

Summer 7-1-1961

## An Investigation of the Use of Television to Improve School-Community Relations

Don Erwin Patterson  
*Central Washington University*

Follow this and additional works at: [https://digitalcommons.cwu.edu/all\\_gradpapers](https://digitalcommons.cwu.edu/all_gradpapers)



Part of the [Educational Administration and Supervision Commons](#), [Educational Assessment, Evaluation, and Research Commons](#), and the [Public Relations and Advertising Commons](#)

---

### Recommended Citation

Patterson, Don Erwin, "An Investigation of the Use of Television to Improve School-Community Relations" (1961). *Graduate Student Research Papers*. 199.  
[https://digitalcommons.cwu.edu/all\\_gradpapers/199](https://digitalcommons.cwu.edu/all_gradpapers/199)

This Thesis is brought to you for free and open access by the Student Scholarship and Creative Works at ScholarWorks@CWU. It has been accepted for inclusion in Graduate Student Research Papers by an authorized administrator of ScholarWorks@CWU. For more information, please contact [scholarworks@cwu.edu](mailto:scholarworks@cwu.edu).

AN INVESTIGATION OF THE USE OF TELEVISION TO  
IMPROVE SCHOOL-COMMUNITY RELATIONS

---

A Research Paper  
Presented to  
the Graduate Faculty  
Central Washington College of Education

---

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

---

by  
Don Erwin Patterson  
July 1961

## Acknowledgments

Grateful acknowledgment is expressed to Dr. Roy F. Ruebel, chairman of the committee, Dr. Albert O. Weissberg, and Mr. Earling J. Oakland for their understanding and guidance in directing this study.

THIS PAPER IS APPROVED AS MEETING  
THE PLAN 2 REQUIREMENT FOR THE  
COMPLETION OF A RESEARCH PAPER.

---

Albert O. Weissberg  
FOR THE GRADUATE FACULTY

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITIONS OF TERMS USED . . .	1
Introduction . . . . .	1
The Problem . . . . .	1
Statement of purpose . . . . .	1
Need for the study . . . . .	2
Definitions of Terms Used . . . . .	3
Communication . . . . .	3
Publicity . . . . .	4
Public relations . . . . .	4
Public opinion . . . . .	4
Television . . . . .	4
Commercial television . . . . .	4
II. THE IMPACT OF TELEVISION . . . . .	5
The Scope of Television . . . . .	6
The Psychological and Sociological Effects of Television . . . . .	7
Psychological effects . . . . .	7
Sociological effects . . . . .	8
III. ORGANIZATION . . . . .	10
Requirements of Television . . . . .	10
People . . . . .	10
Money . . . . .	10
Research . . . . .	11

	iv
CHAPTER	PAGE
Planning . . . . .	11
Teamwork . . . . .	11
The Advisory Committee . . . . .	11
Purpose . . . . .	12
Objectives . . . . .	12
Criteria . . . . .	12
Frequency . . . . .	13
IV. RELATIONSHIP WITH THE BROADCASTERS . . . . .	14
Nature of the Broadcasting Business . . . . .	14
Allocation of Public Service Time . . . . .	15
V. PROGRAM CONTENT . . . . .	16
What the Telecast Could Include . . . . .	16
Establishing Working Committees . . . . .	18
The program chairman . . . . .	18
The committee members . . . . .	18
Suggestions for Producing the Show . . . . .	19
Publicity for the Program . . . . .	20
The purpose . . . . .	20
What groups of people do you want to reach? . . . . .	20
How do you reach them? . . . . .	21
VI. SUMMARY AND CONCLUSIONS . . . . .	22
BIBLIOGRAPHY . . . . .	23

## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS USED

#### I. INTRODUCTION

Within the last decade public education in the United States has been faced with complex problems. A continuing growth in population has resulted in an unprecedented number of children seeking admission to our public schools. In many areas throughout the nation it has been very difficult, if not impossible, to provide facilities and buildings fast enough to serve this influx.

Never in the history of our nation has there been such a common interest in public education. The White House Conference in December, 1955, resulted in the most extensive appraisal ever made by lay citizens of their schools. Although this appraisal did stimulate great public interest in public education, it did not, however, solve any of the problems.

This catapulting of interest in the public schools is not a condition to be deplored. It is a challenge that must be met.

