would set up special shows for them on area television stations. We tried to use local talent for appeal purposes but always worked in a professional from the station to keep the show moving. Don't overdo the live program idea, it can be a "bomb." Allow plenty of time for planning and get out plenty of promotion on the program. Try, if you can, to get it on the air during a decent daylight hour.

3. Film clips Some state associations may want to do something with film clips. I guess some states call these

spot announcements. Anyway, if you have time after you set up the NEA series and work in some good live programs you might want to consider using the film clip. Keep them short and to the point. If you can't afford film clips then try the old fashioned 2 x 2 slide. Most of us in association work are primarily educators so get the technical assistance you need from a commercial film company. It doesn't cost that much and in the end you have a quality product. Keep in good relations with the program managers of the television stations so when you want to work in some clips you will be able too. Don't forget the men in the commercial stations when you aren't doing something in television. They need to be in contact with you all the time. If the association can afford it, hire someone to direct and coordinate television activities.

If the state association uses the three techniques mentioned above they'll be plenty busy and will have a good program of television activity. I would mention, however, that not all the states are going to do anything with TV. Some are isolated geographically and some have no television stations. In cases like that the NEA and the larger state associations should pitch in and help them out. We could also use a central office (probably in the NEA) to serve as a coordination center for all state association activity in television. This would make possible sharing of ideas, guiding states in the pioneering stages of television development and to lay plans for the future.

Any additional information on the material discussed in this letter can be expanded upon if you so desire. Thank you for the opportunity to cooperate on this worthwhile effort.

Colbert Cushing
Colorado Education Association

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Recommended program of television activity for state education associations:

The ideal program of television activity for the 50 state education associations should be set up in varying stages and for three different sized associations.

Category I Associations with membership to 20,000

Financially, this size association can afford only a basic program of television activity. Development of television activity should consist of the following elements in two stages:

- Stage 1: Utilization of the NEA filmed series.
- a. This can be done with little effort and expense.
 - b. Book the series locally or let the NEA do it if the association can't.
 - c. Promote it state-wide and use proper follow-up.
 - d. The NEA will take care of all details.
 - e. The state association gets credit for the series which is part of the reason for such television activity.

- Stage 2: Utilization of live programs.
- a. Encourage staff personnel and local association members to accept invitations to appear on live programs whenever possible.
 - b. Set aside a minimum budget for materials, expenses and professional assistance.
 - c. Try to set up special programs when current issues need promotion. (Such as: bond issues or referendums.)
 - d. Use professional talent when possible.
 - e. Keep the program consistent on as many television stations in the state as possible.

Category II Associations with membership from 20,000 to 50,000

These states are better equipped to expand a program of television activity. Located primarily in heavier populated areas the program of activity should be more comprehensive. Development should consist of the following stages:

- Stage 1: Same as above

Stage 2: Same as above

Stage 3: Utilization of spot announcements

- a. Establish a program of spot announcements for distribution to all TV stations in the state.
- b. Have them prepared by a commercial film company or educational television station.
- c. Send cooperating television stations new spots every 2 to 3 months.
- d. Use the 2 x 2 slide technique tied in with the station ID.
- e. Use filmed spots if you can afford it and have the available facilities to get them produced.
- f. Buy good air time for them in case of special issues or election.
- g. Don't try to do them on a shoe-string budget.

Category III Associations with membership over 50,000

These state associations will be competing in an area where it will be essential to have a comprehensive program of television activity. With adequate finances available, the state association should operate a TV program of activity on the following four-stage plan:

Stage 1: Same as above

Stage 2: Same as above

Stage 3: Same as above

Stage 4: Utilization of films produced and distributed by the state education association.

- a. Produce and distribute your own films.
- b. Try several methods to determine which is more effective: a filmed series of 13 weeks or distribution of 3 to 5 high quality films for special telecasting on state TV channels. Both methods can be effective if properly administered and organized.
- c. Have a staff member available to handle the production of the series.
- d. Be careful to select content which is pertinent and appealing.
- e. Have the films produced by a commercial film company or an educational television station (if one is available.)

- f. Have the scripts written by a professional script writer or a free-lance writer who is talented.
- g. Amateur, home-spun films are not effective.

