

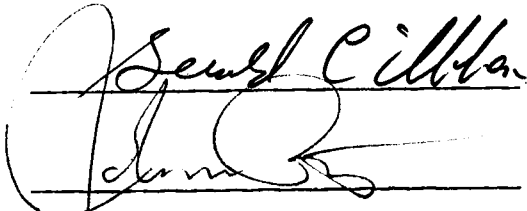
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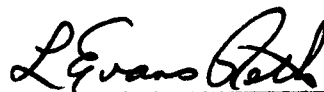
Charles M. Achilles, Major Professor

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THE EFFECTIVENESS OF COMMUNICATION MEDIA
USED IN TENNESSEE PUBLIC SCHOOL SYSTEMS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Leslie Ray Hyder

August 1979

1398057

ACKNOWLEDGMENTS

The author expresses appreciation to the many people whose support and encouragement made this study possible.

Particular appreciation is expressed to Dr. Charles Achilles who served as my doctoral committee chairman in the latter half of the program and to Dr. Larry Hughes who served in that role in the first half. Thanks are also offered to Dr. B. Kelly Leiter, Dr. Gerald Ubben, and Dr. John Peters who served on the doctoral committee.

I am indebted to several of my fellow students for their advice and assistance in this study. Special appreciation is expressed to Dr. Douglas Kocher and Ms. Joyce Desaulniers Givens for their aid.

The support and love of my family have been instrumental in providing the impetus to complete this study. My wife, Terry, and my son, Brian Matthew, have provided the understanding and motivation that made everything worthwhile. My parents, Albert and Alice Hyder, and my parents-in-law, Jay and Margaret Burgin, have provided much appreciated moral and financial support in crucial periods.

To those others who have assisted in the completion of this study but who cannot be identified here, I offer my thanks.

ABSTRACT

The purpose of this study was to determine if there were significant differences in the effectiveness of selected one-way and two-way communication media used by public school systems to communicate to and with the community. It should be of value to school officials in identifying communication media which are effective in facilitating the communication to and with the community of information about the needs and problems, goals and aims, programs and activities of a public school system.

The one-way and two-way communication media were identified via a review of the literature. Respondents were the public information coordinators (PICs) in Tennessee public school systems and journalists who cover Tennessee public school systems for broadcast media and newspapers. Responses were received from 102, or 70.3 percent, of the PICs and 223, or 67.0 percent, of the journalists.

One-way media for which significant differences were found were: "Information Sheets Enclosed With Grade Reports," "Displays in the Community," Press Conferences or Interviews Involving--"Central Office Level Administrators," "School Level Administrators," "Faculty" "Coaches," and "Students," "Films and Slides About Schools or Special Issues," "Letters to the Editor or Newspaper Columns Written by School Officials," "Radio and/or TV Programs Featuring School Officials," and "Speeches to Civic Clubs, etc., Featuring School Officials." No significant differences were found for eight one-way media: "Newsletters to Parents" "Student Newspapers." "Student Magazines," "Press Conferences

or Interviews Involving School Board Members," "News Releases to Newspapers," "News Releases to Radio and/or TV Stations," and "Speakers Bureau Featuring School Officials."

Significant differences were found for two of the two-way media: "Open School Board Meetings," and "Advisory Groups of Community Representatives." No significant differences were found for: "Public Forums on Issues Involving School Systems," "Teacher Conferences With Parents," "Orientation Programs For Parents and/or the Community," "Research Studies of Community Attitudes," "Community Representatives on Committees," "Parent-Teacher-Student Associations," "School Information Center and/or Rumor Information Center," and "Open House."

Other findings were that the superintendent functioned as the public information coordinator in almost four-fifths (79.5 percent) of the school systems and that the superintendent was elected in a majority (54.9 percent) of the systems. In just over one-third (34.3 percent) of the systems did the PICs report that they devoted 10 percent or more of their time to public relations functions and activities. A large percentage (87.4 percent) reported that less than 2 percent of the budgets of their systems was allocated for public relations functions and activities.

Most PICs perceived their relationship with the journalists who covered their systems as effective (79.4 percent) or highly effective (13.7 percent). Of the journalists who responded, over half (57.1 percent) perceived the relationship as effective and over one-seventh (15.2 percent) as highly effective.

Almost three-fourth (74.1 percent) of the journalists reported contact with school officials one or more times each week while two-third (66.7 percent) of the PICs reported contact with journalists one or more times each week. Approximately half (50.3 percent) of the journalists perceived the overall public information programs in the school systems they covered to be effective while over four-fifths (81.4 percent) of the PICs perceived their system's public information program as effective.

The media which were perceived as effective by larger percentages of respondents in each of the two groups were those over which they had control or influence. The media which were perceived as effective by smaller percentages were those which they had little control over. Who was responsible for the day-to-day coordination and direction of the public information programs and the amount of time and available funds were indices of the relative importance of the public information function.

Generally, the media for which significant differences were found were those which involved the use of available resources within the systems and did not require additional, expensive equipment, facilities, or supplies. Many involved personal contact initiated by public school officials with journalists or members of the community.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Purpose of the Study	5
Definition of Terms Used	6
Assumptions	8
Organization of the Study	8
II. REVIEW OF RESEARCH AND LITERATURE	10
Trends and Schools of Thought	10
One-Way and Two-Way Communication Media	23
Summary	26
III. METHODOLOGY	29
Populations	29
Rationale for Selection of Populations	31
Data Collection	31
Treatment of Data	33
Hypothesis	34
IV. PRESENTATION AND ANALYSIS OF DATA	35
Perceived Effectiveness of Selected One-Way and Two-Way Communication Media	37
Collateral Data	45
Summary of Findings	53
V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS	59
Conclusions	60
Implications	63
Recommendations for Further Study	65
BIBLIOGRAPHY	66
APPENDICES	71
APPENDIX A. COVER LETTER TO SUPERINTENDENTS	72
APPENDIX B. QUESTIONNAIRE TO PUBLIC INFORMATION COORDINATORS.	74
APPENDIX C. COVER LETTER TO BROADCAST JOURNALISTS	76
APPENDIX D. COVER LETTER TO PRINT JOURNALISTS	78
APPENDIX E. QUESTIONNAIRES TO BROADCAST JOURNALISTS	80
APPENDIX F. QUESTIONNAIRES TO PRINT JOURNALISTS	84

CHAPTER	PAGE
APPENDIX G. PUBLIC INFORMATION COORDINATORS IN TENNESSEE PUBLIC SCHOOL SYSTEMS	88
APPENDIX H. JOURNALISTS WHO COVER TENNESSEE PUBLIC SCHOOL SYSTEMS	92
APPENDIX I. TABLES	98
VITA	107

LIST OF TABLES

TABLE	PAGE
1. Chi Square Summary Table for One-Way Media	38
2. Chi Square Summary Table for Two-Way Media	39
3. Position Held by Officials in Tennessee Public School Systems Who Have Responsibility for Public Relations Functions and Activities	47
4. Method of Selection of Superintendents of Tennessee Public School Systems	47
5. Enrollment in Tennessee Public School Systems	48
6. Percent of Time Spent on Public Relations Functions and Activities by Public Information Coordinators in Tennessee Public School Systems	48
7. Percent of Budget Allocated for Public Relations Functions and Activities by Tennessee Public School Systems	48
8. Effectiveness of Relationship With Journalists Who Cover Tennessee School Systems as Perceived by Public Information Coordinators	50
9. Effectiveness of Relationship With Public School Officials as Reported by Journalists Who Cover Tennessee Public School Systems	50
10. Frequency of Contact With Journalists Who Cover Tennessee Public School Systems as Reported by Public Information Coordinators	51
11. Frequency of Contact With Public School Officials as Reported by Journalists Who Cover Tennessee Public School Systems	51
12. Effectiveness of Overall Public Information Programs in Tennessee Public School Systems as Perceived by Public Information Coordinators	52
13. Effectiveness of Overall Public Information Programs in Tennessee Public School Systems as Perceived by Journalists Who Cover the Systems	52

TABLE	PAGE
14. Effectiveness, Rank, and Chi Square Summary of One-Way Media, With "No Response" Excluded	99
15. Effectiveness, Rank, and Chi Square Summary of Two-Way Media, With "No Response" Excluded	100
16. Effectiveness, Rank, and Chi Square Summary of One-Way Media, With "No Response" Included	101
17. Effectiveness, Rank, and Chi Square Summary of Two-Way Media, With "No Response" Included	102
18. Effectiveness of One-Way Communication Media As Perceived By Public Information Coordinators in Large and Small School Systems	103
19. Effectiveness of Two-Way Communication Media as Perceived By Public Information Coordinators in Large and Small School Systems	104
20. Effectiveness of One-Way Communication Media As Perceived By Journalists in Large and Small School Systems	105
21. Effectiveness of Two-Way Communication Media as Perceived By Journalists in Large and Small School Systems	106

CHAPTER I

INTRODUCTION

When the depression years of the 1930s and the war years of the 1940s and early 1950s brought public demands for a reduction in the budgets of the public schools, public officials tended to comply. In the face of such demands, astute school administrators realized anew the necessity that the public be kept informed about the successes and goals of the schools as well as about their needs and problems.

Contrary to the general trend of stringent reductions in the spending of tax funds, some school systems suffered only limited budget cuts. Indeed some systems even received increases. The response of the public to budget requests by school officials tended to reflect the degree of support for the schools by members of the tax-paying public. To a great extent, this support reflected the amount of the public's involvement in, understanding of, and confidence in the schools.

The Great Society legislation of the 1960s, coupled with continuing increases in student enrollment brought relatively prosperous times for many public school systems. Generous governmental support enabled the schools to expand and update their physical plants, to initiate innovative teaching concepts, to purchase much-needed equipment, and to expand the curriculum to meet more of the needs of a greater proportion of their students. Not only did the generous appropriations reflect the economic conditions of the times, at least as perceived by

governmental leaders, the funding showed a high degree of support for and confidence in the public schools.

The current public mood is reflected in the "Proposition 13" syndrome, in which taxpayers are not only demanding a halt to ever-increasing taxes but also greater accountability for the spending of their tax dollars and a greater voice in how tax funds are spent. Again the public schools face a demand that they justify to their publics their needs for continued support. Attacks on the schools are coming from numerous groups and individuals. Some contend that enrollment has peaked thus eliminating the need for continuing increases in school budgets. Others charge that public schools have failed to educate and train their students properly thus producing a generation of functional illiterates in an increasingly complex and technological society. Others are concerned about what they perceive to be a breakdown in the traditional standards of discipline expected, indeed demanded, of previous generations of students. These are among the reasons that no aspect of the school program and no member of the school staff, whether that member be a custodian, teacher, student, coach, counselor, or administrator, is immune to at least some degree of public scrutiny of their work and the products and results of their labors. As Rosenberg (1974) observed:

Insistent and unrelenting demands are being made on public school education and educators. These are demands for accountability, assessment, curriculum revision, fair treatment of minority groups, tougher personnel evaluations, repeal of teacher tenure laws, performance contracting, voucher schemes, decentralization, and community control (p. 42).

Few institutions in American society are subject to more public awareness and interest than are the public schools. As Norman and Achilles (1973) observed, "Schools are too much a part of society and affect, directly or indirectly, the lives of too many citizens to be ignored."

More and more, citizens are taking a greater interest in their schools, not only because of the schools' essential function in training the young people of the community, but also because they are perceived as a legitimate means of advancing various societal goals. Cutlip and Center (1971) stated:

Surveys repeatedly show that education ranks among the most valued symbols in American life. In fact, there have been disturbing signs that Americans expect too much from education. Many presume education to be the panacea for all the ills that beset the nation.

One tends, too easily, to turn to schools for relief from weaknesses, for protection against feared enemies. If the accident rate zooms up, people demand safe driving courses. If juvenile delinquency breaks out in a community, people insist that the schools do something about it (p. 562).

Public school systems really do not have a choice about whether or not to have public relations. Because they exist as a tax-supported part of the community and directly or indirectly are a part of the life of every citizen, a public relations situation exists for schools. The nature and quality of the school systems' relations with the public are matters which can be influenced by school officials. The degree of public support depends on the attitudes of the public toward the schools and the willingness of citizens to support the goals and objectives of the schools. Moehlman and vanZwoll (1957) observed:

The effectiveness of the democratic school is conditioned by the amount of community confidence it enjoys. Confidence is built upon understanding, trust, and appreciation (p. 22).

The various publics need and desire to know more about their schools than just superficial, positive hype, such as the scores of athletic events or the number of buses that completed their runs on time. Byrne and Powell (1976) observed:

. . . too many observers of the public education scene have for too long been hoodwinked by an endless stream of success stories that have belied the reality of struggles, conflict, and failure in the school (p. 52).

Although a planned program of public relations does not necessarily guarantee goodwill, it certainly is an essential way of acquainting the public with the needs, goals, aims, and problems of the schools. Lacking such knowledge about their schools, citizens may make judgments about and decisions affecting their schools which are not accurate or are based on incomplete information and understanding. In such circumstances there is a possibility that their decisions are not in the best interest of either the schools or the community. Morris Plan Bankers Association (1942) elaborated:

A program of public relations is designed to establish between the institution and the public a thorough understanding of the purpose of the institution and the service it renders to the public. . . .

It is obvious that unless the institution can stand the full light of day and that unless a thorough exposition of its functions will win friends, patrons, and public approval, a public relations program is not in order in the proper sense and meaning of the expression (p. 3).

I. PURPOSE OF THE STUDY

The purpose of this study was to compare the perceptions of public information coordinators in public schools and of journalists who cover the schools relative to the effectiveness of selected one-way and two-way media when used by public schools to communicate to and with the community. Specifically, this study sought to determine if there was a significant difference in the effectiveness, as perceived by the public information coordinators in Tennessee public school systems and by the journalists who covered those school systems, of selected one-way and two-way communication media used by school systems to communicate to and with the public relative to the schools' problems and needs, goals and objectives, and programs and activities.

This study also took advantage of the contact with the public information coordinators and the journalists who covered the school systems to obtain additional data. The study elicited the following collateral data:

1. What percent, as reported by public information coordinators, of the total budgets of Tennessee public school systems was allocated to public information functions and activities?
2. What percent of the working time of public information coordinators was spent on public information functions and activities?
3. How frequently did public information coordinators have contact with journalists who covered their school systems and vice versa?
4. What were the perceptions of the public information coordinators relative to the overall relationship between their offices and the journalists who covered the systems?

5. How effective did public information coordinators and journalists perceive the public information programs of Tennessee public school systems to be?

II. DEFINITION OF TERMS USED

Broadcast media. Those commercial Tennessee broadcast stations--radio and television--which were listed in Broadcasting Yearbook 1978 (1978) are defined as broadcast media.

Large school system. Those Tennessee public school systems having an enrollment of more than 10,000 students during the 1978-79 academic year are considered to be large school systems.

Mass media. The broadcast--radio and television--media and the print--newspapers--media which operated as commercial enterprises in the dissemination of information to the public are considered to be mass media.

One-way communication media. For purposes of this study, one-way communication media are considered to be those resources, media, approaches, techniques, methods, and activities initiated primarily by school officials to facilitate communication of school problems and needs, goals and aims, and programs and activities to members of the community.

Print media. Defined as print media are those commercial newspapers in Tennessee which had a general distribution and were listed in The 1979 Newspaper Directory (1979) of the Tennessee Press Association.

Public information coordinator (PIC). The individual in the public school system having the primary responsibility for the day-to-day coordination and direction of the system's public relations functions and activities is considered the public information coordinator. This term is used interchangeably and synonymously with public relations director, public relations officer, communications specialist, and public information officer.

Public relations (PR). The overall perceptions of the schools which are held by members of the community and the efforts, actions, and programs of the schools which influence those perceptions are defined as public relations.

Public school system. Any one of the 145 public school systems listed in the 1978-79 Directory of Public Schools (1979) published by the Tennessee Department of Education is considered to be a public school system.

Small school system. For purposes of this study, a small school system is a Tennessee public school system which had an enrollment of 10,000 or less students during the 1978-79 academic year.

Two-way communication media. Those resources, approaches, media, techniques, methods, and activities which enhance communication primarily between school officials and members of the community are, for purposes of this study, classified as two-way communication media.

III. ASSUMPTIONS

This study was based on six assumptions.

1. Each public school system had an official who performed the tasks of the public information coordinator, i.e., responsibility for the coordination and direction of the system's public relations functions and activities.
2. Each commercial newspaper and broadcast station had a staff member whose news beat included covering the public schools.
3. The one-way and two-way communication media identified for this study encompassed all those which were used by Tennessee public school systems.
4. The classification of each communication media into the category of one-way or two-way was an appropriate classification based on the primary communication process involved.
5. The responses of all respondents were based on a commonly held definition of each communication medium.
6. All respondents responded accurately and completely.