#### II. THE PROBLEM

Statement of purpose. It was the purpose of this study (1) to determine how school-public relations could be

improved through the use of commercial television and (2) to suggest a program of action.

Need for the study. The public schools are agencies of the state directly responsible to the school district created by the state. Schools in the American social structure have evolved as a partnership enterprise carried on by the parents and by the state.

The schools and the activities carried on within the schools have long been subject to public scrutiny. This examination is admirable as long as the public is properly informed.

The responsibility for keeping the public informed of developments and major changes in school needs rests with the educational profession. This is a great responsibility, one that calls for the maximum effort of each individual in a school system. Public relations must be part of education so we can maintain gains made and make improvements necessary if we are to maintain an adequate program.

The situation in which educators find themselves is complicated by intensified competition for people's attention and money. The communication skills of competing agencies have been improved through the use of research and scientific modern communication used to sell services and products.



This general intensification of efforts to capture public interest and parts of the family income has added to the difficulty of maintaining traditional public interest in education. Since effective education requires a reasonable share of the public funds, we have no choice but to increase our communication skills and put forth the effort needed to secure them.

The preservation of democratic ideals and institutions, including education, requires the existence of a tolerant and intelligent public opinion. Citizens must be informed on public affairs if they are going to act on them intelligently. "The more effective the communication, the better the education." Hence, educating the adults of our nation to school needs becomes the necessary accompaniment of any educational program. The people should be made and kept aware that their schools are vitally involved in the everyday problems of their lives (7:496).

"The educators' story must be told clearly and continuously, if they are going to compete with all the other messages beamed to the eye and ear of the parents and the man on the street" (13:2).

### III. DEFINITIONS OF TERMS USED

Communication. Communication is the interchange of thoughts or opinions (35:3).

Publicity. Publicity is anything that serves to gain public attention for an individual or institution (26:7).

Public relations. Public relations is the sum total of all impressions made by the institution itself and the various persons connected with it (26:9).

Public opinion. Public opinion is a collection of individual beliefs held more or less in common by the members of a group regarding some person, condition, or proposal.

Television. Television is the transmission through space, by means of radio frequencies, of signals capable of being received both aurally and visually by the general public (9:4).

Commercial television. Commercial television involves programs initiated by broadcast stations operated by private organizations primarily for profit. It involves the use of advertising, entertainment, and programs in the public interest (sometimes of specific educational value) (17:5).

## CHAPTER II

### THE IMPACT OF TELEVISION

The freedom to have opinions and to make them effective gives great force to public opinion. As the power of public opinion to influence our lives has grown, efforts to mold and manipulate opinion have grown. That people are guided and governed by public opinion gives rise to the practice of public relations, in fact, makes necessary the effort to influence opinion.

None has stated the force of public opinion more vigorously than did Abraham Lincoln with his now classic statement made during one of his debates with Douglas: "Public sentiment is everything; with public sentiment, nothing can fail: without it nothing can succeed. . . . He who molds public opinion is greater than he who enacts laws" (12:20).

There is a need to make yourself understood in today's court of public opinion. It has become necessary for individuals and institutions who desire to have their acts and motives fully portrayed to the public to take much of the initiative in this effort. Television, a consequence of contemporary technology, must be utilized as a school public relations device if contemporary man is to understand the circumstances under which he lives. As Herbert Weiner has

pointed out, "To live effectively is to live with adequate information" (34:124).

## I. THE SCOPE OF TELEVISION

By 1951, the year which saw the introduction of nation-wide television, TV had blanketed one-fifth of the nation's homes in the urban centers of population (12:244). In November, 1959, Bostic reported that six out of seven homes in the United States had television (4:1).

Though the television medium is still but an infant--it had its coming out party at the New York World Fair in 1939--it has already reached gigantic proportions. It looms as the most potent of all media. It enables use of the printed word, the spoken word, pictures in motion, color, music, graphics, and sound effects. All these vehicles blended into one possesses an impressive potency. "It has," reports Cummings, "most of the qualities of other media of communication--the motion picture, radio, theatre, the press--but is more versatile than the total of the qualities it receives from each" (11:88).

More and more Americans, realizing now that television is somehow affecting the lives of all Americans, are becoming conscious and critical of television fare. Abraham Ribicoff, Secretary of Health, Education, and Welfare, states that, "broadcasters have been derelict in what they've given for

the license they've received" (27:62).