In all cases give the television coordinator authority to make decisions and implement the programs. Keep administrative involvement to a minimum. Don't be penny-wise and pound-foolish. Set up an adequate budget to do a quality job.

Jack M. White
Michigan Education Association

Statement by Panel of Experts for need to evaluate television activities of state education associations.

Following the development of the ideal program of television activity, the Panel of Experts met with the author at a meeting of state association staff members in Ocean City, New Jersey in June, 1961. The purpose of this study was discussed at which time the panel members drafted this statement in support of the need for some kind of evaluation of state association television activities:

"It would be valuable to know how the state associations feel about television and which ones, if any, are active in television before their evaluation of the effectiveness of television is weighed. It would be helpful to know what kind of background prompts the evaluation."

"There is no question that television should play an important role in the state association program of service. If development of this great medium is to be effective, it is necessary to know what can or can't be done. An evaluation of what has been done will most certainly determine the direction future television development will take."

APPENDIX D

VERIFICATION AND SUPPORT FOR THE
PROCEDURE USED IN PRESENTING THE
DATA IN THIS INVESTIGATION

November 14, 1961

To: Jack White

From: Marvin Holmgren, Director, Bureau of Research

Subject: Statistical treatment of data.

In response to your request for some assistance in treating the data which you collected through your questionnaire, I have done a little studying. My first impression was that there is little that you can do to treat these data statistically. After doing some thinking and reading about the matter, I am quite certain that your data do not lend themselves to statistical tests of significance. You mentioned the possibility of using chi-square or analysis of variance. Basically, tests of significance involve the hypothesis that there is no difference between the information that you obtained and the information obtained from some other sample or the total population involved. In your case, you have no outside sample with which to compare your results; actually, since you have obtained information from each of the fifty states, you have information about the total population. The descriptive statistics that you find from the data that you have collected will, in my judgment, actually represent parameter values. If I am correct, a test of significance will not be appropriate.

If there is question about whether the responses were given purely by chance, I suppose it would be possible to use a chi-square in which case you would use your obtained frequencies and those that you could expect if you want to test the hypothesis that the responses were made in a chance fashion. I cannot see how doing this will yield anything of value to you because I am certain that you will find that, in most cases, the hypothesis cannot be accepted. I am saying simply that in a few cases it is possible that the responses will not vary significantly from a chance arrangement. This, we can expect simply because the odds indicate it. However, it would not be reasonable to say that a few items were treated in a random fashion while the great bulk of them were not. I guess what I am trying to say is that chi-square does not seem to offer much of any value to you.

Since the analysis of variance involves the treatment of a number of groups of homogeneous data and since the responses to the various items in your questionnaire are discrete and therefore cannot be meaningfully combined, I do not think you can use this tool either. Why don't you simply weight

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the items and find the mean for each one? Then you could develop a kind of profile chart for the items in each section of your questionnaire. This chart would point up areas of strengths and weaknesses. I think that, if I understand your problem correctly, such a profile chart would help you to locate the information that will be most valuable from your data and give you an effective way of reporting it.

If you have any more questions about this matter, I shall be happy to consult again other members of our staff who may be helpful in solving the problem.

APPENDIX E
STATEMENT BY JOHN T. COX
Television Coordinator
National Education Association

I would think the first ingredient for a good program would be proper executive leadership. I would want the chief executive and the advisory group or board to whom he reports to have a proper attitude about public relations, possess some knowledge or sensitivity about its workings and possess confidence in the man who is selected to actually execute public relations on a day to day basis. I think this group should make clear-cut decisions regarding policy and budget as these two things are concerned. I would hope their knowledge would tell them that they can't allocate a small amount of money and expect large programs, that whatever they do allocate for such an operation they have a proper knowledge of what returns or what kind of a program to expect for their money. They should have the confidence that the public relations director is spending the money wisely and accept his recommendations regarding the manner in which the money should be spent. I would hope that the advisory group or executive board would limit itself to spelling out policy, determining some of the needs or long range goals of the organization, the executive aware of these things would then work on a somewhat more practical level with the public relations man. But the basic formulation of what to do about the problems the board sees would be left to the PR man himself. My own experience has been that too many boards spend a great deal of time with the detail of public relations programs without the experience or ability to do so effectively, while at the same time they ignore the very reason they are brought together--that is, the policy and decision making responsibilities that are theirs.