IV. ORGANIZATION OF THE STUDY

Chapter I is an introduction to the study and includes a statement of the problem, definition of terms used, assumptions, and organization of the study.

A review of literature and research is presented in Chapter II. Included are current trends and schools of thought, one-way and two-way communication media, and a summary.

Detailed in Chapter III are the methodology of the study, including populations, rationale for selection of the populations, treatment of data, and the hypothesis.

Presentation and analysis of the data collected are presented in Chapter IV. Perceived effectiveness of selected one-way and two-way communication media, collateral data, and a summary of the findings are included.

Chapter V draws conclusions, suggests implications of the findings, and presents recommendations for further study.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

Communicating with clientele groups has long been a topic of great concern to public and private institutions. In a highly competitive world where there are numerous vendors of supplies and services and where available financial resources are generally extended to those institutions which are most successful in developing and maintaining public awareness, public respect, and public appreciation, this is understandable.

Many writers have attempted to identify and define the problems associated with informing the public. A portion of this writing has dealt with public information programs of public schools. Surprisingly, a rather limited amount of comprehensive research on the subject has been published, particularly in the literature in education, journalism, or public relations.

I. TRENDS AND SCHOOLS OF THOUGHT

This review of literature and research examined the general trends and schools of thought presented in the professional literature on the subject of public information programs in public school systems. Except for major works from earlier years which have not since been replicated, this review generally concentrated on those published since about 1972.

The importance of effective communication media in recent years has been reflected by an increased emphasis placed by various

state and federal agencies on the dissemination of information. The Far West Laboratory for Educational Research and Development (1978) reported:

Although educational dissemination activities have emerged only recently, they have attracted the attention of nearly everyone in the educational community. Teachers and administrators look to various dissemination networks for information about alternatives to current teaching and management practices. Policymakers seek data that will assist them in arriving at critical choices among various options. Parents want information on student achievement. Trainers of teachers search for the most recent research findings. And community groups request reports that will help them understand the operations of their local schools (p.1).

Whether planned and structured or not, every public school system has a public information program. Each contact between a person connected with the school system and members of the community was a part of that program.

As Van Til (1977) pointed out, the public tended to support that which they value and attempt to withhold support from that which they do not value. He observed that when Americans value education, they support it, even with its problems. To cause the public to value education, Van Til stressed that educators themselves must communicate with the general public.

"Mundane and trite and boring as it may sound, public relations is a process," according to Banach (1974) who identified as the four components of public relations the following: analysis, planning, communication, and evaluating. Banach cited analysis as the most important of those components and also the most ignored: "Analysis is what tells you a public relations program is needed in the first

place." He described analysis as ranging from a simple comment from a citizen that some PR was needed to more sophisticated forms, such as opinion polls of community attitudes. Analysis, according to Banach, identifies the communication channels which might be used most successfully in different situations. Banach also suggested that the time had come for schools to switch their emphasis from print to people:

"School people--custodians, teachers, administrators, secretaries--have to be exposed to and understand their role in the public relations process." According to Banach, analysis has shown that the best communication was people-to-people communication.

Regularly, since 1969, various polling organizations have conducted numerous opinion polls of the attitudes of the public toward the schools and education. Those polls tended to show that the public was ill-informed about the local schools and very poorly informed about education itself. While these polls indicated that public understanding of public education was limited, they also revealed that people did have opinions about schools. Studies by other research firms showed that members of the public, particularly parents with children enrolled in public schools, wanted to know more about their schools than they did. These studies, reported by the National School Public Relations Association (1974), also found that the chief sources of parents' information about their schools were, in order of frequency, children, other people, the mass media, and school publications.

In addressing the question of what school officials could do to assure fair, ongoing coverage of school affairs, Brooks (1975) said that coddling the reporter was not the answer since "any reporter worth

his press card" cannot be swayed away from the truth. "What counts is a regular honest relationship between school officials and reporters."

The clientele of the public schools no longer are inclined to allow administrators to run the schools independently of input from their constituencies. Costanza and Hanrahan (1976) wrote that it was imperative that school administrators "understand the magnitude of the influences of these constituencies and be prepared to respond to them in other than a random manner." They suggested that responses by administrators set the direction for the schools while establishing linkages with the community and ultimately determined whether the administrators were educational leaders or puppets to pressure groups: "These constituencies, whose composition shifts and often overlaps, can be loosely classified as parents, students, teachers, and community groups, each wanting input into the operation of the school," according to Costanza and Hanrahan. They described these constituency demands as both personal and societal. They suggested that administrators, in responding, know the level at which an issue was brought to them, determine the level at which they will respond and anticipate potential constituent reactions, know the attendant consequences, and build mechanisms for dealing with the constituent groups.

In a study of the interaction between a high school and its public, Crosland (1971) found, in the absence of a formal means for obtaining information from its public or for notifying the public of its policies, services, and purposes, that the school depended on informal sources, such as the student grapevine and infrequent visits to the school by parents. Crosland concluded that there was common

agreement about the need for a public relations program in the school. This agreement, however, was rarely transmitted into action by school officials. In attempting to identify the reasons for such resistance to active school interaction programs with the community, he observed: "Although few admit it, upon examination, many of the educational programs in the public schools today may be found inadequate. This naturally breeds a reluctance or a fear of actual public participation in school affairs." In attempting to explain why substantial and effective school-community interaction programs were missing in public schools, he noted that many of the programs in the schools had such poorly defined purposes, procedures, services, and operational policies that administrators tended to feel threatened when more open public relations programs were called for. And Crosland observed that although the community welcomed the opportunity to participate in educational program planning and operation, community participation tended to develop slowly until school officials made a sincere effort to make members of the community feel welcome and comfortable and that their ideas and opinions were sought and valued.

Elder (1974) observed that administrators too often perceived public relations in terms of what they could get from the public or how to smooth "ruffled feathers" and that public relations officers tended to see their primary functions as "fund-raising, tub-thumping, and fire fighting." The concern was with what the "image" of the institution should be rather than how it really is. As a result, public relations officers found themselves in a quandry over how to present a good image of the institution in the face of increasing

suspicion of the schools by the public: "Public relations officers need to be interpreters of the quality of the educational product and its effect on students and the public at large. They must be interpreters (1) of the institution to the public and (2) of the public to the institution."

Harrison (1974) cautioned that school officials could make a mistake by giving the public too much information at one time. His premise was that the public was unable to "quickly understand complex educational issues, revise thinking, and make important decisions" because they were already being asked to cope with too much too fast. Describing communication with the public as the most unplanned function of the public schools, Harrison said that the solution was a program for planning in advance how to provide information to the public about most major events and changes in education.

Hughes and Hyder (1974) found that the public relations approaches most frequently used in public school systems were those which were part of the standard job expectation of administrators and which required a minimum of planning and expense. They also found that few school superintendents devoted more than one-fourth of their time to public relations functions. Their conclusion was that in most public school systems, the public relations program was informal, unstructured, and sporadic.

The financial and moral support of the public was important to education, according to Pinelli and Curtis (1974). To insure that the public continues to provide the necessary support for public education, school officials must keep the public informed and gain public support

and approval by promoting an understanding of school affairs. This required the development and use of an effective and on-going public relations program which facilitated interaction between the public and the schools. Although their design and scope may vary, "these programs should attempt to acquaint the public with, among other things, the nature, purpose, and value of the disciplines which compose the school curriculum." Concurring with Harrison (1974), Pinelli and Curtis (1974) took exception to the position of some educators that the lay public was not interested in or capable of understanding education theory and practice and thus could not comprehend what schools were striving to accomplish. The recent emphasis on private education, spiraling educational costs, increasing taxes, failure of bond issues, demands for accountability, and pressure from special-interest groups were among the factors which have awakened in school officials a realization of the value and need for promoting public understanding of the schools.

Of the school systems across the nation surveyed by Norman (1972), approximately 69 percent reported that they had a public information officer. Of these, almost four-sevenths were employed full-time, mostly in school systems having an enrollment of more than 25,000 students. The part-time public information officers were generally found in school systems with enrollments of less than 25,000. Among Norman's other findings were:

1. Less than one-fifth of the school systems produced or provided speakers and/or material for radio and television programs.

2. Special services provided for the news media by school officials tended to be printed material, especially relating to school board matters, and these services were less concerned with serving radio and television stations than the print media.

3. More than 40 percent of the systems reported that they collected feedback from public groups, although many indicated that this feedback collection tended to be informal and was seldom determined to be statistically valid.

4. Both school officials and members of the news media could improve their services to each other, the schools in regard to their information programs and the news media in regard to their coverage of education.

5. Interscholastic athletics, school board meetings, extra-curricular activities, and school system budgets received more coverage, both in terms of quantity and quality of coverage, than did educational innovation, local educational trends, learning activities and trends, learning activities in the classroom, and federally funded school programs.

6. School administrators felt that they could best improve their services to the news media by providing more news releases, more still photographs and television film, and more assistance to broadcast stations, while placing a somewhat lower priority on adding more personnel to the public information staff.

7. School administrators felt that the mass media could most improve their coverage of education by encouraging reporters to have

more first-hand experiences with the schools by more emphasis on the positive aspects of the schools, and by initiating school coverage.

Although his research was done in the 1950s, Johnson's (1953) findings relative to the media most frequently used by Kansas school administrators were not very different from the findings of more recent studies. He found that the media used by the largest number of superintendents were, respectively, local newspaper, school programs, school annual, report cards, and pupil entertainment of community organizations. The media which were most used and which were also rated most effective were local newspaper, school newspaper, public entertainment of community organizations, parent-teacher association, and school programs.

Rosenberg (1974) cited the quality of the relationship between educators and citizens as a major factor in community satisfaction/dissatisfaction and in school effectiveness/ineffectiveness. Although the school-community relationship has, in the past, not been generally understood or appreciated, it is now in the forefront of the education process. To improve and strengthen the positive quality of the relationship constantly he stressed the need for ongoing cooperative evaluation in each school and community.

Noting the increase in right-to-know laws which compel public officials to release details of many facets of their operations upon request by a citizen, Knowles (1973) alerted school administrators to the implications of these laws: "Like victims of the all-seeing eye, school administrators had best be careful of what they write or say 'for the record' these days."

In attempting to answer the question, "What, then, does the general public care about?", Banach and Escott (1973) offered what they described as an insight into educational communication. They suggested that the group known as the "general public" was often misunderstood because educators had failed to analyze their audiences into various subgroups, such as housewives, females, parents, etc., in terms of their needs for information: "Today total dissemination may still be an impossibility. One even has to wonder if such an effort would be worthwhile." They then suggested that by approaching the general public in terms of defined publics it was possible to identify the most effective techniques and perhaps the most plausible methods for maintaining open schools for a participating public.

What and who were involved in creating a good image for a school system? Harris (1975) said that a good image did not come from the cranking out of reams of paper extolling the virtues of the school system or having daily news releases in the local newspaper. While conceding that some of this was essential in keeping the various publics informed, he contended that the creation of a good school image came from "an on-going, day-by-day process involving all manner and means of school personnel: teachers, administrators, secretaries, custodians, bus drivers, cafeteria workers, and others."

Some educators promote public relations on the assumption that it will eliminate controversy. Silverman (1976) observed that public relations could not resolve the controversy in education. "But it can," he added, "ensure consideration of all points of view by providing

access to appropriate information for those concerned." This may have saved an innovative idea or technique from premature death.

A public relations program must have direction and, according to Cutlip and Center (1978), it must come from the superintendent. In too many systems, individual schools were left with the responsibility for public relations but received little central direction and coordination. Cited as part of the superintendent's public relations responsibilities were six functions.

1. Accept personal responsibility for planning and coordinating the public relations program.

2. Adapt leadership activities to superintendent's ability and personality and to community expectations.

3. Merit community recognition and acceptance by performance and competence.

4. Delegate the proper public relations functions and commensurate authority without relinquishing his own responsibility.

5. Make effective use of available resources.

6. Encourage and expect the staff in each school in the system to maintain good public relations in its own service area.

Ayars and Capehart (1971) developed a set of basic goals and guiding principles for framing a program of public relations. Integrity, performance, and dedication to public service were the characteristics, according to Ayars and Capehart, of a sound public relations program. An effective public relations program involved as objectives: revealing facts, developing understanding, acquiring information and

counsel, fostering good will and support of constituents, formulating policies in the public interest, and the rendering of service.

The public information coordinator ranked high in importance to the continuing growth, possibly even the survival, of an organization, according to Jacobs (1964). The PIC must be an accepted member of the top governing body of the organization in order to function most effectively. At this level the public information coordinator was in a position to know the entire program and plans of the organization and thus would not be caught by surprise by future developments. From a publicity point of view, the PIC could best serve as a counselor, warning against ill-considered acts or statements that could have brought the organization into disrepute and the PIC could be prepared to guide contemplated actions into channels that were newsworthy as well as constructive.

While the mass media were generally unsurpassed for providing quick, on-the-spot information, they were relatively ineffective, according to Jones (1977), in forming long-range, positive attitudes about education. He attributed such attitudes to a concerted effort by the school district, its school board and its staff to make, on an everyday basis, lasting, favorable, and personal contact with the community. Such communication processes were not just a one-sided affair, rather they were part of communication as a two-way process in which the schools seek and heed input from the community at the same time they asked the community to accept and understand their own communication.

The job of the communication specialist was to do more than write news releases or edit a newsletter. According to Harrison (1972), the specialist should perform such functions and, with the aid of other personnel, should carry out a broad range of responsibilities. These included four responsibilities.

1. Develop and edit publications which were issued on a regular basis to the general public, staff, and students.
2. Direct the flow of information to community news media and cultivate good working relationships with them.
3. Conceive and organize creative and continuing two-way communication between and among the board, administration, staff, students and community.
4. Consult with the administration, board, and others as necessary to offer the insights acquired in the job as the board drafts policies and the administration devises practices to implement the policies.

On the premise that extraneous public relations should be avoided, Lesly (1971) suggested several objectives for a planned public relations program: prestige or "favorable image" and the accompanying benefits, promotion of services or products, good will of employees, prevention and resolution of labor problems, fostering the good will of the community, overcoming misconceptions and prejudices, forestalling attacks, good will of suppliers, good will of governmental agencies and bodies, increased ability to attract the best personnel, education of the public to a point of view, formulation and guidance in policy-making, and directing the course of change.

An effective public relations program was predicated on a knowledge of the community and its components. Hughes (1976) described the American community, except in a few places, as a secular and cultural pluralism which, in turn, reflected the society at large. In this context he observed that school and community often became estranged in the absence of positive public relations efforts.

II. ONE-WAY AND TWO-WAY COMMUNICATION MEDIA

The review of literature also identified some 29 media which can be used by a public school system in its one-way and two-way communications with the community.

Opinion polls of community attitudes were cited by the National School Public Relations Association (1956) as an important medium. This two-way communication tool was useful to administrators seeking to learn how much and what knowledge people in the community have about their schools and their feelings, attitudes, and wishes on specific subjects. A bonus of opinion polling was that it actually helped to form opinion about the subject being surveyed, especially when the questions referred to basic issues in education.

Mullins (1973) made a strong case for open school board meetings, noting that the public and press representatives were entitled to know the decisions of the board and the rationale behind them.

Another public information medium, cited by Pacacha (1976), was the speakers bureau, particularly if it featured teachers and

school officials who were interesting and competent in discussing educational issues and programs of interest to the community.

Observing that parents needed to be included in the framework of the child's world, Andrews (1976) suggested the use of newsletters as a means of acquainting parents with the programs and activities of the schools.

Open houses were suggested by Wagner (1974) as a means of communication between the schools and the community. Making the public aware of the activities of the schools helped to make them more involved in telling others in the community about those activities.

An open house, featuring show-and-tell presentations which explained in precise and visible terms the needs of the schools, also was suggested by Decker (1975). Noting that the taxpayer's own inflation-wracked condition was coupled with a concern that schools do not run a financially tight ship, Decker said that citizens deserved direct responses: "Giving direct answers and building broad support for bonds and referendums seldom are facilitated in the usual pre-referendum activities of clever-cutesy brochures, social-minded publicity committees, or through threats of half-day sessions, reduced transportation, and potential cuts in popular programs such as music and athletics."

Among ways for communicating with the community suggested by the American Association of School Administrators (1976) were citizens advisory committees, surveys and polls, open forums, speakers bureaus, community display shows, parent-teacher conferences, press conferences, and report card stuffers.

A series of newspaper columns was recommended as a means of communicating with the public, particularly if they involved a series of several columns on a topic of current interest and were by-lined by a specialist (School Management, 1970).

Although attendance may be low, Wherry, Ferguson, and Goble (1974) recommended support by school officials for the parent-teacher association as a means of communicating with the public. They also advocated regular briefing sessions for the parents of new students in the schools.