Producer Fred Friendly has a theory that if television keeps on steadily telecasting informational and educational programs, a mass audience eventually will develop a taste for them (2:4).

## II. THE PSYCHOLOGICAL AND SOCIOLOGICAL EFFECTS OF TELEVISION

Television, with its assured audience of millions of people, like radio and newspapers, is here to stay. Primarily it is a medium for entertainment although it affords many opportunities to enrich the lives of every family in the United States.

Psychological effects. There is general agreement that with its combination of visual and audio images, television creates an illusion more nearly the equivalent of reality than that produced by radio's audio stimuli alone. It evokes all of the psychological reaction embodied in the expression, "Hearing is believing, but seeing is the naked truth." This is not necessarily true, but nevertheless it carries much weight. The viewer receives the impression that he is "there." This sense of reality increases his feeling that he "saw for himself" and is, therefore, in a position to know.

Appraising motion pictures thirty-nine years ago,

Walter Lippmann wrote:

Photographs have the kind of authority over imagination today which the printed word had yesterday, and the spoken word before that. They seem utterly real. They come, we imagine, directly to us without human meddling, and they are the most effortless food for the mind conceivable. Any description in words, or even any inert picture, requires an effort before the picture exists in the mind. But on the screen the whole process of observing, describing, reporting, and then imagining, has been accomplished for you. Without more trouble than is needed to stay awake the result which your imagination is always aiming at is reeled off on the screen (20:92).

Sociological effects. People spend one-half as much time watching television as they do working for a living, two-thirds as much time as that spent in school, twenty times more than that in church (28:70).

Our whole society seems to have become geared to the new medium of communication, and our daily lives are shaped by the messages it bears.

Chester, reporting on the educational effect of television on the audience, had this to say:

The effect may be one of several types: (1) it may involve adding to the significant knowledge of the audience--knowledge that can be applied for constructive individual and social purposes; (2) it may involve training in and understanding the cultural experience of the audience, with a view toward developing an appreciation of artistic expression and a refinement of artistic tastes; (3) it may involve an exploration of the materials and bases of social and political values and human judgements, toward the end that these values and judgements will be in accord with facts and supported by reason (9:195).

It seems that our cultural survival depends, in no small amount, upon the proper use of television. It calls

for a communion of our best minds to develop ways of using this medium to assist the schools in meeting the needs of our growing population, to elevate and extend the public discussion of important questions, and to bring the highest values of our civilization within the reach of everyone.

In trying to comprehend the magnitude of television and the effect it has on our lives, authors have stated:

"Television is a tool comparable only to the invention of the printing press in its power to inform and influence thought" (21:128).

It would seem quite obvious that television will effect a cultural revolution as important for our world, as printing was for the Renaissance. As a result, attitude and behavior will henceforth be more decisively determined by what people look at than by what they read" (10:15).

## CHAPTER III

### ORGANIZATION

Is the general public aware of the school program and the role played by the teacher in the learning process? What can the public school do to focus attention on its program? Are monthly PTA meetings the only way to accomplish this? What can we do to foster a more effective public relations program?

These questions appear to be universal, and television is an excellent medium to provide answers to these questions as well as to bring to the public an understanding of what is being done in the public schools.

#### I. REQUIREMENTS OF TELEVISION

The first step for the educator who is impressed with the potential of television as a public relations device is to recognize the requirements involved.

People. Staff members will be needed in planning, programming, research, preparation, evaluation, and publicity. It is quite possible that extra clerical help may be required.

Money. Money must be provided for equipment, materials, and transportation. Money might also be required



for substitute teachers since the program may involve time away from class.

Research. Careful research must precede programming if it is to be meaningful. Needs and interests, the availability of resources, personnel, facilities, and limitations must be studied.

Planning. Broad plans must be made for identification of goals, allocation of responsibilities, choice of programming, production procedures, and evaluation. Specific goals must be made for the preparation and presentation of each program.

Teamwork. Co-operative teamwork is the basis for an effective television presentation. All members of the team plan together and evaluate the results. The team should include all individuals and agencies involved in the programming.

## II. THE ADVISORY COMMITTEE

A broad representation should be included on the advisory committee. This should include representatives from administrators, supervisors, teachers, PTA, and other organizations that would like to be of help. Frequent meetings will be necessary during the period of organization.

Purpose. Public relations will be the primary purpose of the telecasts.