The second ingredient I think would be the public relations man himself. In specific reference to state associations, I feel that too many of the people who are engaged in public relations have neither the background nor inclination for such activities. I do not believe it is a simple matter of taking a classroom teacher and giving him a title of public relations man. In some surveys that have been made, the question has been raised as to which is more suitable, taking a man from communications and having him do public relations for an educational group or taking a man from education having him do public relations. I strongly support moving a man from the communications field into public relations for the educational group. I think that the work necessitates an experience and a demonstrated ability in executing the techniques of the job. I think these are acquired best by full time work in this field rather than full time work in education, trying to pick up the techniques and the knack of public relations. There is more to it than that. Obviously there are some who are in the classroom who can move to public relations work and

do exceedingly well. I'm sure there are a number of exceptions to my position. However, as a general rule, I think the schools would be much better off to go outside the school system in hiring public relations people. I believe the public relations man should have a confidence in himself which allows him to be in the position at all times of seeing the association and its problems from an outside point of view. He should be the kind of person who tells the board and his executive leadership the kind of things that most other people are afraid to tell them. He should have not only practical ability in the execution of various kinds of materials needed in the PR job but also the administrative and executive ability to supervise others.

The third ingredient of a good program, I believe, would be the program itself, which should come out of a combination of the first two ingredients properly applied. It would be prepared by the PR man from clear-cut desires expressed by the executive. I would think that throughout a course of one year a program, regardless of budget but somewhat determined by budget, should contain some of the following:

A.) Spot announcements. If budget is low, then can be primarily slides and copy and limited in number. If budget permits, they could go into film. Some, I think, should be of a general nature usable all year long. These would be the film spots if such are possible. Some of them should also be on slides. Specific spot announcement campaigns, mostly on slides, should be produced in connection with such things as American Education Week and Teaching Career Month. Some spots should be produced of a service nature to parents so that they will get the feeling that the association is trying to help them. Care should be exercised not to deal exclusively with matters standing before the legislature or teachers' salaries or things of this sort but some legitimate service to the public should be performed through these spot announcements. Fresh copies should be supplied to stations that are using them often to keep them up to date. And a good deal of care should be exercised to know exactly what's going to which stations and what's happening to it after it gets there.

B.) Some program material. Some kinds of program material should be distributed by the state. Those with low budgets might devote themselves entirely to distributing ideas on paper. Then as the budget goes up, the material can move from radio scripts into simple television productions all the way up into a canned film program such as "The Challenge." If a great deal of money is available, I think that the first concern should be given to providing insert material for,

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more or less, a canned series. But as this need is met, some attention should be given to providing insert material for local associations who in turn might obtain the air time and program partially live and partially with insert material. The state should provide some leadership and some material so that the programs which would result from the work of the local association would be a little bit snappier and peppier than they might be otherwise. I think that attention in this matter, as well as with spots, should be given to both radio and television and that one should not be robbed for the other. If budget is limited and decisions must be made as to what to do, I would think that a parallel program should always exist with some minimum amount of material moving to both radio and television. I do not think that one should be favored over the other.

C.) News service. I think some material should be coming out of the association in the form of a news service. Either straight written releases, perhaps still shots, and maybe even film if budget permits. This service can be broken into two parts also; one being a service directly from the state to each of the television stations, the other being one by which the state works through the locals or assists the locals or does local tie-ins.

D.) Station knowledge. I think the association should have a public relations man who knows all of the stations in his state, not just the ones with which he's cooperating but have some sort of relationship with every station so that he would also always know whom to write in any given situation or whom to contact regarding some matter which he wishes to discuss. It is difficult, of course, with the large number of stations in some states to keep up to date on this but an attempt should be made. In the process of cooperation with the stations on projects, the PR man should make sure the station gets to know him so they know what kind of a person they are working with, how much he can be relied upon and the kind of material he delivers. I think it's important for stations to recognize the name of the PR man and associate with him certain programs, preferably good ones, so that he gets doors open a lot quicker when he makes contact with the station.