In offering suggestions for communicating with the public, Norman and Achilles (1974) advised school officials to prepare articles or news releases in advance of events, to take advantage of the public service programming obligations of broadcast stations and their continuing search for guests for audience, participation, and talk shows, to attempt to schedule spot public service announcements on radio and television, and not to overlook the visual possibilities of school news stories.

Student publications offered great promise as media for communicating with the community. Barkelew (1973) recommended that school officials hold press conferences for the student press and that they put notes in the newspapers or write regular columns, if possible. Among other media for communicating with the public which were cited were early morning breakfasts for invited groups of parents, slide shows, rumor mill sheets and a rumor control clearing house, and student art displays in the windows of local businesses.

Pinelli and Curtis (1974) referred to several media which can be used to inform the public. Included were public exhibits and displays, publications (newsletters, information and fact sheets, etc.), appearances before and roundtable discussions with business, industrial, professional, and civic groups, radio and television programs, open house, filmed and/or videotaped programs, presentations to PTA groups, advisory groups, and school newspapers.

Involving members of the community in the decision-making processes of the schools was recommended by Herman (1972). Advisory groups of community representatives and involvement of members of the community on school committees can serve as ways to increase community support of and input into the schools.

III. SUMMARY

Chaffee and Ward (1968) stated that the key to effective school-community relations was communication between citizens and schools: "While the absence of communication may maintain quiescence for long periods, adequate channels are needed when controversy erupts." They concluded that public support was based on understanding and both are a direct product of open communication. Their conclusion was representative of the major schools of thought which was prevalent in much of the literature reviewed for this study.

Much of the literature dealt with the need for communicating with the public by officials in the schools. Regardless of the efforts of school officials to promote such understanding or to ignore the public, a public relations situation existed. The schools tended to

benefit from a philosophy which sought to keep members of the community informed about what was going in the schools, what should be happening in the schools, and why. There were few differences of opinion as to the necessity that school officials should make efforts to talk to and with members of the community as a whole and in smaller groups. However, some authors contended that discretion should have been used in what information was presented to the public and how it was presented. The rationale was that the general public had difficulty understanding complex issues and that such issues should have been presented in an accurate yet concise and simple form. Because public relations often was not a planned program in many school systems, public understanding and support were less than they could or should have been.

So-called "sunshine laws" or "public right-to-know laws" have given the public much more information than they have previously had in many school systems. This, coupled with an increasing emphasis on dissemination, further emphasized the need for schools to develop a public relations program which would be effective in communicating to and with the community.

The major sources from which the public got much of its information included the broadcast and print media, students, school faculty and staff, parents, and others in the community.

Several authors suggested media which should be included in a comprehensive public information strategy. The media which were suggested and which were primarily one-way communication processes were: "Information Sheets Enclosed With Grade Reports," "Newsletters to

Parents," "Student Newspapers," "Student Yearbooks," "Student Magazines," "Displays in the Community," Press Conferences or Interviews Involving-- "Central Office Level Administrators," "School Level Administrators," "School Board Members," "Faculty," "Coaches," and "Students," "Films and Slides About Schools or Special Issues," "Letters to the Editor or Newspaper Columns Written by School Officials," "Radio and/or TV Programs Featuring School Officials," "News Releases to Newspapers," "News Releases to Radio and/or TV Stations," "Speakers Bureau Featuring School Officials," and "Speeches to Civic Clubs, etc., Featuring School Officials."

The literature also identified the following primarily two-way communication media: "Open School Board Meetings," "Public Forums on Issues Involving School System," "Teacher Conferences With Parents," "Orientation Programs For Parents and/or the Community," "Research Studies of Community Attitudes," "Advisory Groups of Community Representatives," "Community Representatives on School Committees," "Parent-Teacher-Student Organizations," "School Information Center and/or Rumor Information Center," and "Open House."

CHAPTER III

METHODOLOGY

The value of this study was in the information it produced relative to the effectiveness, as perceived by public information coordinators in Tennessee public school systems and by the journalists who cover those systems, of various one-way and two-way communication media used in school systems to communicate to and with the community. The findings of the study should be useful to officials in public school systems who seek to identify one-way and two-way media which could be effective in their school systems.

I. POPULATIONS

To assess the effectiveness of the one-way and two-way communication media used by Tennessee public school systems to communicate to and with the community, the following populations were surveyed:

1. The official, herein referred to as the public information coordinator (PIC), in each of Tennessee's public school systems identified by the superintendent as having the responsibility for the coordination and direction of the system's public information programs and activities. To identify the PICs, a cover letter (Appendix A) was mailed, along with a questionnaire, (Appendix B), to each superintendent who was asked to route the questionnaire to the person in the system having primary responsibility for the day-to-day coordination and direction of the system's public information programs and activities.

The 1978-79 Directory of Public Schools (1979), published by the Tennessee State Department of Education, was the source of the superintendents' names and addresses. Of Tennessee's public school systems, 132 had 10,000 or fewer students enrolled at the beginning of the 1978-79 academic year. Responses were received from the PICs in 90 of these systems. The PICs in 12 of the 13 systems having an enrollment of more than 10,000 responded.

2. The journalists for commercial broadcast stations and newspapers in Tennessee whose news beat covered the public school systems in their coverage area were also included. These journalists were identified by the news director or manager of the broadcast stations and the editor or other senior editor of the newspapers who were asked in the cover letters (Appendices C and D) accompanying the questionnaires (Appendices E and F) to route the questionnaire to the staff member who covered the education beat.

Broadcasting Yearbook 1978 (1978) and The 1979 Newspaper Directory (1979) were used to obtain information relative to the individuals and media used in addressing the letters.

Of the responding journalists who covered Tennessee public school systems having an enrollment of more than 10,000 students, 43 were broadcast journalists and 13 were print journalists. School systems whose enrollment was 10,000 or less were covered by 91 responding print journalists and 77 broadcast journalists.

Of the 145 public school systems in Tennessee, responses were received from the public information coordinators in 102, or 70.3 percent, of the systems.

There were 333 broadcast stations and newspapers included in this population. Responses were received from journalists in 223, or 67.0 percent, of these mass media.

II. RATIONALE FOR SELECTION OF POPULATIONS

The review of literature and research revealed that a limited amount of research had been published relative to the effectiveness of various one-way and two-way communication media used by public school systems to communicate to and with members of the community. There were several populations which could have been included in the study. However, the scope of this study necessitated limiting the number of populations considered.

Because of their key role in initiating and coordinating many of the communication activities and functions for the school system, public information coordinators were included. Journalists who covered the public school systems for the broadcast and print media were included for two reasons. First, they have an integral role in the dissemination of information between the public schools and the community. And secondly, they tend to be closely attuned to the concerns and attitudes of members of the community and often have a "feel" for what the public is likely to be responsive to and concerned about.

III. DATA COLLECTION

The literature was reviewed to identify one-way and two-way communication media used by public school systems to communicate to

and with the community. The questionnaires which were developed incorporated each of the media identified in the literature. The first letter and questionnaire were mailed February 28, 1979. A follow-up letter and identical copy of the questionnaire were mailed three weeks later. A third letter and copy of the questionnaire were mailed in mid-April to those who had not yet responded.

The questionnaires mailed to journalists were designed to determine their perceptions of each of the one-way and two-way media and their perception of the overall effectiveness of the public school systems which they covered. The journalists were also asked to indicate how frequently they had contact with school officials.

To obtain data from the public information coordinators, a questionnaire was designed which elicited their perceptions of the effectiveness of the one-way and two-way communication media and also of the overall public information program of their school systems. It also gathered certain collateral data. Specifically, it asked for information relative to system enrollment, budget for public relations functions and activities, time spent by the PIC on public information functions and activities, and frequency of contact with the journalists who covered the school system for the mass media.

The initial questionnaires were developed in consultation with members of the Colleges of Education and Communication at The University of Tennessee at Knoxville following a review of the literature to identify the media to be included. Before mailing to a random sample of 12 superintendents, the questionnaires were critiqued by a former

public information coordinator for a metropolitan school system in Tennessee. Of the eight questionnaires returned, no substantive change in the design of the instrument appeared to be needed. The questionnaire designed for journalists was mailed to a randomly selected sample of newspaper editors and broadcast news directors or persons in similar senior journalistic capacities. The sample contained 11 print journalists and 14 broadcast journalists. Of the 25 journalists who received the initial instrument, 11 responded. Again no changes in the instrument were indicated by their responses.

IV. TREATMENT OF DATA

The frequencies of responses to the various sections of the questionnaire were tabulated for each sample. A chi square test was used to determine if there were significant differences in the effectiveness of the communication media as perceived by public information coordinators in Tennessee public school systems and the journalists who cover these systems. The .05 level of significance was used.

Using data collected from the study it was possible to estimate the effectiveness, as perceived by public information coordinators and by broadcast and print journalists, of various media used by public school systems to facilitate communication to and with the community.

V. HYPOTHESIS

The general hypothesis of this study was that there was no difference in the perceptions of journalists and public information coordinators of the effectiveness of one-way and two-way communication media. Specifically, the hypothesis was: There is no difference in the perceptions of public information coordinators in Tennessee public school systems and of journalists who cover these systems of the effectiveness of one-way and two-way media used by the school system to communicate to and with the community about the problems and needs, goals and aims, programs and activities of the schools.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter presents data generated from the responses of the respondents in the two populations surveyed and a summary of those findings. Specifically, it presents the responses of public information coordinators (PICs) in Tennessee public school systems who completed a questionnaire (Appendix B) in which they indicated their perception of the effectiveness of selected one-way and two-way communication media used by their school system to communicate to and with members of the community. Also presented are the responses of journalists who cover Tennessee public school systems and who responded to a similar questionnaire (Appendices E and F) in which they reported their perceptions of the effectiveness of these communication media.

In addition to presenting data relative to the effectiveness of the selected communication media, this chapter includes collateral data, as reported by the public information coordinators, relative to the percent of the budgets of Tennessee public school systems spent on public information functions and activities, the percent of time devoted to public information functions and activities by the PICs, the frequency of contact with journalists reported by PICs, the enrollments in the school systems, and the overall effectiveness of the public relations programs in Tennessee public school systems as perceived by the public information coordinators.

Also presented are responses from the journalists who covered the school systems relative to the frequency of their contact with

school officials and their perceptions of the effectiveness of the public relations programs of the systems which they reported on. Their perceptions of the effectiveness of the selected one-way and two-way communication media are presented also.

There are 145 public school systems in Tennessee. Public information coordinators in 102, or 70.3 percent, of these systems responded by returning the questionnaire.

These public school systems are covered by 333 newspapers and broadcast stations. Responses to the questionnaire were received from 223, or 67.0 percent, of the journalists whose news beats included the public school systems in their coverage area.

The findings will be presented in the following sections:

(1) the effectiveness, as perceived by PICs and journalists, of selected one-way and two-way communication media, and (2) collateral data reported by public information coordinators and by journalists, and (3) a summary of the findings.

Chi square analysis was used to determine if there were differences in the frequency of responses between public information coordinators and journalists for each of the various media. Responses were in three categories: "Ineffective," "Effective," and "Highly Effective." The basic chi square table for all analyses was:

<u>Perceived Effectiveness</u>	<u>Public Information Coordinators</u>	<u>Journalists</u>
Ineffective		
Effective		
Highly Effective		

$$df = 2$$

$$\chi^2 =$$

For χ^2 (df = 2) $P \leq .05 = 5.999$ was considered significant.

Presented in Table 1 is a summary of chi square data for each of the one-way communication media included in this study. Table 2 presents the same information for each of the two-way communication media.

Appendix I presents the same information included in the chi square summaries along with the number and percent of public information coordinators and journalists reporting each of the perceptions of the effectiveness of each of the one-way and two-way communication media. Appendix I also includes a ranking of each medium based on the percent of respondents reporting a perception of its effectiveness.

These tables provide the basis for the discussion in section I of this chapter, which follows.

I. PERCEIVED EFFECTIVENESS OF SELECTED ONE-WAY AND TWO-WAY COMMUNICATION MEDIA

There was a difference significant at $P \leq .05$ (hereafter differences are considered significant when $P \leq .05$) in the effectiveness of 11 of the 19 one-way communication media, as perceived by public information coordinators and journalists. Those media were: "Information Sheets Enclosed With Grade Reports," "Displays in the Community," "Press Conferences or Interviews with Central Office Level Administrators," "Press Conferences or Interviews With School Level Administrators," "Press Conferences or Interviews With Faculty,"

TABLE 1

CHI SQUARE SUMMARY TABLE FOR ONE-WAY MEDIA

Medium	χ^2	Probability	Significant*
Information sheets enclosed with grade reports	12.047	0.002	*
Newsletters to parents	4.760	0.093	
Student newspapers	5.032	0.081	
Student yearbooks	5.368	0.068	
Student magazines	2.590	0.274	
Displays in the community	8.757	0.013	*
Press conferences or interviews involving--			
central office-level administrators	16.234	0.000	*
school level administrators	17.972	0.000	*
school board members	5.589	0.061	
faculty	19.414	0.000	*
coaches	8.443	0.015	*
students	8.450	0.015	*
Films and slides about schools or special issues	18.748	0.000	*
Letters to the Editor or newspaper columns written by			
school officials	7.825	0.020	*
Radio and/or TV programs featuring school officials	12.789	0.002	*
News releases to newspapers	2.611	0.271	
News releases to radio and/or TV stations	3.890	0.143	
Speakers bureau featuring school officials	5.078	0.079	
Speeches to civic clubs, etc., featuring school officials	16.534	0.000	*

Total items = 19

Total items significant at $P < .05 = 11$

TABLE 2

CHI SQUARE SUMMARY TABLE FOR TWO-WAY MEDIA

Medium	χ^2	Probability	Significant*
Open school board meetings	18.059	0.000	*
Public forums on issues involving school system	5.617	0.060	
Teacher conferences with parents	0.929	0.628	
Orientation programs for parents and/or the community	5.401	0.067	
Research studies of community attitudes	1.789	0.409	
Advisory groups of community representatives	9.405	0.009	*
Community representatives on committees	0.210	0.900	
Parent-teacher-student associations	3.398	0.183	
School information center and/or rumor information center	2.731	0.255	
Open house	0.526	0.769	

39

Total items = 10

Total items significant at $P \leq .05 = 2$

"Press Conferences or Interviews With Coaches," Press Conferences or Interviews With Students," "Films and Slides About Schools or Special Issues," "Letters to the Editor or Newspaper Columns Written By School Officials," "Radio and/or TV Programs Featuring School Officials," and "Speeches to Civic Clubs, etc., Featuring School Officials."

"Information Sheets Enclosed With Grade Reports" was considered to be ineffective more by journalists than by public information coordinators. However, more journalists than PICs perceived this medium to be highly effective, although a larger percentage of PICs than journalists perceived it to be effective. The perception of this medium as ineffective by the journalists suggests that some 15 percent have reservations about its objectivity and relevance. This perception was counter-balanced by the 25 percent of the journalists who perceived it as highly effective. Most of the PICs perceived the medium to be effective, suggesting that they have found it to be a useful means of communicating with at least one segment, parents, of the community.

Relatively few of the PICs, 7.1 percent, perceived "Displays in the Community" to be ineffective although a higher percentage of the journalists, 22 percent, so rated it. A high percentage of the PICs, 81.0 percent, considered this medium to be effective as did two-thirds of the journalists. It is likely that such displays are prepared as part of some classroom learning activity and communicate, through demonstration and example, information to the public about the type and quality of learning experiences offered in the schools. Additional information is presented on the specific topic of the

display. Journalists may have a preference for more general information about school activities and programs which they perceive as having greater news significance.

The majority of both PICs and journalists perceived "Press Conferences or Interviews With Central Office-Level Administrators" to be effective or highly effective. A greater percentage of PICs than journalists found this medium effective. This indicates that PICs perceived it as an effective forum for discussing the problems and needs of the schools. Although journalists also considered it to be effective, over 11 percent perceived it as ineffective. This suggests that at least a few journalists have found central office administrators evasive, inaccessible or unreceptive to press conferences or interviews, or otherwise not as responsive as they would prefer that these administrators be.

Responses to "Press Conferences or Interviews With School Level Administrators" indicate that the perceptions of journalists and PICs concerning the effectiveness of this medium are similar to their perceptions of the above-cited medium. Public information coordinators, by a high percentage, perceived this medium to be effective. However, only one PIC perceived it as ineffective. Similar observations can be made relative to the responses for "Press Conferences or Interviews With Faculty," a medium for which the perceptions of both journalists and PICs were comparable to their perceptions of the two similar media cited above.