Objectives. The objectives developed by the advisory committee could be:

1. To acquaint the public with the educational philosophy of your school district,
2. To make the public conscious of the teacher's role in the classroom,
3. To win support for better schools,
4. To acquaint the public with the diversified educational activities in the public schools,
5. To familiarize the public with current educational policies and techniques, and
6. To show the public some of the experiences provided children for learning.

Criteria. Criteria of program subjects are that:

1. It must meet the standards of good education.
2. It must attract and hold the attention of an adult audience.

The following could be set up as criteria for program content:

1. Will the subject interest a large number of people?
2. Is the subject simplified for easy understanding by the public?

3. Is enough visual material available to sustain interest throughout the program?
4. Can the camera transmit the graphic material?
5. Will it promote the objectives?

Frequency. "One show seldom has much public communication value because relatively few people see or hear it" (22:455).

In the light of the above, a regularly scheduled show would accomplish more and better retain a constant viewing audience than a telecast every now and then.

## CHAPTER IV

### RELATIONSHIP WITH THE BROADCASTERS

Most broadcasters have a sense of public responsibility; as a group they recognize the value of the public schools. They are interested in the effects good schools have on community development. They also realize that while there is no immediate profit in assisting with school telecasts, the good will and interest of the public are assets that will ultimately bring a return.

#### I. NATURE OF THE BROADCASTING BUSINESS

Station managers seek shows which attract large numbers of listeners and are reluctant to air any which may cause listeners to turn from their stations.

Stations, however, must operate within the context of what the Federal Communication Act of 1934 terms the "public interest, convenience, or necessity." That law recognizes the airwaves as a national resource which belongs to the people. To make reception possible, the Federal Communication Commission awards each station a license for exclusive use of a particular frequency. To obtain a license each station accepts the responsibility to operate in accord with public interest, convenience, and necessity. Among the things they do to fulfill this responsibility,

all stations allocate time for broadcasting, without charge, what are called "public service" presentations.

## II. ALLOCATION OF PUBLIC SERVICE TIME

A report entitled "Statement of Broadcasters' Convictions and Beliefs" was presented to the National Association of Broadcasters in 1959 by the Petersmeyer Committee. This report stated (25:32):

Television is not only an entertainment medium but an instrument of information, culture, and education. While its major programming mission, as demanded by the American people, is to entertain, substantial parts of the schedule are and must continue to be devoted to informational, cultural, and educational ends. It must present a full variety of program typed so the public itself can make a choice.

The above statement indicates that station managers recognize their public service responsibilities and would be willing to telecast school programs providing program suggestions made by school personnel serve a public interest and are of a quality to hold an audience.

Although stations are responsible for helping to keep the people informed about public matters, station managers are entitled to exercise their own discretion about the subjects of broadcasts they schedule to fulfill their public service obligation. They are not, however, required to allot any time for school broadcasts if they do not wish to do so.

## CHAPTER V

### PROGRAM CONTENT

The schools have three advantages in terms of audience: (1) The procedures discussed are familiar to many people, for they attended the schools; (2) The public has a large investment in the schools, and; (3) Parents have a vital concern in their children and the institution in which they spend their time (19:46).

But they must tell their story in an interesting way if they are to attract and hold a significant audience.

"Programs can be devised which will entertain and hold audience attention while giving worthwhile information" (24:242).

The selection of program and selection of the faculty or staff members who will participate in the presentation appear to be the first major problems in the presentation of a television broadcast.

#### I. WHAT THE TELECAST COULD INCLUDE

How are you going to get a television audience that would rather be entertained than educated to watch a school series is the question many schoolmen have asked.

The audience can be acquired and they can be educated and entertained at the same time. Kaufman feels that "there is drama in every educational subject" (16:79).

There seem to be any number of topics that could bring the school story to the parents and the other taxpayers

of the community. A "Know Your Schools" series could educate viewers to the problems and activities of the school. These telecasts could include: "How are Schools Supported?" "Individual Differences," "What Is a Good Testing Program?" "Science In Our Schools," "Math In Our Schools," "Reading In Our Schools," "My Child Goes to School Next Year," "The What, How, and Why of Learning," "Programs Offered in the Schools," "The How and Why of Foreign Languages," "Music," "Extra-Class Activities," "Campus Farmers," "Safety Education," "Physical Education Through the Grades," "Speech Therapy," "Social Studies Projects," "Home Economics," "The Art Program," and many more.