In general, whatever is carried on by the state, I think, should be carried on on two levels. One should be a state to station level with some materials for expediency or efficiency or because of their nature moving directly from the association to the stations throughout the state. The state should be geared for this and the PR man knowledgeable of the stations and the people at them in order to make this effective. At the same time, work should go on to assist

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locals so that when they contact stations they have material to help them. Experienced guidance so the state will not completely let its program be in the hands of a local, which usually has the lesser experienced PR man, is a necessity. Nor should it concentrate so strongly on its own program that it ignores these people who have important contacts in their local community and a good position from which to bargain with the station.

The program above in assisting locals would probably be a mechanical thing on a short range basis -- who do you mail to and who do you tie in on local activities. In addition to this, I think, there should be some kind of long range program --- seminars, news letters or materials which would go to PR people in local associations to try and increase their knowledge and understanding of what they're about to engage in. Where ever the local association has a permanent staff or employed staff care should be taken to try and cultivate their understanding and knowledge of PR, particularly in those cases where an executive secretary handles all the duties of the local association. The PR man should work so that this executive secretary pays attention to PR programs and does something about them rather than spend all his time lobbying or on professional ethics or on teachers' salaries. I think also that all of these things that I have talked about are things which the association would send out to stations whether the stations want them or not. At the same time, I believe the associations should be prepared to help their locals to be in a position to assist stations when approached by them; particularly the state PR man, I believe, should be one to whom stations might go when they need assistance on problems or when they're looking for programming or have an open spot in their schedule and want a one time only film or anything of this sort. They should know the PR man well enough and have gotten good enough service from him or know that they can get it so that they will call him or contact him when these things come up. In this connection, I think it is well for the state to push very strongly for some kind of an audience alert whenever stations notify them that they are running programming which would be of interest to educators. When the state or local places their own programming on a station, they should at the same time work very hard to alert all the educators in the area, all the parents if possible, and everyone that they can possibly reach through specialized means, not necessarily through the purchase of newspaper ads. At the same time, effort should be made to notify the station, make them aware of what is being done to alert a potential audience for the programming they are carrying.

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I would think that the PR man would try to attend meetings and those kind of conventions, etc., where he could stand to learn or pick up some of the latest information and techniques in communications, and he in turn would conduct programs from the state level for these local people as I mentioned above.

I have not touched on either the size of staff nor the possible equipment that may be necessary for I do not think that this is really extremely important. A one man PR staff, if he's got the budget to do a number of different things, should also have the budget to hire the people to do them, either on permanent staff or on a free lance basis as the need arises. As production of materials for newspaper, radio and television increases either the capacity to produce within the organization or to hire from without must also accompany this. It would be the decision of the PR man based on his own experience and on the need that he sees whether or not it is wiser to hire a production organization to produce a film or whether he should hire a camera man to work on the staff and buy the equipment with which to produce the show himself. This is a decision I think that can only be made as a program gets under way or as it's in operation in the light of the situations that exist. Equipment is really the least important thing of all. The ideas and the execution of ideas are the thing which really produce or fail to produce the results desired.

APPENDIX F
STATE EDUCATION ASSOCIATIONS
RESPONDING TO THE
QUESTIONNAIRE

Alabama Education Association
Arkansas Education Association
Arizona Education Association
California Teachers' Association
Colorado Education Association
Delaware Education Association
Iowa State Teachers' Association
Illinois Education Association
Kansas State Teachers' Association
Kentucky Education Association
Maryland State Teachers' Association
Massachusetts Education Association
Michigan Education Association
Minnesota Education Association
Montana Education Association
Nebraska State Teachers' Association
North Carolina Education Association
North Dakota Education Association
New Mexico Education Association
Ohio Education Association
Oregon Education Association
Pennsylvania Education Association
Rhode Island Education Association
South Carolina Education Association
South Dakota Education Association

Tennessee Education Association

Texas State Teachers' Association

Utah Education Association

Washington Education Association

Wisconsin Education Association

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