Their perceptions of the effectiveness of "Press Conferences or

Interviews With Coaches" indicate that PICs consider this to be an effective medium. Journalists also considered it to be effective. Of this series of media, "Press Conferences or Interviews With Coaches" was perceived as effective by a higher percentage of journalists than were any of the other media listed. This response was not surprising given the emphasis many newspapers and broadcast stations place on sports, particularly the athletic programs of the local schools. Coaches have tended to recognize this interest on the part of journalists and generally strive to develop and maintain good relations with journalists by responding readily to their questions and being easily accessible.

"Press Conferences or Interviews With Students" was also perceived by both journalists and PICs as being effective; only about 10 percent of both journalists and PICs perceived it as ineffective. Contact between journalists and students is likely to produce interesting feature stories, which journalists enjoy writing and their audience tends to appreciate. Too, students in public schools seem to have opinions on just about any subject, which means they may utter statements which are very quotable and make good news copy.

A larger percentage of journalists than of PICs perceived "Films and Slides About Schools or Special Issues" to be ineffective. This may indicate that journalists also have reservations about the value of this medium given its potential for what journalists might view as one-sided presentations or unnecessary propaganda on behalf of the schools.

"Letters to the Editor or Newspaper Columns Written by School Officials" was considered ineffective by approximately one-fourth of both journalists and public information coordinators. However, a considerably higher percentage of journalists than of PICs perceived it as highly effective. This latter finding may indicate an attitude on the part of journalists that mass media should serve as a forum for the presentation of a variety of opinions and viewpoints by a diversity of groups and individuals. Not only might this journalistic tradition have prompted the responses of journalists for media serving non-metropolitan areas, those associated with newspapers may have included other considerations. First, publication of such letters or columns written by school officials is a good public relations tool for the newspaper and, second, it also helps fill news space, which for some smaller newspapers is often a concern.

"Radio and/or TV Programs Featuring School Officials" tended to be perceived as effective somewhat more by public information coordinators than by journalists. Even so, just more than four-fifths of the journalists perceived this medium as effective. This finding may reflect the effectiveness of the electronic media as a means of transmitting information and the extent to which the public tends to rely on radio and television, particularly the latter, for information.

Personal appearances in public by school officials tended to be perceived as effective by many of the journalists and public information coordinators who responded for this study. Almost all the PICs perceived "Speeches to Civic Clubs, etc., Featuring School Officials" as effective. Over four-fifths of the journalists also perceived this

medium as effective. Such speeches are likely to be effective because they provide an opportunity for school officials to present, first-hand, to citizens in the community general and/or specific information about their school systems. Often the people in the audience are leaders who influence the opinions of others in the community. If the officials who speak are knowledgeable and competent speakers, this medium can serve as an inexpensive yet effective forum for presenting information to the public.

This study found a significant difference in the perceived effectiveness of two of the two-way communication media. Those media were (1) "Open School Board Meetings," and (2) "Advisory Groups of Community Representatives."

A majority of the journalists perceived "Open School Board Meetings" as effective. Indeed, over half considered this medium to be highly effective while just over one-fourth of the PICs so considered it. Interestingly, almost 15 percent of the PICs perceived "Open School Board Meetings" to be ineffective as compared to just over 7 percent of the journalists. These findings were not unexpected given the emphasis which journalists place on the need to conduct the public's business in public. Responses of the PICs indicated that most have not had great difficulty adjusting to the legal requirement that school board meetings be held in public. Such an attitude on the part of school officials is consistent with the findings presented earlier in the literature review that open meetings tend to improve relations with journalists as well as with the public in general.

"Advisory Groups of Community Representatives" was considered

effective by just less than two-thirds of the journalists responding. Yet over 80 percent of the public information coordinators perceived it as effective. This indicates either that such groups are formed more for effect than as viable entities whose input and suggestions are seriously considered and used by school officials or that journalists are not knowledgeable about the true functions and services performed by such groups.

No significant differences were found in the perceived effectiveness of the remaining one-way and two-way communication media. Those one-way media were: (1) "Newsletters to Parents," (2) "Student Newspapers," (3) "Student Yearbooks," (4) "Student Magazines," (5) "Press Conferences or Interviews Involving School Board Members," (6) "News Releases to Newspapers," (7) "News Releases to Radio and/or TV Stations," and (8) "Speaker's Bureau Featuring School Officials." The primarily two-way media were: "Public Forums on Issues Involving School System," "Teacher Conferences With Parents," "Orientation Programs for Parents and/or the Community," "Research Studies of Community Attitudes," "Community Representatives on School Committees," "Parent-Teacher-Student Associations," "School Information Center and/or Rumor Information Center," and "Open House."

II. COLLATERAL DATA

Almost four-fifths, 79.5 percent, of the officials in Tennessee public school systems who reported that they performed the functions of the public information coordinator, e.g., responsibility for the day-to-day coordination and direction of the system's public relations

functions and activities, held the position of superintendent. Less than 10 percent had a title of director of public relations or a similar title. Respondents having the position of supervisor of instruction or comparable title were the only other group in which an appreciable number also functioned as the public information coordinator (Table 3).

A slight majority, 54.9 percent, of the public information coordinators responding reported that the superintendent of their system was elected (Table 4).

Tennessee school systems do not have large enrollments. Slightly less than two-thirds, 62.7 percent, have less than 5,000 students enrolled in the system. Only about 12 percent have enrollments of 10,000 or more students (Table 5).

Approximately 35 percent of the public information coordinators reported that they spent between 2 and 9.99 percent of their time on public relations functions and activities, and a similar number, 34 percent, reported that they spent more than 10 percent of their time on these functions. Approximately 30 percent of the PICs devoted less than 2 percent of their working time to public relations (Table 6).

Expenditures for public relations functions and activities were found to be very small. Approximately 87 percent of the PICs reported that less than 2 percent of the budgets for their systems were allocated for this purpose (Table 7).

Few public information coordinators reported that they perceived as ineffective their relationship with the journalists who cover their

TABLE 3

POSITION HELD BY OFFICIALS IN TENNESSEE PUBLIC SCHOOL
SYSTEMS WHO HAVE RESPONSIBILITY FOR PUBLIC
RELATIONS FUNCTIONS AND ACTIVITIES

Position in System	Number	Percent
Superintendent	81	79.5
Asst. Superintendent or Administrative Asst.	3	2.9
Supervisor of Instruction or Curriculum		
Coordinator	8	7.8
Director of Public Relations	8	7.8
Coordinator of Volunteer Services	1	1.0
Personnel Director	1	1.0
Total	102	100.0

TABLE 4

METHOD OF SELECTION OF SUPERINTENDENTS OF
TENNESSEE PUBLIC SCHOOL SYSTEMS

Method of Selection	Number	Percent
Appointed	46	45.1
Elected	56	54.9
Total	102	100.0

TABLE 5

ENROLLMENT IN TENNESSEE PUBLIC SCHOOL SYSTEMS

Enrollment	Number	Percent
Less than 5,000	64	62.7
5,000 to 7,499	17	16.7
7,500 to 9,999	9	8.8
10,000 or more	12	11.8
Total	102	100.0

TABLE 6

PERCENT OF TIME SPENT ON PUBLIC RELATIONS FUNCTIONS AND ACTIVITIES BY
PUBLIC INFORMATION COORDINATORS IN TENNESSEE PUBLIC SCHOOL SYSTEMS

Percent of time	Number	Percent
Less than 2.00	31	30.4
2.00 to 9.99	36	35.3
10.00 or more	35	34.3
Total	102	100.0

TABLE 7

PERCENT OF BUDGET ALLOCATED FOR PUBLIC RELATIONS FUNCTIONS AND
ACTIVITIES BY TENNESSEE PUBLIC SCHOOL SYSTEMS

Percent of Budget	Number	Percent
Less than 2.00	89	87.3
2.00 to 9.99	12	11.7
10.00 or more	1	1.0
Total	102	100.0

school system. Almost 14 percent responded that their relationships with these journalists were highly effective (Table 8).

Journalists also tended to perceive as effective their relationships with officials in the public schools which they covered. However, over one-quarter of the journalists responded that their relationships with officials of the school systems were ineffective, and less than 60 percent perceived their relationships as effective. Some 15 percent perceived their relationships with school officials as highly effective (Table 9).

Although few of the public information coordinators reported having contact with the journalists who covered their system on a daily basis, about two-thirds reported such contact one or more times each week (Table 10).

The journalists reported that, in gathering information for news stories involving the public schools, they had frequent contact with officials of the schools. Almost three-quarters of the journalists reported such contact one or more times each week (Table 11).

Over 80 percent of the public information coordinators perceived their systems' public information program to be effective. Just over 15 percent, described their systems' public information programs as ineffective (Table 12).

Overall, the public information programs of the public school systems were perceived as ineffective by one-third of the journalists who cover the systems and as effective by approximately one-half of the journalists. Almost 17 percent, perceived them as highly effective (Table 13).

TABLE 8

EFFECTIVENESS OF RELATIONSHIP WITH JOURNALISTS WHO COVER TENNESSEE
SCHOOL SYSTEMS AS PERCEIVED BY PUBLIC INFORMATION COORDINATORS

Perceived Effectiveness of Relationship	Number	Percent
Ineffective	7	6.9
Effective	81	79.4
Highly Effective	14	13.7
Total	102	100.0

TABLE 9

EFFECTIVENESS OF RELATIONSHIP WITH PUBLIC SCHOOL OFFICIALS AS
REPORTED BY JOURNALISTS WHO COVER TENNESSEE PUBLIC SCHOOL SYSTEMS

Perceived Effectiveness of Relationship	Number	Percent
Ineffective	53	27.7
Effective	109	57.1
Highly Effective	29	15.2
Total	191	100.0

TABLE 10

FREQUENCY OF CONTACT WITH JOURNALISTS WHO COVER TENNESSEE PUBLIC SCHOOL SYSTEMS AS REPORTED BY PUBLIC INFORMATION COORDINATORS

Frequency of Contact	Number	Percent
About four to five times each week	6	5.9
About two to three times each week	25	24.5
About once each week	38	37.3
About one to two times every two weeks	5	4.9
About two to three times each month	10	9.8
About once each month	8	7.8
Less than once each month	7	6.9
Other frequency	3	2.9
Total	102	100.0

TABLE 11

FREQUENCY OF CONTACT WITH PUBLIC SCHOOL OFFICIALS AS REPORTED BY JOURNALISTS WHO COVER TENNESSEE PUBLIC SCHOOL SYSTEMS

Frequency of Contact	Number	Percent
About four to five times each week	30	13.5
About two to three times each week	65	29.1
About once each week	68	30.5
About one to two times every two weeks	19	8.5
About two to three times each month	19	8.5
About once each month	6	2.7
Less than once each month	8	3.6
Other frequency	8	3.6
Total	223	100.0

TABLE 12

EFFECTIVENESS OF OVERALL PUBLIC INFORMATION PROGRAMS IN TENNESSEE PUBLIC SCHOOL SYSTEMS AS PERCEIVED BY PUBLIC INFORMATION COORDINATORS

Perceived Effectiveness	Number	Percent
Ineffective	16	15.7
Effective	83	81.4
Highly Effective	3	2.9
Total	102	100.0

TABLE 13

EFFECTIVENESS OF OVERALL PUBLIC INFORMATION PROGRAMS IN TENNESSEE PUBLIC SCHOOL SYSTEMS AS PERCEIVED BY JOURNALISTS WHO COVER THE SYSTEMS

Perceived Effectiveness	Number	Percent
Ineffective	62	33.1
Effective	94	50.3
Highly Effective	31	16.6
Total	187	100.0

III. SUMMARY OF FINDINGS

The findings of this study suggest that public relations specifically and in and of itself was not a high priority in most Tennessee public school systems. Overall, there did not appear to be any structured, planned, or systematic programs for communicating to and with the community. Although most systems recognized the importance of such communication in generating and nurturing public support, the commitment of financial and personnel resources for this purpose was limited.

The findings also indicate that the relationship between school officials and journalists was generally positive. There were indications that journalists desire more initiative on the part of school officials in supplying to the journalists information about school activities and programs, problems and needs, and goals and aims, and that journalists desired more information about education.

The one-way and two-way communication media which were perceived as effective by many public information coordinators were those which did not require large amounts of staff time and effort.

In over three-fourths of the school systems, the superintendent assumed responsibility for the day-to-day coordination and direction of public information efforts for the system. In less than 10 percent of the systems was this function handled by an official having the title of director of public relations. In other systems this function was assigned to other central-office personnel, most often the supervisor of instruction. A majority of the superintendents in the Tennessee public school systems represented in the study were elected to their position.

An indication of the emphasis placed specifically on public information functions and activities was that the officials performing the functions of the PICs spent a relatively limited amount of their time in this area. In just under one-third of the systems, the PICs reported that they devoted less than 2 percent of their time to these functions and activities. Over one-third spent between 2 and 10 percent of their workday on public relations and approximately 30 percent spent more than 10 percent in this area.

Another indication of the extent of commitment to public relations was shown in the amount of the system budget allocated for this function. Almost 90 percent of the public information coordinators reported that less than 2 percent of the system's budget was so allocated.

Although a majority of both public information coordinators and journalists perceived their relationship with the other to be effective, there were differences in degree. Less than 10 percent of the PICs perceived their relationship with the journalists covering their system to be ineffective. But more than one-third of the journalists perceived their relationship with school officials as ineffective.

The public relations programs of the school systems were perceived by most of the public information coordinators as effective. Just over 15 percent perceived their system's overall public relations program to be ineffective. This might have been influenced by concern by PICs that the community either is receiving no information about

the schools or that the information which the community has is incomplete and/or inaccurate.

Public information coordinators in just over 20 percent of the systems reported contact with journalists about two to three times each week. A higher percentage of the journalists, 30 percent, reported that they had contact with school officials about two to three times each week. The frequency of contact reported by journalists may be explained by the fact that they have contact with people in the school system other than the PIC.

The study also found significant differences in the perceptions of the journalists and the public information coordinators of the effectiveness of 11 of the 19 one-way communication media and of two of the 10 two-way communication media. The one-way media for which significant differences were found were: "Information Sheets Enclosed With Grade Reports," "Displays in the Community," Press Conferences or Interviews Involving--"Central Office Level Administrators," "School Level Administrators," "Faculty," "Coaches," and "Students," "Films and Slides About Schools or Special Issues," "Letters to the Editor or Newspaper Columns Written By School Officials," "Radio and/or TV Programs Featuring School Officials," and "Speeches to Civic Clubs, etc., Featuring School Officials."

The two-way media for which significant differences were found were: "Open School Board Meetings" and "Advisory Groups of Community Representatives."

Of the one-way communication media included in this study, the four perceived as ineffective by 20 percent or more of responding

PICs were: "Student Magazines," "Student Newspaper," "Letters to the Editor or Newspaper Columns Written by School Officials," and "Student Yearbooks." One-way media perceived as effective by more than 80 percent of the PICs were: "Press Conferences or Interviews Involving Faculty," "Press Conferences or Interviews Involving School Level Administrators," "Press Conferences or Interviews Involving Coaches," "Information Sheets Enclosed With Grade Reports," "Radio and/or TV Programs Featuring School Officials," "Press Conferences or Interviews Involving Central Office Level Administrators," "Displays in the Community," and "Press Conferences or Interviews Involving Students." Media perceived as highly effective by more than 15 percent of the public information coordinators were: "News Releases to Newspapers" and "Speeches to Civic Clubs, etc., Featuring School Officials" (Table 14, Appendix I).

One-way communication media perceived as ineffective by 20 percent or more of the journalists who responded were "Student Magazines," "Films and Slides About Schools or Special Issues," "Student Newspapers," "Speakers Bureau Featuring School Officials," "Student Yearbooks," "Displays in the Community," "Letters to the Editor or Newspaper Columns Written By School Officials," and "Newsletters to Parents." None of the one-way media included in this study were perceived as effective by 80 percent or more of the journalists who covered the schools. Only "Press Conferences or Interviews Involving Coaches" and "Speeches to Civic Clubs by School Officials" were perceived as effective by more than 67 percent of the journalists who responded. Perceived as highly effective by more than

20 percent of the respondents were "Press Conferences or Interviews With Central Office Level Administrators," "Press Conferences or Interviews With Coaches," "Letters to the Editor or Newspaper Columns Written by School Officials," "Press Conferences or Interviews With School Board Members," "Press Conferences or Interviews with Students," "Information Sheets Enclosed With Grade Reports," "Press Conferences or Interviews With School Board Members," "News Releases to Radio and/or TV Stations," "Radio and/or TV Programs Featuring School Officials," and "News Releases to Newspapers."

Considered ineffective by 20 percent or more of the responding PICs were three of the two-way communication media. Those media were "Research Studies of Community Attitudes," "Public Forums on Issues Involving the School System," and "School Information Center and/or Rumor Information Center." While none of the two-way media were perceived as effective by more than 80 percent of the PICs, four, "School Information Center and/or Rumor Information Center," "Community Representatives on Committees," "Orientation Programs for Parents and/or the Community," and "Parent-Teacher-Student Associations," were perceived as effective. "Teacher Conferences With Parents," "Open School Board Meetings," "Orientation Programs for Parents and/or the Community," and "Open House" were perceived as highly effective by more than 20 percent of the PICs (Table 15, Appendix I).