With such a variety of subject matter, various teaching methods can be shown, and many performers, both teachers and pupils from all grade levels, can be selected from the schools.

As to the effectiveness of such a series, a resolution passed by the Minneapolis Council of the Parent-Teacher Association stated with respect to the Video School series presented by the Minneapolis Public Schools over WCCO-TV that: "the school programs were the most effective form of community school relations and did more than reams of paper and endless speeches to show people what the schools are actually doing and how effective current methods of teaching are" (8:119).

Another type of program that has proved successful is any kind of quiz program. Brownell says that quiz programs have appeal because "people have a natural thirst for knowledge. As they listen, they get a thrill out of answering first and showing their superiority. They are proud of the youngsters who participate" (6:24).

## II. ESTABLISHING WORKING COMMITTEES

Good programs will require large amounts of school staff time. Those responsible for presenting and directing programs and those participating must be willing to spend many hours in preparing for the presentation.

The program chairman. When it has been decided what the programs will include, a committee selected from the teaching or supervisory staffs will assume responsibility for writing the script and producing a particular show. The chairman of the committee should be working in the area covered and have a sincere interest in presenting that area on a telecast.

The committee members. Each program chairman should select teachers working in the areas treated in the telecasts to be members of his committee. As soon as the committees are complete, they should begin to function.

It would be advisable for committee members to visit a studio and observe a telecast.



## III. SUGGESTIONS FOR PRODUCING THE SHOW

1. Each telecast should have a skeletal script.  
This type of script avoids making the program unduly rigid and thus a spontaneous effect is given to each show. However, content must be carefully prepared to enable a definite sequence of events.
2. Long speaking parts should be avoided and action should be a basic factor.
3. If a classroom situation is used, plan camera angles so that each child will appear at least once and pick staff members who can do the most effective job of projecting the content.  
Stasheff warns that, "The personality of the instructor seems to count more with the general public than the choice of subject matter" (32:57).
4. Allow ample time for planning deadlines, conferences, scripting, props, and visual aid construction.
5. Open with an attention-getter and close with the strongest possible message.
6. Limit the time of the show. It is better for the public to want more than have them wish you were off the air.

7. Make the program impressive but keep it simple.
8. As with any other medium, television requires considerable resort to repetition to get the point across. Repetition of ideas can take place without insulting the audience as long as variety in the expression of the ideas characterizes the presentation (23:472).
9. Above all, work closely with station personnel. The school people may know the content, but the station personnel can give much help with the method.

#### IV. PUBLICITY FOR THE PROGRAM

The assurance that there will be a sizeable audience for a school show will make the station manager more disposed to air it. It is, of course, equally important for the school to be assured of a worthwhile audience. The local Parent-Teacher Association would seem to be the logical group to carry out this phase.

The purpose. Basically the purpose would be to promote the television program.

What groups of people do you want to reach? Everyone within the area should be informed of the coming telecast. There need not be a great difference in the audience you

get and the one you could have gotten.

How do you reach them? The most effective publicity always combines several methods.

The earliest and probably still the most effective channel is person-to-person.

The PTA organizations can place posters in barber-shops, beauty parlors, corridors, and other public places. The television station will probably announce the program. Encourage pupils in the school to ask their parents to tune in on the telecast.

The school staff should inform their friends.

Announce the date and time at the meetings of any club or organization. In some cases the local newspaper may be willing to review the show.

After you have reached the public and they have viewed your telecast, the quality of your telecast will determine your audience for the next one.

## CHAPTER VI

### SUMMARY AND CONCLUSIONS

People cannot be expected to have responsible opinions unless they have been thoroughly informed. A completely honest and continuous program of information regarding the schools is the means by which an intelligent public opinion may be developed.

Since the schools belong to the people and are supported by them, the educational system is determined largely by what the public knows about the schools.

The best schools are those in which the patrons are kept well informed, and it is equally important that the school personnel respond to parents' inquiries with a spirit of friendliness and co-operation.

It is necessary for schools to determine what will lift the school-community relations to their highest point. It appears that television, with its mass appeal, presents limitless possibilities for selling the values of education to millions by the indirect approach of calling attention to what the schools are doing.

When the public knows the school story and when it is convinced of the vital contribution of education, it should respond with typical American generosity. Even the most niggardly will respond if they know they are getting value for their money.