More than 20 percent of the responding journalists perceived five of the two-way communication media as ineffective. Those media were "Advisory Groups of Community Representatives," "Research Studies of Community Attitudes," "School Information Center and/or Rumor

Information Center," "Parent-Teacher-Student Associations," and "Community Representatives on School Committees." Only one of the two-way communication media, "Community Representatives on School Committees," was perceived as effective by more than two-thirds of the responding journalists. More than 20 percent of the journalists rated six of these media as highly effective. Those were "Open School Board Meetings," "Teacher Conferences With Parents," "Public Forums on Issues Involving the School System," "Orientation Programs for Parents and/or the Community," "Open House," and "Parent-Teacher-Student Associations."

The media perceived as effective by larger percentages of journalists tended to be those over which they had control and those which smaller percentages perceived as effective were the media over which they had little control or influence. For example, the media perceived as effective by the larger percentages of journalists were press conferences or interviews with various people in the school system. Conversely, smaller percentages of PICs perceived these media as effective. The media which the larger percentages of PICs perceived as effective were those which they controlled, such as news releases and speeches to civic clubs.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

It is important that officials of public school systems use effective means to facilitate communication to and with members of the public if the systems are to enjoy the understanding and financial and moral support which they must have to accomplish their mission. Not only it is essential that officials successfully make the public aware of their problems and needs, goals and aims, and programs and activities, it is important that the public have effective means for providing input into the decision-making processes of the schools. School system administrators are chosen to provide leadership and direction within perimeters established by and acceptable to the community as a whole. There are legitimate limitations to the involvement of the public in the day-to-day operations of the schools. The public are better able to understand and accept their appropriate role when they feel confidence in the officials charged with serving them by educating their children and administering the expenditure of their limited tax dollars.

This study sought to determine if there were significant differences between school public information coordinators and journalists in their perceptions of the effectiveness of selected one-way and two-way communication media. This was accomplished by having the public school systems and the journalists for the broadcast and print media whose news beats included the public school systems complete a mailed questionnaire.

I. CONCLUSIONS

This study sought to determine the effectiveness of selected public relations media used in Tennessee public school systems as perceived by the systems' public information coordinators and the journalists who cover these systems. The following conclusions, based on the findings, may be drawn:

1. Personal contact by school representatives were perceived by both the PICs and journalists as an effective communication medium. Apparently media which involve personal contact were considered to give more specific information on a particular topic. While some media not involving personal contact were also considered effective, their number was smaller.

2. Generally, media involving personal contact incorporated resources for which costs are relatively fixed and thus do not require additional, expensive equipment, facilities, or supplies. For example, speeches by school officials were perceived as highly effective. It costs a school system little when a representative speaks to a group. Conversely, the number of respondents who perceived film or slide presentations as effective was smaller, and may reflect concern about the time, as well as the additional cost, involved in preparing such media.

3. Journalists indicated a preference for media which involve contact between them and school officials or which involve information supplied by school officials. Such contacts and information appear to be of particular importance to journalists who are assigned to the education beat.

4. Both journalists and public information coordinators tended to prefer those media over which they had control or influence. In the case of the PIC, this involved using media which they could easily and readily use with a minimum of time, effort, and money or stressing the use of those media which involved using personnel and resources already available. Journalists tended to prefer those which were responsive and easy to contact.

5. In most systems the superintendent functions as the public information coordinator. Although it might be expected that the superintendent has a major interest in the public relations of the system, he/she likely will be able to devote a minimum of time and effort to public relations activities. The result is that the media generally preferred by the superintendent are those which are likely to require a minimum of his/her time.

6. The percentage of the systems' budget for public relations indicated that school officials do not place a high priority on public relations functions and activities. This suggests that the school systems will tend to use media which are inexpensive or which evolve from other activities, such as art shows.

7. Public school officials should be concerned that almost one-third of the journalists considered the public relations programs of the systems which they cover to be ineffective and that only about 16 percent considered them highly effective. This perception, while of concern, may be explained by the extent of the commitment of time and financial resources to public relations functions and activities by the school system.

8. Given the nature of the broadcast and, particularly, the print media which cover Tennessee's public school systems, the frequency of contact between school officials and journalists was about what should have been expected. Many of the newspapers, particularly those outside metropolitan areas, publish only one or two issues per week. Thus print journalists are unlikely to seek daily contact. In many broadcast stations, especially radio, the person (and often there is only one person) who gathers local news wears several other hats, such as station manager, on-the-air announcer, sales representative, and/or other roles. While many of the PICs perceived their relationship with the journalists to be effective or highly effective, it should be noted that over one-third of the journalists perceived as ineffective their relationship with officials in the public schools. Given the limited time available to many journalists for covering the schools, some journalists apparently depend on school officials to take some initiative in contacting them.

As the author was completing this study, an article was published in Educational Diffusion (1979) which focused on the topic of the study. Presented in the article were excerpts from comments of panelists participating in a May 1979 workshop on public confidence and the schools. A pollster who specialized in educational opinion research observed that "Public confidence in the public schools is not what it used to be," and that a growing majority of the public has "absolutely no contact with the schools." He stated that parents get their information about the schools, first, from their children, next, newspapers, next, teachers and school employees, next, word of mouth,

and last, publications from the schools which, he noted also, were declining because of financial limitations. Non-parents got their information from the following sources in order: the press, other people (particularly parents), children, school publications, teachers, and other employees.

A television news reporter who was on the panel advised school officials to "make contact with the assignment editor and help the station work out a way to cover your story and to present it precisely on the air." The reporter noted that schools compete with many other news sources for coverage.

Another panelist was a school system public information officer who advised school officials involved in disseminating information to find out what information media people want and how they want it. She added: "Don't use jargon with the media. Talk regularly to editors. Media are interested in local topics. Get information to them quickly when they request it; respect their deadlines."

II. IMPLICATIONS

The findings of this study have the following implications:

1. Given the limited time and financial resources which are available in most school systems for communicating to and with members of the community, personal contact can be effective.

2. Considering the heavy demands on the time and energies of superintendents, public relations improvements likely would result from delegating some of these functions and activities to others on the

the administrative staff. The superintendent should continue to establish the general guidelines and objectives for public relations programs and activities while entrusting the implementation to others.

3. The superintendent, by virtue of his/her position, should be a central figure in the public relations program. A key role is in establishing goals and objectives for the program. Another role is to delegate these functions to others. But the superintendent should maintain a high visibility within the community and should be readily accessible to any member of any clientele group, to journalists, and for meetings, events, and other activities in the community.

4. The goals and objectives for the public relations program in the public school system should include a major emphasis on fostering effective relations with the broadcast and print journalists who cover the system. This would involve being willing and able to respond candidly, accurately, articulately, and responsibly to legitimate inquiries from the press.

5. Given the apparent desire on the part of journalists for more information about the schools, public information coordinators have an opportunity to take the initiative. In so doing, they can promote more interpersonal contact between journalists and school personnel. And they should take advantage of the desire of journalists for more information. Public information coordinators can assist journalists in getting this information by sending them press releases, inviting them to activities and programs in the schools, being accessible for calls from journalists and the public, and utilization of similar communication media.

III. RECOMMENDATIONS FOR FURTHER STUDY

Previous studies on this topic were limited in number and scope. Thus there are several areas which warrant additional study. Following are general statements of purpose which could serve as perimeters for such studies.

1. To compare the effectiveness of selected one-way and two-way communication media as perceived by some or all of the following clientele groups of public schools: students, faculty and staff, parents, members of the board of education, members of governing bodies, and/or members of professional associations of educators.

2. To determine what media are used at the building level in communicating with school clientele, and to measure the effectiveness and frequency of use of each medium at that level.

3. To compare the public information media used in school systems in which the superintendent is elected with the media used in systems in which the superintendent is appointed.

4. To compare the public information media used in school systems by categories based on the number of students enrolled.

5. To compare the public information media used in school systems which allocate less than 5 percent of the budget to public relations functions and activities with the media used in systems which allocate significantly higher percentages.

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APPENDICES

APPENDIX A

COVER LETTER TO SUPERINTENDENTS

DATE

NAME

TITLE

SCHOOL SYSTEM

ADDRESS

CITY, STATE, ZIP

DEAR _____:

As you know, many people in the community have a keen interest in what is happening in their public schools. The Department of Educational Administration and Supervision is currently studying the effectiveness of the efforts of the public schools to tell the public about the needs and problems, goals and aims, and programs and activities of the schools.

This questionnaire should be completed by the person in your system who has the primary responsibility for day-to-day coordination and direction of your system's public information programs and activities. If that is someone other than yourself, will you please ask that person to complete this questionnaire? Responses will be grouped in a manner which will minimize any chances that individual respondents might be identified.

A postage-paid envelope is enclosed for your use in returning the questionnaire. Will you please complete and return this questionnaire now, before other pressing matters take up your time? If this is not a convenient time, will you please do so within the next couple of days?

Your cooperation and assistance are appreciated.

Sincerely,

Les Hyder
Researcher

Enclosures: Questionnaire
Business Reply Envelope

APPENDIX B

QUESTIONNAIRE TO PUBLIC INFORMATION COORDINATORS

School System _____ Code 01- _____
 Name _____ Title _____
 Address _____ Phone _____
 City, State, Zip _____

_____ What is your system's total enrollment for the current academic year?
 _____ % Approximately what percent of the system's total budget for the current year is spent on public information functions and activities?
 _____ % Approximately what percent of your working time is spent on public information functions and activities?

Generally, how frequently do you have contact with print or broadcast journalists who cover your school system? (Check most appropriate response)

_____ About 4-5 times each week _____ About 2-3 times each month
 _____ About 2-3 times each week _____ About once each month
 _____ About once each week _____ Less than once each month
 _____ About 1-2 times every 2 weeks _____ Other (specify) _____

How is the superintendent in your school system chosen? (Check most appropriate response)
 _____ Appointed _____ Elected

What is your perception of the overall relationship between your office and the radio and television stations and newspapers which cover the system? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

What is your perception of the overall effectiveness of your school system's public information program? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

Listed below are several public information media which may be used by officials of public school systems to communicate to or with the community about the problems and needs, goals and aims, programs and activities of the system. Please indicate, by checking the most appropriate response, how effective you believe each is as a means of communicating to and with members of the community.

	Effectiveness					
	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used
	6	5	4	3	2	1
One-Way Communications: From School Officials to the Community						
1. Information sheets enclosed with grade reports						
2. Newsletters to parents						
3. Student newspapers						
4. Student yearbooks						
5. Student magazines						
6. Displays in the community						
Press interviews or conferences involving the following school officials:						
7. central office level administrators						
8. school level administrators						
9. school board members						
10. faculty						
11. coaches						
12. students						
13. Films and slides about schools or special issues						
14. "Letters to the Editor" or newspaper columns written by school officials						
15. Radio and/or TV programs featuring school officials						
16. News releases to newspapers						
17. News releases to radio and/or TV stations						
18. Speaker's bureau featuring school officials						
19. Speeches to civic clubs, etc., featuring school officials						
20. Other (specify) _____						
Two-Way Communications: Between School Officials and the Community						
21. Open school board meetings						
22. Public forums on issues involving school system						
23. Teacher conferences with parents						
24. Orientation programs for parents and/or the community						
25. Research studies of community attitudes						
26. Advisory groups of community representatives						
27. Community representatives on school committees						
28. Parent-teacher-student associations						
29. School information center and/or rumor information center						
30. Open house						
31. Other (specify) _____						

Return of this questionnaire constitutes respondent's affirmation that all responses are given voluntarily and without inducement and represents respondent's authorization for use of responses and comments in completion of study.

APPENDIX C

COVER LETTER TO BROADCAST JOURNALISTS

DATE

NAME

TITLE

STATION

ADDRESS

CITY, STATE, ZIP

Dear _____:

As you know, many people in the community have a keen interest in what is happening in their public schools. The Department of Educational Administration and Supervision is currently studying the effectiveness of the efforts of the public schools to tell the public about the needs and problems, goals and aims, and programs and activities of the schools.

Will you assist us by asking the person, if someone other than yourself, on your staff who generally covers the education beat to complete the enclosed short questionnaire?

In responding to the questionnaire, consider the public school systems which you consider to be part of your station's primary coverage area. Indicate how effectively you believe each individual communication media listed is when used by the school system(s) which your station generally covers in its newscasts. Your responses will be grouped with those of other journalists covering school systems of similar size to minimize any chances that you might be identified.

A postage-paid envelope is enclosed for your use in returning the questionnaire. Will you please complete and return this questionnaire now, before other pressing matters take up your time? If this is not a convenient time, will you please do so within the next couple of days?

Your cooperation and assistance are appreciated.

Sincerely,

Les Hyder
Researcher

Enclosures: Questionnaire
Business Reply Envelope

APPENDIX D

COVER LETTER TO PRINT JOURNALISTS

DATE

NAME & TITLE

NEWSPAPER

ADDRESS

CITY, STATE, ZIP

Dear _____:

As you know, many people in the community have a keen interest in what is happening in their public schools. The Department of Educational Administration and Supervision is currently studying the effectiveness of the efforts of the public schools to tell the public about the needs and problems, goals and aims, and program and activities of the schools.

Will you assist us by asking the person, if someone other than yourself, on your staff who generally covers the education beat to complete the enclosed short questionnaire?

In responding to the questionnaire, consider the public school systems which you consider to be part of your newspaper's primary coverage area. Indicate how effectively you believe each individual communication media listed is when used by the school system(s) which your paper generally covers in its news stories. Your responses will be grouped with those of other journalists covering school systems of similar size to minimize any chances that you might be identified.

A postage-paid envelope is enclosed for your use in returning the questionnaire. Will you please complete and return this questionnaire now, before other pressing matters take up your time? If this is not a convenient time, will you please do so within the next couple of days?

Your cooperation and assistance are appreciated.

Sincerely,

Les Hyder
Researcher

Enclosures: Questionnaire
Business Reply Envelope

APPENDIX E

QUESTIONNAIRES TO BROADCAST JOURNALISTS

Station _____ Frequency/Channel _____ Code: 02- _____
 Name _____ Title _____
 Address _____ Phone _____
 City, State, Zip _____
 Which public school system(s) does your station generally cover? _____

Generally how frequently do you have contact with school officials as you gather information for news stories? (Check most appropriate response)

_____ About 4-5 times each week _____ About 2-3 times each month
 _____ About 2-3 times each week _____ About once each month
 _____ About once each week _____ Less than once each month
 _____ About 1-2 times every 2 weeks _____ Other (specify) _____

What is your perception of the overall effectiveness of the public information program in the system(s) your station covers which have an enrollment of:

less than 10,000 students? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective
 more than 10,000 students? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

Listed below are several public information media which may be used by officials of public school systems to communicate to or with the community about the problems and needs, goals and aims, programs and activities of the system. Please indicate, by checking the most appropriate response, how effective you believe each to be in communicating to and with members of the community. Use the first column for systems which your station covers which have an enrollment of less than 10,000 students and the second column for those systems whose enrollment is more than 10,000. (Systems having an enrollment of more than 10,000 are listed on the reverse side of this questionnaire.)

	Enrollment of less than 10,000						Enrollment of more than 10,000					
	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used
One-Way Communications: From School Officials to the Community												
1. Information sheets enclosed with grade reports												
2. Newsletters to parents												
3. Student newspapers												
4. Student yearbooks												
5. Student magazines												
6. Displays in the community												
Press interviews or conferences involving the following school officials:												
7. central office level administrators												
8. school level administrators												
9. school board members												
10. faculty												
11. coaches												
12. students												
13. Films and slides about schools or special issues												
14. "Letters to the Editor" or newspaper columns written by school officials												
15. Radio and/or TV programs featuring school officials												
16. News releases to newspapers												
17. News releases to radio and/or TV stations												
18. Speaker's bureau featuring school officials												
19. Speeches to civic clubs, etc., featuring school officials												
20. Other (specify)												
Two-Way Communications: Between School Officials and the Community												
21. Open school board meetings												
22. Public forums on issues involving school system												
23. Teacher conferences with parents												
24. Orientation programs for parents and/or the community												
25. Research studies of community attitudes												
26. Advisory groups of community representatives												
27. Community representatives on school committees												
28. Parent-teacher-student associations												
29. School information center and/or rumor information center												
30. Open house												
31. Other (specify)												

Return of this questionnaire constitutes respondent's affirmation that all responses are given voluntarily and without inducement and represents respondent's authorization for use of responses and comments in completion of study.

Tennessee public school systems
having an enrollment of more than 10,000

Blount County	10,967
Chattanooga City	29,456
Davidson-Metro	77,185
Hamilton County	21,021
Knoxville City	30,996
Knox County	27,875
Mauzy County	10,489
Memphis City	117,590
Montgomery-Clarksville	15,350
Rutherford County	12,576
Shelby County	21,420
Sullivan County	19,132
Sumner County	17,771

Station _____ Frequency/Channel _____ Code: 03- _____
 Name _____ Title _____
 Address _____ Phone _____
 City, State, Zip _____
 Which public school system(s) does your station generally cover? _____

Generally how frequently do you have contact with school officials as you gather information for news stories? (Check most appropriate response)

_____ About 4-5 times each week _____ About 2-3 times each month
 _____ About 2-3 times each week _____ About once each month
 _____ About once each week _____ Less than once each month
 _____ About 1-2 times every 2 weeks _____ Other (specify) _____

What is your perception of the overall effectiveness of the public information program in the system(s) your station covers? (Check most appropriate response)

_____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

Listed below are several public information media which may be used by officials of public school systems to communicate to or with the community about the problems and needs, goals and aims, programs and activities of the system. Please indicate, by checking the most appropriate response, how effective you believe each is as a means of communicating to and with members of the community.

	Effectiveness					
	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used
	6	5	4	3	2	1
One-Way Communications: From School Officials to the Community						
1. Information sheets enclosed with grade reports						
2. Newsletters to parents						
3. Student newspapers						
4. Student yearbooks						
5. Student magazines						
6. Displays in the community						
Press interviews or conferences involving the following school officials:						
7. central office level administrators						
8. school level administrators						
9. school board members						
10. faculty						
11. coaches						
12. students						
13. Films and slides about schools or special issues						
14. "Letters to the Editor" or newspaper columns written by school officials						
15. Radio and/or TV programs featuring school officials						
16. News releases to newspapers						
17. News releases to radio and/or TV stations						
18. Speaker's bureau featuring school officials						
19. Speeches to civic clubs, etc., featuring school officials						
20. Other (specify)						
Two-Way Communications: Between School Officials and the Community						
21. Open school board meetings						
22. Public forums on issues involving school system						
23. Teacher conferences with parents						
24. Orientation programs for parents and/or the community						
25. Research studies of community attitudes						
26. Advisory groups of community representatives						
27. Community representatives on school committees						
28. Parent-teacher-student associations						
29. School information center and/or rumor information center						
30. Open house						
31. Other (specify)						

Return of this questionnaire constitutes respondent's affirmation that all responses are given voluntarily and without inducement and represents respondent's authorization for use of responses and comments in completion of study.

APPENDIX F

QUESTIONNAIRES TO PRINT JOURNALISTS

Newspaper _____ Code 04: _____
 Name _____ Title _____
 Address _____ Phone _____
 City, State, Zip _____

Which public school system(s) does your newspaper generally cover? _____

Generally, how frequently do you have contact with school officials as you gather information for news stories? (Check most appropriate response)

_____ About 4-5 times each week _____ About 2-3 times each month
 _____ About 2-3 times each week _____ About once each month
 _____ About once each week _____ Less than once each month
 _____ About 1-2 times every 2 weeks _____ Other (specify) _____

What is your perception of the overall effectiveness of the public information program in the system(s) your newspaper covers which have an enrollment of:

less than 10,000 students? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective
 more than 10,000 students? (Check most appropriate response)
 _____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

Listed below are several public information media which may be used by officials of public school systems to communicate to or with the community about the problems and needs, goals and aims, programs and activities of the system. Please indicate, by checking the most appropriate response, how effective you believe each to be in communicating to and with members of the community. Use the first column for systems which your newspaper covers which have an enrollment of less than 10,000 students and the second column for those systems whose enrollment is more than 10,000. (Systems having an enrollment of more than 10,000 are listed on the reverse side of this questionnaire.)

	Enrollment of less than 10,000						Enrollment of more than 10,000					
	Effectiveness						Effectiveness					
	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used
	6	5	4	3	2	1	6	5	4	3	2	1
One-Way Communications: From School Officials to the Community												
1. Information sheets enclosed with grade reports												
2. Newsletters to parents												
3. Student newspapers												
4. Student yearbooks												
5. Student magazines												
6. Displays in the community												
Press interviews or conferences involving the following school officials:												
7. central office level administrators												
8. school level administrators												
9. school board members												
10. faculty												
11. coaches												
12. students												
13. Films and slides about schools or special issues												
14. "Letters to the Editor" or newspaper columns written by school officials												
15. Radio and/or TV programs featuring school officials												
16. News releases to newspapers												
17. News releases to radio and/or TV stations												
18. Speaker's bureau featuring school officials												
19. Speeches to civic clubs, etc., featuring school officials												
20. Other (specify)												
Two-Way Communications: Between School Officials and the Community												
21. Open school board meetings												
22. Public forums on issues involving school system												
23. Teacher conferences with parents												
24. Orientation programs for parents and/or the community												
25. Research studies of community attitudes												
26. Advisory groups of community representatives												
27. Community representatives on school committees												
28. Parent-teacher-student associations												
29. School information center and/or rumor information center												
30. Open house												
31. Other (specify)												

Return of this questionnaire constitutes respondent's affirmation that all responses are given voluntarily and without inducement and represents respondent's authorization for use of responses and comments in completion of study.

Tennessee public school systems
having an enrollment of more than 10,000

Blount County	10,967
Chattanooga City	29,456
Davidson-Metro	77,185
Hamilton County	21,021
Knoxville City	30,996
Knox County	27,875
Maury County	10,489
Memphis City	117,590
Montgomery-Clarksville	15,350
Rutherford County	12,576
Shelby County	21,420
Sullivan County	19,132
Sumner County	17,771

Newspaper _____ Code 05- _____
 Name _____ Title _____
 Address _____ Phone _____
 City, State, Zip _____

Which public school system(s) does your newspaper generally cover? _____

Generally, how frequently do you have contact with school officials as you gather information for news stories? (Check most appropriate response)

_____ About 4-5 times each week _____ About 2-3 times each month
 _____ About 2-3 times each week _____ About once each month
 _____ About once each week _____ Less than once each month
 _____ About 1-2 times every 2 weeks _____ Other (specify) _____

What is your perception of the overall effectiveness of the public information program in the system(s) your newspaper covers? (Check most appropriate response)

_____ Highly effective _____ Effective _____ Ineffective _____ Highly ineffective

Listed below are several public information media which may be used by officials of public school systems to communicate to or with the community about the problems and needs, goals and aims, programs and activities of the system. Please indicate, by checking the most appropriate response, how effective you believe each is as a means of communicating to and with members of the community.

	Effectiveness					
	Highly Effective	Effective	Ineffective	Highly Ineffective	No Opinion	Not Used
	6	5	4	3	2	1
One-Way Communications: From School Officials to the Community						
1. Information sheets enclosed with grade reports						
2. Newsletters to parents						
3. Student newspapers						
4. Student yearbooks						
5. Student magazines						
6. Displays in the community						
Press interviews or conferences involving the following school officials:						
7. central office level administrators						
8. school level administrators						
9. school board members						
10. faculty						
11. coaches						
12. students						
13. Films and slides about schools or special issues						
14. "Letters to the Editor" or newspaper columns written by school officials						
15. Radio and/or TV programs featuring school officials						
16. News releases to newspapers						
17. News releases to radio and/or TV stations						
18. Speaker's bureau featuring school officials						
19. Speeches to civic clubs, etc., featuring school officials						
20. Other (specify)						
Two-Way Communications: Between School Officials and the Community						
21. Open school board meetings						
22. Public forums on issues involving school system						
23. Teacher conferences with parents						
24. Orientation programs for parents and/or the community						
25. Research studies of community attitudes						
26. Advisory groups of community representatives						
27. Community representatives on school committees						
28. Parent-teacher-student associations						
29. School information center and/or rumor information center						
30. Open house						
31. Other (specify)						

Return of this questionnaire constitutes respondent's affirmation that all responses are given voluntarily and without inducement and represents respondent's authorization for use of responses and comments in completion of study.

APPENDIX G

PUBLIC INFORMATION COORDINATORS IN
TENNESSEE PUBLIC SCHOOL SYSTEMS

PUBLIC INFORMATION COORDINATORS IN COUNTY SYSTEMS

Paul Bostic, Superintendent, Anderson County
Monty G. Thomas, Superintendent, Bedford County
Jerry H. Dinwiddie, Superintendent, Benton County
Richard Kucharski, Superintendent, Bledsoe County
Mike Dalton, Administrative Assistant, Blount County
William R. Walker, Superintendent, Bradley County
Arlis Chapman, Supervisor of Instruction, Campbell County
Luther Crumley, Supervisor of Instruction, Carter County
Raymond M. Osborne, Supervisor of Instruction, Cheatham County
Kathy Coatney, Superintendent, Chester County
Roy K. Norris, Administrative Assistant, Claiborne County
Lonnie Butler, Supervisor of Instruction, Cocke County
James G. Jarrell, Superintendent, Coffee County
Don Eberhart, Superintendent, Cumberland County
J. Wayne Stanfill, Superintendent, Decatur County
E. G. McBride, Superintendent, DeKalb County
Dwight L. Hedge, Superintendent, Dyer County
Norma Cox, Supervisor of Instruction, Fayette County
Gerald L. Huddleston, Superintendent, Fentress County
H. M. Hannah, Superintendent, Franklin County
Bob Lee, Superintendent, Hamblen County
Dale Carter, Superintendent, Hamilton County
Betty Lawson, Supervisor of Instruction, Hancock County
Joe W. Martin, Superintendent, Hardeman County
Elizabeth Ralston, Curriculum Coordinator, Hardin County
Ralph L. Anderson, Superintendent, Hawkins County
Frank R. Gallimore, Superintendent, Henry County
Brown Breece, Superintendent, Hickman County
Gloria C. Logan, Superintendent, Humphreys County
Keith Clark, Superintendent, Jackson County
Earl Hoffmeister, Superintendent, Knox County
James W. Wilson, Superintendent, Lake County
O. R. Taylor, Superintendent, Lauderdale County
Dan Putman, Superintendent, Lawrence County
Eldred Tucker, Assistant Superintendent, Lincoln County
A. Edward Headlee, Superintendent, Loudon County
E. F. Hopson, Supervisor of Instruction, McMinn County
Estel R. Mills, Superintendent, McNairy County
Deborah Gregory, Supervisor of Instruction, Macon County
Jack Keny, Superintendent, Marshall County
Billy Evans, Superintendent, Maury County
Thomas H. Jewell, Superintendent, Meigs County
L. N. McDowell, Superintendent, Monroe County
John Galloway, Superintendent, Morgan County
Margaret Smiley, Director of Instruction, Polk County
Walter W. Shanks, Superintendent, Putman County
Howard L. Taylor, Superintendent, Rhea County
Rose Ann Hartman, Coordinator of Volunteer Services, Roane County

Jerome P. Ellis, Superintendent, Robertson County
 Bailey B. Cross, Superintendent, Scott County
 Carry R. Sprouse, Superintendent, Sequatchie County
 Jesse Herrell, Personnel Director, Sevier County
 Berl Olswanger, Supervisor, Public Relations, Shelby County
 Joe Wall, Director of Public Relations, Sullivan County
 Benny Bills, Superintendent, Sumner County
 Hyatt Williams, Superintendent, Tipton County
 David Freeman, Supervisor of Instruction, Trousdale County
 John Keesecker, Superintendent, Unicoi County
 Dwain G. Burke, Superintendent, Union County
 Albert Jones, Superintendent, Van Buren County
 Sam Humphreys, Superintendent, Washington County
 Jerry P. Simmons, Superintendent, Weakley County
 James Rascoe, Superintendent, White County
 Kenneth L. Fleming, Superintendent, Williamson County
 Brent Foster, Superintendent, Wilson County

PUBLIC INFORMATION COORDINATORS IN CITY SYSTEMS AND SPECIAL DISTRICTS

Pat Scruggs, Director of Public Relations, Alcoa City
 Robin L. Pierce, Superintendent, Athens City
 Neil Haynes, Superintendent, Atwood Special
 Bobby Joe McCartney, Superintendent, Bradford Special
 Mary Jean Harrison, Director of Public Relations, Bristol City
 W. Jack Benson, Director of Public Affairs, Chattanooga City
 William B. Abel, Superintendent, Clarksville-Montgomery County
 Donald P. Yates, Superintendent, Cleveland City
 Ray Newbill, Superintendent, Covington City
 W. E. Whitby, Superintendent, Crockett Mills Special
 Eugene T. Carothers, Public Relations Director, Davidson-Nashville Metro
 Sam E. Reed, Superintendent, Dyersburg City
 Matney Reed, Superintendent, Etowah City
 Don McAlister, Superintendent, Fayetteville City
 Joseph D. Brown, Superintendent, Franklin Special
 Jerry W. Smith, Superintendent, Friendship City
 Robert McElrath, Superintendent, Greeneville City
 Jack Williams, Superintendent, Harriman City
 Harold H. Reed, Superintendent, Hollow Rock-Bruceton Special
 Ralph Mays, Superintendent, Humboldt City
 Paul Ward, Superintendent, Huntingdon Special
 Fred V. Standley, Superintendent, Jackson City
 Sidney Smallwood, Superintendent, Johnson City
 John E. McCook, Administrative Coordinator, Knoxville City
 Harold B. Duff, Superintendent, Lenoir City
 Billy Belew, Superintendent, Lexington City

J. P. Stewart, Superintendent, Maryville City
Larry J. Ridings, Superintendent, Maury City
Joe E. Williams, Superintendent, McKenzie Special
Rod Spaulding, Assistant Public Information Director, Memphis City
Thelma Seavers, Supervisor of Instruction, Milan City
Lacy Vinson, Superintendent, Newport City
Eleanor Chandler, Director of Communication Services, Oak Ridge City
Roy Thompson, Supervisor of Instruction, Oneida Special
Julian Brewer, Superintendent, Paris Special
B. A. Cunningham, Superintendent, Rogersville City
Joe H. Sherlin, Superintendent, Sweetwater City

APPENDIX H

JOURNALISTS WHO COVER TENNESSEE
PUBLIC SCHOOL SYSTEMS

PRINT JOURNALISTS

Alamo: Robert L. Green, Managing Editor, The Crockett Times
Ashland City: Nell C. Harris, Editor, Ashland City Times
Athens: James Ewing, Reporter, The Daily Post-Athenian
Blountville: Thelma Harrington, Editor, Sullivan County News
Bristol: J. Wallace Coffey, Managing Editor, Bristol Virginia-Tennessean
Brownsville: John Owen Burgess, Editor, The States-Graphic
Byrdstown: James E. Hill, Editor, Pickett County Press
Camden: R. C. Johnson, Editor, Camden Chronicle
Rose Johnson, Editor, Carroll County News
Carthage: Murphy Fair, Managing Editor, Carthage Courier
Celina: Donald E. Napier, Publisher, Clay Citizen
Chattanooga: No Name Given, Reporter, The Chattanooga Times
Clarksville: Jerry Manley, Staff Writer, Clarksville Leaf-Chronicle
Clinton: H. V. Wells, Jr., Editor, Clinton Courier-News
Collierville: Marie Wathen, Editor, Collierville Herald
Columbia: Susan C. Hickman, Reporter, The Daily Herald
Copperhill: Ed Middleton, Editor, Citizen-Advance
Cleveland: Beecher Hunter, Editor, Cleveland Daily Banner
Cookeville: Bob McMillan, Reporter, Cookeville Herald-Citizen
Covington: Roland Weir, News Editor, Covington Leader
Crossville: Jewell Harris, Associate Editor, Crossville Chronicle
Dayton: Frank Glass, Jr., Editor, Dayton Herald
Dover: Anna Wynn, Editor, Stewart-Houston Times
Dresden: Jeff Washburn, Managing Editor, Dresden Enterprise
Dyer: Ray Baird, Editor, Tri-City Reporter
Dyersburg: Michael Kestner, City Editor, Dyersburg State Gazette
Elizabethton: Lucy Ward, Managing Editor, Elizabethton Star
Erwin: S. Lee Vance, Editor, The Erwin Record
Etowah: Barbara Ward, Editor, Etowah Enterprise
Fayetteville: Roger Collins, Reporter, Elk Valley Times
Franklin: Derry Carlisle, News Editor, The Review-Appeal
Bailey Leopard, Publisher, The Williamson Leader
Gainesboro: Elaine Isom, Reporter, Jackson County News
Gallatin: Maria Ballard, Staff Writer, Gallatin Examiner-News
Greenville: Alex Jones, Editor, The Greenville Sun
Hartsville: Jim Trammel, Editor, The Hartsville Vidette
Henderson: Mrs. H. F. Whaley, Editor, Chester County Independent
Hohenwald: Hulon Dunn, Editor, Lewis County Herald
Humboldt: Scott M. Brown, Associate Editor, The Courier Chronicle
Huntingdon: Bob Greene, Editor, Tennessee Republican
Jackson: Michael Mercer, Education Reporter, The Jackson Sun
Jasper: R. B. Simpson, Editor, The Jasper Journal
Jefferson City: Susan Davidson, News Editor, Jefferson County
Standard-Banner
Johnson City: Fred Palmer, Managing Editor, Johnson City Press-Chronicle
Jonesboro: B. J. Breeden, Editor, Herald and Tribune
Kingston: LaRue Cook, Managing Editor, Roane County News
Knoxville: Juanita Glenn, Education Reporter, The Knoxville Journal