BIBLIOGRAPHY

## BIBLIOGRAPHY

1. Abbot, Waldo and Richard Rider. Handbook of Broadcasting. New York: McGraw-Hill Book Company, Inc., 1957. 531pp.
2. Associated Press dispatch. The Yakima (Washington) Herald, April 16, 1961.
3. Bogart, Leo. The Age of Television. New York: Frederick Unger Publishing Company, 1956. 341pp.
4. Bostic, Tom. A Report During Television Week. Station KIMA (Yakima, Washington), November 10, 1959.
5. Brickman, William W. "Educational Enlightenment via Television," School and Society. 87:76, February 14, 1959.
6. Brownell, Clifford Lee, Leo Gans, and Z. Tufie Maroon. Public Relations in Education. New York: McGraw-Hill Book Company, 1955. 249pp.
7. Burns, John L. "Communication and Education," Vital Speeches, 24:496-9, June, 1958.
8. Callahan, Jennie Waugh. Television in School, College, and Community. New York: McGraw-Hill Book Company, Inc., 1953. 339pp.
9. Chester, Giraud and Garnet R. Garrison. Television and Radio. New York: Appleton-Century-Crofts, Inc., 1956. 652pp.
10. Cooley, Hazel. Vision in Television. New York: Channel Press Publishers, 1952. 80pp.
11. Cummings, William Kenneth. This is Educational Television. Michigan: Edwards Brothers, Inc., 1954. 264pp.
12. Cutlep, Scott and Allen Center. Effective Public Relations. New York: Prentice-Hall, Inc., 1952. 502pp.
13. Derthick, Lawrence G. "Across a Higher Fence," School Life, 40:2, December, 1957.

14. Elliott, William Y. (ed.). Televisions Impact On American Culture. Michigan State University Press, East Lansing, 1956. 382pp.
15. "Enlightenment Gains on Entertainment," Broadcasting. 53:64-74, March 27, 1961.
16. Kaufman, William F. How To Write for Television. New York: Hastings House, Publishers, 1955. 95pp.
17. Kendig, Kathryn Dye and Garther Lee Martin. The ABC's of TV. San Jose: The Spartan Book Store, 1957. 231pp.
18. Kindred, Leslie W. How to Tell the School Story. New Jersey: Prentice-Hall, Inc., 1960. 500pp.
19. Levenson, William B. "School Public Relations Through Radio and Television," The American School Board Journal, 135:45-6, September, 1957.
20. Lippmann, Walter. Public Opinion. New York: Harcourt, Brace, and Company. 1922. 427pp.
21. Marx, Herbert L. Jr. Television and Radio in American Life. New York: The H. W. Wilson Company, 1953. 198pp.
22. McCloskey, Gordon. Education and Public Understanding. New York: Harper and Brothers, Publishers, 1959. 572pp.
23. Moehlman, Arthur B. and James A. von Zwoell. School Public Relations. New York: Appleton-Century-Crofts, Inc., 1957. 556pp.
24. Newsom, Carrol V. A Television Policy for Education. Washington D. C.: American Council On Education, 1952. 266pp.
25. "Rebels Against TV Code Stripped," Broadcasting. 56:31-36, May 4, 1959.
26. Reck, W. Emerson. Public Relations. New York: Simon and Schuster, Inc., 1952. 239pp.
27. "Ribicoff Sings Another Tune on the Hill," Broadcasting. 53:62-3, May 22, 1961.
28. Schlamm, William S. "A Look at Television," American Mercury, 89:70-72, October, 1959.

29. Schramm, Wilbur, Jack Lyle, and Edwin Parker. Television In The Lives of Our Children. Stanford, California: Stanford University Press, 1961. 320pp.
30. Siepmann, Charles A. Radio, Television and Society. New York: Oxford University Press, 1950. 410pp.
31. \_\_\_\_\_. TV and Our School Crisis. New York: Dodd, Mead and Company, 1958. 198pp.
32. Stasheff, Edward and Rudy Bretz. The Television Program--Its Writing, Direction, and Production. New York: Hill and Wang, Inc., 1956. 356pp.
33. von Zwoell, James A. "The Need for Public Relations," The Bulletin of the National Association of Secondary School Principals, 32:15-23.
34. Weiner, Herbert. The Human Use of Human Beings. Boston: Houghton Mifflin Company. 1950. 229pp.
35. Whyte, William H. Is Anybody Listening? New York: Simon and Schuster, Inc., 1952. 239pp.