Knoxville: Lois R. Thomas, Education Reporter, Knoxville News-Sentinel
 David Page, Editor, West Side Story
 LaFollette: A. M. Hillman, Editor, Campbell County Times
 Steve Holland, News Editor, LaFollette Press
 Lake City: Joan Martin, News Editor, The Town Crier
 Lawrenceburg: Nate Crawford, Editor, The Democrat-Union
 Lenoir City: Ron Bridgeman, Managing Editor, Lenoir City News
 Lewisburg: Joe Murrey, Editor, Lewisburg Tribune-Marshall Gazette
 Lexington: Tom Franklin, Manager, The Lexington Progress
 Linden: Don Dowdle, Editor, Buffalo River Review
 Loudon: Larry Cate, Manager, Loudon County Herald
 Madisonville: Tracy Provine, Reporter, Tri-County Observer
 Manchester: Ed Troxler, Reporter, The Manchester Times
 Martin: Dennis Richardson, Editor, Weakley County Press
 Maryville: Dean Stone, Editor, Maryville-Alcoa Times
 Maynardville: Paul Woods, Managing Editor, Union News-Leader
 McMinnville: Robin Freeman, Associate Editor, Southern Standard
 Memphis: Jimmie Covington, Education Reporter, The Commercial Appeal
 Nora Williams, Editor, The Daily News
 Paul Vancil, Education Reporter, Memphis Press-Scimitar
 Milan: Bob Parkins, Editor, Mirror-Exchange
 Millington: Robert Pruitt, News Editor, Millington Star
 Mountain City: D. H. McCloud, Publisher, The Tomahawk
 Mt. Pleasant: Colene Cates, Publisher, The Record
 Morristown: Terri Lusby, Reporter, Citizen Tribune
 Nashville: Robert Heeth, Reporter, Nashville Banner
 Newport: David Popiel, News Editor, Newport Plain Talk
 Oak Ridge: Richard Smyser, Editor, The Oak Ridger
 Oliver Springs: Bob Woody, Manager, The Citizen-Times
 Oneida: Deborah Roy, News Editor, Independent Herald
 Richard Magyar, Associate Editor, Scott County News
 Paris: Joe Hedges, City Editor, Paris Post-Intelligencer
 Parsons: Mary Sartin, Editor, The Parsons News Leader
 Pikeville: Robert W. Hale, Publisher, The Bledsonian-Banner
 Portland: Carlos Sparks, Managing Editor, The Portland Leader
 Rockwood: Ray R. Baird, Editor, The Rockwood Times
 Rogersville: Janice McElhaney, Managing Editor, Free-Press
 Eleanor Sheets, Editor, Rogersville Review
 Savannah: Jim Thompson, Editor, Savannah Courier
 Selmer: William J. Rail, Publisher, Independent-Appeal
 Sevierville: Janet Calogne, Reporter, Sevier County News-Record
 Shelbyville: Bob Higgins, Reporter, Shelbyville Times-Gazette
 Smithville: Dorothy Walker, Editor, Smithville Review
 South Pittsburg: Rob Woodfin, News Editor, South Pittsburg Hustler
 Springfield: Jimmy Davy, Editor, Robertson County Times
 Richard Barrett, Editor, Springfield Herald
 Tazewell: Steve Ogan, Publisher, The Claiborne Progress
 Tiptonville: Richard Jones, Publisher, Lake County Banner
 Tracy City: W. Wayne Helton, Editor, Grundy County Herald
 Tullahoma: Michael Smith, Reporter, The Tullahoma News

Union City: Bill King, Editor, Union City Daily Messenger
 Wartburg: Iva Phillips, Editor, Morgan County News
 Waverly: Michael Wright, Editor, Waverly News Democrat
 Waynesboro: Dan A. Cole, Managing Editor, The Wayne County News
 Westmoreland: Sandra Bell, Editor, Westmoreland World
 Winchester: Frey Drewry, Editor, The Herald-Chronicle

BROADCAST JOURNALISTS--TELEVISION

Chattanooga: Jim Collins, News Director, WTVG
 Jackson: Dave O'Brien, News Director, WBBJ
 Knoxville: Jan Petri, Reporter, WATE
 Mark Mayhew, Education Reporter, WBIR
 Betsy Gray, Reporter, WTVK
 Memphis: Ed Goetze, Assignment Editor, WHBQ
 Nashville: Annie H. Holt, Reporter-Anchor, WNGE
 Mike Kettenring, News Director, WSM

BROADCAST JOURNALISTS--RADIO

Alcoa: Charles Pickel, Program and News Director, WEAG
 Athens: Dickie Derrick, Public Affairs Director, WLAR
 Bristol: Steve Chase, News Director, WKYE
 Brownsville: Steve Matheny, Program Director, WBHT-AM/WTBG-FM
 Camden: Bobby Melton, News Director, WFWL
 Art Collien, News Director, WRJB-FM
 Chattanooga: Earl Freudenberg, News Director, WDOD
 Foster Arnett, Jr., News Director, WFLI
 Tex Myer, Manager, WGOW
 Debby Miller, News Director, WMOC
 Barry Rimler, Assistant Manager, WDXB
 Church Hill: Bettye Creasy, Manager, WMCH
 Clarksville: Dena Stewart, News Director, WDXN-AM
 Scott Shelton, News Director, WJZM
 Cleveland: Clyde Thomason, President, WBAC
 Tom Rowland, Assistant Manager, WCLE-FM/WQLS-FM
 Clinton: Lavonne Nehring, News Director, WYSH
 Columbia: Glen A. Prosser, News Director, WKRM
 Earl Williford, Manager, WMCP
 Cookeville: Gene Davidson, News, Sports and Program Director, WHUB
 Covington: Janina Townsend, Station Manager, WKBL
 Crossville: Ernie Tucker, News Director, WAEW-AM/FM
 Paul Selby, Program Director, WCSV
 Dickson: Stan Hawkins, President, General Manager, WDYN-AM/WTNQ-FM
 Dyersburg: Jean Fisher, Traffic Director, WDSG
 Robert W. Moore, News Director, WTRO-AM/WASL-FM
 Elizabethton: Dirck E. Spencer, News Director, WIDD

Erwin: Kathy Thornberry, News Reporter, WEMB
 Fayetteville: Jeannie Tucker, Traffic, WEKR
 Franklin: Tom Lawrence, Feature Editor, WIZO
 Gallatin: Tom C. Sharp III, News Director, WAMG
 Chris Collins, Public Service Director, WHIN
 Greeneville: Pete Luttrell, News Director, WGRV-AM/WOFM-FM
 Mickey Dearstone, News Director, WSMG
 Harriman: Michael Stewart, Program Director, WJZA
 Hartsville: Chester J. Davis, President, WJKM
 Hohenwald: Terry Hull, News Director, WMLR
 Humboldt: F. Darrell Boyd, General Manager, WHMT
 Jackson: Greg Delaney, News Director, WOXI
 Vince Tapler, News Director, WTJS
 Jamestown: Earl Howard, Station Manager, WDEB
 Jellico: John R. Callahan, General Manager, WJJT
 Johnson City: Don Gibson, Program Director, WETB
 William Pitcher, News and Sports Director, WJCW-AM/WQUT-FM
 Kingsport: Tom Parker, Program Director, WGOC
 T. B. Scott, News and Public Affairs Director, WKIN
 Bill Freehoff, News Director, WKPT
 Knoxville: Michael Hammond, News Director, WIVK-AM/FM
 Winston Maxwell, News Director, WKGN
 Larry Hammock, News Director, WKXV
 Ernie Baker, News Director, WRJZ
 Lebanon: Jeffrey Younglove, News Director, WCOR
 Lexington: Ben Enochs, President, WDXL-AM/WZLT-FM
 Lobelville: Patrick J. Hogan, President, WPCT
 Martin: E. H. Youngblood, General Manager, WCMT
 Maryville: Ken Schwall, Assistant News Director, WGAP
 McKenzie: William L. Pope, Part Owner, WHDM
 McMinnville: David England, News Director, WBMC
 Memphis: Jack Hill, Operations Coordinator, WLOK
 Jim Climer, News Director, KWAN-FM
 Robin Brown, News Director, WDIA
 Phyllis Moore, News and Program Director, WEZI-FM
 Shelley Welsch, News Director, WHBQ
 Phillip Tribo, News Director, WLYX-FM
 Rick Honea, News Director, WMC-AM/FM
 Wayne Weinberg, News Director, WMPS
 Dan Sears, Assistant News Director, WREC
 Allan Loudell, News Director, WWEE
 Morristown: Gary D. Chesney, Director News and Sports, WCRK
 Mountain City: Paul Gobble, Manager, WMCT
 Nashville: Mary Glen Lassiter, News Director, WBYQ-FM
 David Tower, News Director, WLAC
 Jeff Thompson, News and Public Affairs Director, WNAZ-FM
 Gary Webb, News and Public Affairs Director, WPLN-FM
 O. Fay Esters, Assistant News Director, WSM

Newport: Dwight Wilkerson, Manager, WLIK
 Nunnelly: Steve Turner, Station Manager, WHLP
 Oak Ridge: Kevin Dempsey, News/Public Affairs Director, WATO
 John W. Pirkle, President, WOKI
 Oneida: Willard Mattie, General Manger, WBNT
 Paris: Joe Van Dyke, Manager, WTPR
 David Denton, News Director, WTPR-FM
 Parson: Branson Townsend, Assistant Manager, WTBP
 Pulaski: George Martin, Manager, WKSR
 Jay D. Austin, President, WMGL
 Ripley: Dale T. Pope, News Director, WTRB
 Rockwood: Peabody Ledford, Manager, WOFE
 Rogersville: Steve Waller, Program Director, WRGS
 Savannah: Edith A. Stricklin, General Manager, WORM
 Shelbyville: Jack Totty, Manager, WLIJ
 Smithville: Bill Estes, News Director, WHAL
 South Pittsburg: Eaton Govan III, Vice President, WEPG
 Sparta: Tollye Tittsworth, President, WSMT
 Gregory K. Gallaher, News Director, WUCR
 Springfield: Tom Beesley, News Director, WDBL
 Sweetwater: R. L. Sherlan, Owner, WDEH
 Tazewell: Floyd Turner, General Manager, WNTT
 Union County: Tim Cawley, News Director, WENK
 Waverly: Glen Barr, Manager, WPHC
 Winchester: Mia Ray, Traffic Manager, WCDT

APPENDIX I

TABLES

TABLE 14

EFFECTIVENESS, RANK, AND CHI SQUARE SUMMARY OF ONE-WAY MEDIA, WITH "NO RESPONSE" EXCLUDED¹

Medium	Public Information Coordinators						Journalists						Chi Square	d.f.	Proba- bility								
	Ineffective			Highly Effective			Ineffective			Highly Effective													
	N	No.	Pct.	Rank	No.	Pct.	Rank	N	No.	Pct.	Rank	No.				Pct.	Rank						
Information sheets enclosed with grade reports Newsletters to parents Student newspapers Student yearbooks Student magazines Displays in the community Press conferences or interviews involving-- central office administrators school level administrators school board members faculty coaches students Films and slides about schools or special issues Letters to the editor or newspaper columns written by school officials Radio and/or TV programs featuring school officials News releases to newspapers News releases to radio and/or TV stations Speakers bureau featuring school officials Speeches, etc., featuring school officials	81	5	6.2	12	68	84.0	4	8	9.9	15	104	15	14.4	11	63	60.6	11	26	25.0	6	12.047	2	0.002*
	80	8	10.0	8	60	75.0	10	12	15.0	6	128	26	20.3	8	79	61.7	10	23	18.0	12	4.760	2	0.093
	72	19	26.4	3	47	65.3	17	6	8.3	17	150	56	37.3	3	74	49.3	17	20	13.3	15	5.032	2	0.081
	81	19	23.5	4	51	63.0	18	11	13.6	7	162	58	35.8	5	77	47.5	18	27	16.7	13	5.368	2	0.068
	29	11	37.9	1	17	58.6	19	1	3.4	18	84	40	47.6	1	36	42.9	19	8	9.5	18	2.590	2	0.274
	84	6	7.1	11	68	81.0	7	10	11.9	10	145	32	22.1	6	96	66.9	3	17	11.7	16	8.757	2	0.013*
	88	1	1.1	17	73	83.0	6	14	15.9	5	169	19	11.2	15	101	59.8	12	49	29.0	1	16.234	2	0.030*
	87	1	1.1	18	77	88.5	2	9	10.3	14	180	20	11.1	16	116	64.4	6	44	24.4	7	17.972	2	0.030*
	78	10	12.8	6	58	74.4	12	10	12.8	8	180	20	11.1	17	113	62.8	9	47	26.1	4	5.589	2	0.051
	74	3	4.1	15	69	93.2	1	2	2.7	19	178	25	14.0	12	119	66.2	4	34	19.1	11	19.414	2	0.030*
	84	2	2.4	16	72	85.7	3	10	11.9	11	186	4	2.2	19	130	69.9	1	52	28.0	2	8.443	2	0.015*
	75	8	10.7	7	60	80.0	8	7	9.3	16	161	17	10.6	18	103	64.0	7	41	25.5	5	8.450	2	0.015*
	63	6	9.5	9	45	71.4	14	12	19.0	4	99	40	40.4	2	50	50.5	15	9	9.1	19	18.748	2	0.000*
	68	18	26.5	2	43	63.2	16	7	10.3	12	131	29	22.1	7	66	50.4	16	36	27.5	3	7.825	2	0.020*
	68	4	5.9	14	57	83.8	5	7	10.3	13	142	25	17.6	10	84	59.2	13	33	23.2	9	12.789	2	0.002*
	98	7	7.1	10	71	72.4	13	20	20.4	1	168	22	13.1	13	109	64.9	5	37	22.0	10	2.611	2	0.271
	83	5	6.0	13	62	74.7	11	16	19.3	3	156	20	12.8	14	99	63.5	8	37	23.7	8	3.890	2	0.143
	40	7	17.5	5	28	70.0	15	5	12.5	9	94	35	37.2	4	50	53.2	14	9	9.6	17	5.078	2	0.079
	89	1	1.1	19	70	78.7	9	18	20.2	2	155	29	18.7	9	104	67.1	2	22	14.2	14	16.534	2	0.000*

TABLE 15
EFFECTIVENESS, RANK, AND CHI SQUARE SUMMARY OF TWO-WAY MEDIA, WITH "NO RESPONSE" EXCLUDED

Medium	Public Information Coordinators										Journalists										Chi Square	d.f.	Probability
	Ineffective					Effective					Ineffective					Effective							
	N	No.	Pct.	Rank	No.	Pct.	Rank	N	No.	Pct.	Rank	No.	Pct.	Rank	No.	Pct.	Rank						
Open school board meetings Public forums on issues involving school system Teacher conferences with parents Orientation programs for parents and/or community Research studies of community attitudes Advisory groups of community representatives Community representatives on school committees Parent-teacher-student associations School information center and/or rumor information center Open house	99	14	14.1	8	59	59.6	8	26	26.3	2	203	15	7.4	9	83	40.9	10	105	51.7	1	18.059	2	0.000*
	68	17	25.0	2	39	57.4	9	12	17.6	6	163	27	16.6	8	84	51.5	9	52	31.9	3	5.617	2	0.060
	101	4	4.0	10	54	53.5	10	43	42.6	1	173	11	6.4	10	95	54.9	5	67	38.7	2	0.929	2	0.628
	84	6	7.1	9	57	67.9	3	21	25.0	3	134	23	17.2	7	74	55.2	4	37	27.6	4	5.402	2	0.067
	45	12	26.7	1	29	64.4	6	4	8.9	9	108	37	34.3	2	57	52.8	8	14	13.0	8	1.789	2	0.409
	74	12	16.2	7	49	66.2	5	13	17.6	5	116	42	36.2	1	62	53.4	7	12	10.3	10	9.405	2	0.009*
	78	14	17.9	5	55	70.5	2	9	11.5	8	122	25	20.5	5	84	68.9	1	13	10.7	9	0.210	2	0.900
	87	16	18.4	4	59	67.8	4	12	13.8	7	184	41	22.3	4	104	56.5	3	39	21.2	6	3.398	2	0.183
28	6	21.4	3	20	71.4	1	2	7.1	10	101	31	30.7	3	55	54.5	6	15	14.9	7	2.731	2	0.255	
94	16	17.0	6	59	62.8	7	19	20.2	4	172-0	17.4	6	101	58.7	2	41	23.8	5	0.526	2	0.769		

TABLE 16
EFFECTIVENESS, RANK, AND CHI SQUARE SUMMARY OF ONE-WAY MEDIA, WITH "NO RESPONSE" INCLUDED

Medium	Public Information Coordinators							Journalists							Chi Square	d.f.	Probability		
	No Response			Ineffective		Highly Effective	No Response			Ineffective		Highly Effective							
	N	No.	Pct.	No.	Pct.	No.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.					
Information sheet enclosed with grade reports Newsletters to parents Student newspapers Student yearbooks Student magazines Displays in the community Press conferences or interviews of-- central office level administrators school level administrators school board members faculty coaches students Films and slides about schools or special issues Letters to the editor or newspaper columns written by school officials Radio and/or TV programs featuring school officials News releases to newspapers News releases to radio and/or TV stations Speakers bureau featuring school officials Speeches, etc., featuring school officials	102	21	20.6	5	4.9	68 66.7	8	7.8	223	119	53.4	15	6.7	63 28.3	26	11.7	44.430	3	0.000
	102	22	21.6	8	7.8	60 58.8	12	11.8	223	95	42.6	26	11.7	79 35.4	23	10.3	18.669	3	0.000
	102	30	29.4	19	18.6	47 46.1	6	5.9	223	73	32.7	56	25.1	74 33.2	20	9.0	5.478	3	0.140
	102	21	20.6	19	18.6	51 50.0	11	10.8	223	61	27.4	58	26.0	77 34.5	27	12.1	7.238	3	0.065
	102	73	71.6	11	10.8	17 16.7	1	1.0	223	139	62.3	40	17.9	36 16.1	8	3.6	4.927	3	0.177
	102	18	17.6	6	5.9	68 66.7	10	9.8	223	78	35.0	32	14.3	96 43.0	17	7.6	19.545	3	0.000
	102	14	13.7	1	1.0	73 71.6	14	13.7	223	54	24.2	19	8.5	101 45.3	49	22.0	21.628	3	0.000
	102	15	14.7	1	1.0	77 75.5	9	8.8	223	43	19.3	20	9.0	116 52.0	44	19.7	19.332	3	0.000
	102	24	23.5	10	9.8	58 56.9	10	9.8	223	43	19.3	20	9.0	113 50.7	47	21.1	6.245	3	0.100
	102	28	27.5	3	2.9	69 67.6	2	2.0	223	45	20.2	25	11.2	119 53.4	34	15.2	20.824	3	0.000
	102	18	17.6	2	2.0	72 70.6	10	9.8	223	37	16.6	4	1.8	130 58.3	52	23.3	8.459	3	0.037
	102	27	26.5	8	7.8	60 58.8	7	6.9	223	62	27.8	17	7.6	103 46.2	41	18.4	8.570	3	0.036
	102	39	38.2	6	5.9	45 44.1	12	11.8	223	124	55.6	40	17.9	50 22.4	9	4.0	29.137	3	0.000
	102	34	33.3	18	17.6	43 42.2	7	6.9	223	92	41.3	29	13.0	66 29.6	36	16.1	10.025	3	0.018
	102	34	33.3	4	3.9	57 55.9	7	6.9	223	81	36.3	25	11.2	84 37.7	33	14.8	13.277	3	0.004
	102	4	3.9	7	6.9	71 69.6	20	19.6	223	55	24.7	22	9.9	109 48.9	37	16.6	23.087	3	0.000
	102	19	18.6	5	4.9	62 60.8	16	15.7	223	67	30.0	20	9.0	99 44.4	37	16.6	8.783	3	0.032
	102	62	60.8	7	6.9	28 27.5	5	4.9	223	129	57.8	35	15.7	50 22.4	9	4.0	5.187	3	0.159
	102	13	12.7	1	1.0	70 68.6	18	17.6	223	68	30.5	29	13.0	104 46.6	22	9.9	29.573	3	0.000

TABLE 17
EFFECTIVENESS, RANK, AND CHI SQUARE SUMMARY OF TWO-WAY MEDIA, WITH "NO RESPONSE" INCLUDED

Medium	Public Information Coordinators						Journalists						Chi Square	d.f.	Probability			
	No Response			Ineffective			No Response			Ineffective								
	N	No.	Pct.	No.	Pct.	Effective	N	No.	Pct.	No.	Pct.	Effective						
Open school board meetings Forums on issues involving schools Teacher conferences with parents Orientation programs Research studies of community attitudes Advisory groups of community rep's Community rep's on school committees Parent-teacher-student associations Information or rumor control centers Open house	102	3	2.9	14	13.7	59	223	20	9.0	15	6.7	83	37.2	105	47.1	22.345	3	0.000
	102	34	33.3	17	16.7	39	223	60	26.9	27	12.1	84	37.7	52	23.3	6.824	3	0.078
	102	1	1.0	4	3.9	54	223	50	22.4	11	4.9	95	42.6	67	30.0	25.324	3	0.000
	102	18	17.6	6	5.9	57	223	89	39.9	23	10.3	74	33.2	37	16.6	21.650	3	0.000
	102	57	55.9	12	11.8	29	223	115	51.6	37	16.6	57	25.6	14	6.3	2.247	3	0.523
	102	28	27.5	12	11.8	49	223	107	48.0	42	18.8	62	27.8	12	5.4	22.533	3	0.000
	102	24	23.5	14	13.7	55	223	101	45.3	25	11.2	84	37.7	13	5.8	14.236	3	0.003
	102	15	14.7	16	15.7	59	223	39	17.5	41	18.4	104	46.6	39	17.5	3.831	3	0.280
	102	74	72.5	6	5.9	20	223	122	54.7	31	13.9	55	24.7	15	6.7	11.461	3	0.010
	102	8	7.8	16	15.7	59	223	51	22.9	30	13.5	101	45.3	41	18.4	11.194	3	0.011

TABLE 18

EFFECTIVENESS OF ONE-WAY COMMUNICATION MEDIA AS PERCEIVED BY PUBLIC
INFORMATION COORDINATORS IN LARGE AND SMALL SCHOOL SYSTEMS

Medium	SMALL SYSTEMS						LARGE SYSTEMS					
	Ineffective			Highly Effective			Ineffective			Highly Effective		
	N	No.	Pct.	Rank	No.	Pct.	N	No.	Pct.	Rank	No.	Pct.
Information sheets enclosed with grade reports	72	4	5.5	14	61	84.7	5	7	9.7	11	7	14.3
Newsletters to parents	70	6	8.6	8	52	74.3	12	12	17.1	4	8	25.0
Student newspapers	62	16	25.8	2	42	67.7	16	4	6.5	16	9	33.3
Student yearbooks	73	14	19.2	4	48	65.7	18	11	15.1	6	7	45.7
Student magazines	24	7	29.2	1	16	66.7	17	1	4.1	18	4	37.5
Displays in the community	74	5	6.8	12	59	79.7	9	10	13.5	7	8	12.5
Press conferences or interviews involving--												
central office administ'rs	76	1	1.3	17	66	86.9	3	9	11.8	10	10	0.0
school level administrators	75	1	1.3	18	70	93.3	2	4	5.4	17	10	0.0
school board members	67	10	14.9	6	51	76.1	11	6	9.0	13	9	0.0
faculty	65	3	4.6	15	61	93.9	1	1	6.5	19	8	0.0
coaches	74	2	2.7	16	63	85.1	4	9	12.2	8	9	0.0
students	65	7	10.8	7	52	80.0	8	6	9.2	12	8	12.5
Films and slides about schools or special issues	55	4	7.3	9	42	76.4	10	9	16.3	5	7	28.6
Letters to the editor or newspaper columns written by school officials	59	14	23.7	3	41	69.5	15	4	6.8	15	8	50.0
Radio and/or TV programs featuring school off'ls	57	4	7.0	11	48	84.2	6	5	8.8	14	9	0.0
News releases to newspapers	86	5	5.8	13	63	63.3	19	18	20.9	1	10	20.0
News releases to radio and/or TV stations	71	5	7.1	10	52	73.2	13	14	19.7	2	10	0.0
Speakers bureau featuring school officials	33	6	18.2	5	23	69.7	14	4	12.1	9	6	16.7
Speeches, etc., featuring school officials	77	1	1.3	19	62	80.5	7	14	18.2	3	10	0.0

TABLE 19

Medium	SMALL SYSTEMS						LARGE SYSTEMS													
	Ineffective			Effective			Ineffective			Effective										
	N	No.	Pct.	N	No.	Pct.	N	No.	Pct.	N	No.	Pct.								
Open school board meetings	87	12	13.8	7	53	60.9	8	22	25.3	3	10	2	20.0	5	5	50.0	6	3	30.0	2
Public forums on issues involving school system	58	14	24.1	2	35	60.4	9	9	15.5	5	8	3	37.5	3	3	37.5	10	2	25.0	5
Teacher conferences with parents	90	3	3.3	10	46	51.1	10	41	45.6	1	9	1	11.1	7	7	77.8	2	1	11.1	7
Orientation programs for parents and/or community	72	5	7.0	9	47	65.3	7	20	27.7	2	10	1	10.0	8	8	80.0	1	1	10.0	8
Research studies of community attitudes	36	10	27.8	1	24	66.7	6	2	5.5	9	7	2	28.6	4	3	42.9	7	2	28.6	4
Advisory groups of community representatives	64	11	17.2	6	45	70.3	3	8	12.5	6	8	1	12.5	9	3	37.5	9	4	50.0	1
Community representatives on school committees	70	14	20.0	3	50	71.4	2	6	8.6	8	7	0	0.0	10	5	71.4	3	2	28.6	3
Parent-teacher-student associations	75	14	18.7	4	52	69.3	4	9	12.0	7	10	2	20.0	6	6	60.0	4	2	20.0	6
School information center and/or rumor information center	22	4	18.2	5	17	77.3	1	1	4.5	10	5	2	40.0	2	3	60.0	5	0	0.0	10
Open house	82	11	13.4	8	54	65.9	5	17	20.7	4	10	5	50.0	1	4	40.0	8	1	10.0	9

TABLE 20
EFFECTIVENESS OF ONE-WAY COMMUNICATION MEDIA AS PERCEIVED
BY JOURNALISTS IN LARGE AND SMALL SCHOOL SYSTEMS

Medium	SMALL SYSTEMS										LARGE SYSTEMS									
	Ineffective					Effective					Ineffective					Effective				
	N	No.	Pct.	Rank	No.	Pct.	Rank	No.	Pct.	Rank	N	No.	Pct.	Rank	No.	Pct.	Rank	No.	Pct.	Rank
Information sheets enclosed with grade reports	82	9	11.0	18	50	61.0	9	23	28.0	3	23	6	26.1	8	14	60.9	11	3	13.0	15
Newsletters to parents	96	20	20.8	6	57	59.4	11	19	19.8	11	32	6	18.8	10	23	71.8	1	3	9.4	18
Student newspapers	112	41	36.6	3	57	50.9	16	14	12.5	14	38	15	39.5	4	17	44.7	17	6	15.8	13
Student yearbooks	123	40	32.5	5	65	52.9	15	18	14.6	13	39	18	46.2	1	13	33.3	19	8	20.5	9
Student magazines	57	29	50.9	1	25	43.9	19	3	5.2	19	27	11	40.7	3	11	40.7	18	5	18.6	11
Displays in the community	108	22	20.4	7	73	67.6	4	13	12.0	16	37	10	27.0	7	23	62.2	9	4	10.8	16
Press conferences or interviews involving--																				
central office administrators	124	15	12.1	13	72	58.1	12	37	29.8	2	45	4	8.9	15	29	64.5	3	12	26.6	5
school level administrators	133	16	12.0	14	86	64.7	7	31	23.3	8	47	4	8.5	16	30	63.8	4	13	27.7	4
school board members	131	17	13.0	11	79	60.3	10	35	26.7	4	49	3	6.1	18	34	69.4	2	12	26.5	6
faculty	135	17	12.6	12	97	71.9	2	21	15.5	12	44	8	18.2	11	23	52.3	14	13	29.5	3
coaches	143	2	1.4	19	104	72.7	1	37	25.9	5	44	2	4.6	19	27	61.4	10	15	34.0	1
students	123	14	11.4	16	81	65.9	6	28	22.7	10	39	3	7.7	17	23	59.0	12	13	33.3	2
Films and slides about schools or special issues	68	28	41.2	2	34	50.0	17	6	8.8	18	31	12	38.7	5	16	51.6	16	3	9.7	17
Letters to the editor or newspaper columns written by school officials	94	19	20.2	8	44	46.8	18	31	33.0	1	36	10	27.8	6	21	58.3	13	5	13.9	14
Radio and/or TV programs featuring school off'ls	99	18	18.2	10	57	57.6	13	24	24.2	6	43	7	16.3	13	27	62.8	6	9	20.9	8
News releases to newspapers	127	14	11.0	17	84	66.2	5	29	22.8	9	41	8	19.5	9	26	63.4	5	7	17.1	12
News releases to radio and/or TV stations	112	13	11.6	15	72	64.3	8	27	24.1	7	45	7	15.6	14	28	62.2	8	10	22.2	7
Speakers bureau featuring school officials	65	23	35.4	4	35	53.9	14	7	10.8	17	29	12	41.4	2	15	51.7	15	2	6.9	19
Speeches, etc., featuring school officials	115	22	19.1	9	79	68.7	3	14	12.2	15	40	7	17.5	12	25	62.3	7	8	20.0	10

TABLE 21
EFFECTIVENESS OF TWO-WAY COMMUNICATION MEDIA AS PERCEIVED
BY JOURNALISTS IN LARGE AND SMALL SCHOOL SYSTEMS

Medium	SMALL SYSTEMS						LARGE SYSTEMS													
	Ineffective			Effective			Ineffective			Effective										
	N	No.	Pct.	Rank	No.	Pct.	N	No.	Pct.	Rank	No.	Pct.								
Open school board meetings	153	11	7.2	9	62	40.5	9	80	52.3	1	50	4	8.0	9	21	42.0	10	25	50.0	1
Public forums on issues involving school system	114	16	14.0	8	61	53.5	8	37	32.5	3	48	11	22.9	6	23	47.9	9	14	29.2	4
Teacher conferences with parents	135	9	6.7	10	73	54.0	7	53	39.3	2	38	2	5.3	10	23	60.5	3	13	34.2	2
Orientation programs for parents and/or community	98	16	16.3	6	56	57.2	3	26	26.5	4	37	7	18.9	7	18	48.6	8	12	32.5	3
Research studies of community attitudes	74	26	35.1	2	39	32.7	10	9	12.2	7	34	11	32.4	2	18	52.9	5	5	14.7	7
Advisory groups of community representatives	77	28	36.4	1	42	54.6	6	7	9.0	10	39	14	35.9	1	20	51.3	7	5	12.8	9
Community representatives on school committees	90	19	21.1	4	60	66.7	1	11	12.2	8	32	6	18.8	8	24	75.0	1	2	6.2	10
Parent-teacher-student associations	141	28	19.9	5	80	56.7	4	33	23.4	6	43	13	30.2	3	24	55.8	4	6	14.0	8
School information center and/or rumor information center	66	21	31.8	3	37	56.1	5	8	12.1	9	35	10	28.6	4	18	51.4	6	7	20.0	5
Open house	134	20	14.9	7	81	60.5	2	33	24.6	5	38	10	26.3	5	21	55.3	3	7	18.4	6

VITA

Leslie Ray Hyder was born September 4, 1947 in Crossville, Tennessee. In 1965 he graduated from Cumberland County High School in Crossville. He enrolled in The University of Tennessee in the fall of 1965 and received a Bachelor of Science degree in Agricultural Economics in 1969.

He taught at Cumberland County High School until he returned to The University of Tennessee in June, 1970. While employed with the Department of Residence Halls, he also earned a Master of Science degree in Educational Administration and Supervision in 1972. He then went to Henderson State University, Arkadelphia, Arkansas, where he served from 1972 through 1973 as Assistant Dean for Student Development and from 1973 through 1975 as Director of Student Financial Aid. In 1975, he received a Master of Science in Education degree in Counselor Education from Henderson State University. In July, 1975, he returned to The University of Tennessee as Director of Student Publications and began his studies for a Doctor of Education degree in Educational Administration and Supervision, with collaterals in Communications and Continuing and Higher Education. He received this degree in August 1979.

He has been active in numerous professional associations related to his various positions.

He is married to the former Terry Deane Burgin and has a son, Brian Matthew, who was born July 7, 1977.