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This thesis is dedicated to my wife, Doris,
and my children, Joel and Heather, for their continuing
love and support during the preparation of this thesis.

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CELEBRITY ENDORSEMENT OF DIRECT MAIL ADVERTISING:
AN EXPERIMENT

by

HAROLD DUANE HART, B.S.

THESIS

Presented to the Faculty of the Graduate School of
The University of Texas at Austin
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of the Requirements
for the Degree of
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THE UNIVERSITY OF TEXAS AT AUSTIN

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H. D. H.

The University of Texas at Austin

June 25, 1980

A B S T R A C T

An experiment was conducted to test the effects of celebrity endorsement of direct mail advertising. Seventy-seven subjects were given a choice of two letters, one endorsed on the envelope by a celebrity and the other signed by an unknown individual with no endorsement on the envelope. The data indicated that the celebrity endorsed letter was more likely to be chosen and read. However, the data also indicated that the celebrity chosen should be appropriate to the audience and have high popularity and credibility. The data revealed that the attitudes of subjects were no more favorable towards the endorsed letters than the unendorsed letter. The artificiality of the experiment requires that it be tested in the field for more conclusive results to be obtained.

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C H A P T E R I

INTRODUCTION

Rationale

The All Volunteer Armed Forces are in trouble. Pentagon figures show that the combined services recruited only 338,800 young people in Fiscal Year 1979, just 93 percent of the 362,400 needed to fill the ranks.¹

Notably, the Air Force for the first time missed its recruiting goal, signing up 67,800 of the 69,200 sought. Why are people shying away from the services in increasing numbers? The Defense Department's top personnel executive, Assistant Secretary Robert B. Pirie, gives multiple reasons from youth unemployment declining to recruiter malpractice investigations.²

In regard to the Air Force, a comprehensive analysis of the Advertising and Publicity function in Air Force recruiting indicates that inadequate awareness

¹James A. McDonnell, Jr., "The Bulletin Board," Air Force Magazine 62 (December 1979): 148.

²Ibid.

of Air Force opportunities may be a major obstacle to the Air Force achieving its recruiting goals.³

Reasons for the difficulty are numerous. Proposed solutions are just as numerous including reinstitution of the draft. While most of the effort has concentrated on maintaining an adequate enlisted force, a new problem has emerged to confront Air Force recruiting, maintaining an adequate officer corps.

As recently as 1976 maintaining this officer corps was relatively easy. The Air Force still had an abundance of active duty officers remaining from when the Air Force had an active duty force of over 900,000. The Air Force was still in the process of reducing that force to less than 600,000 following the Viet Nam conflict. Two of the three sources for the officer corps, the Air Force Academy and Reserve Officer Training Corps at numerous universities, were supplying most of the required manpower. The third source, Officer Training School, accounted for less than 1,000 officers in 1976.

³Harold D. Hart, "The Marketing Problem: The Advertising and Publicity Function in the U.S. Air Force Recruiting Service," unpublished paper, Advertising Management, Advertising 388, The University of Texas at Austin, Fall 1979.

By Fiscal Year 1979, however, Officer Training School was required to provide nearly 4,000 officers. The goal for Fiscal Year 1980 is nearly 6,000. Nearly 40 percent of this goal will be obtained from enlisted airmen who already have college degrees and qualify for OTS, and from enlisted members who get there degree through various Air Force sponsored educational programs.⁴ The nearly 4,000 remaining individuals are to be recruited from qualifying college seniors and graduates by U.S. Air Force Recruiting Service.

Compounding this sudden increase is that the Air Force requires officers to have specific academic backgrounds, primarily scientific and engineering. This aspect makes the task even more difficult because the competition for individuals with these skills is fierce with more jobs being available than people to fill them and these individual commanding salaries higher than graduates from other fields. These starting salaries are nearly twice as much as that received by a new officer.⁵

⁴James A. McDonnell, Jr., "The Bulletin Board," Air Force Magazine 63 (January 1980): 84.

⁵"Feast or Famine for College Class of '80," U.S. News and World Report, February 18, 1980, pp. 89-90.

This is the new problem facing Air Force recruiting. The problem facing the Advertising and Publicity function is how to make this target group aware of Air Force opportunities and to seek further information from recruiters.

An obvious answer is increased advertising. However, funds for advertising for this purpose are minimal because Congress directly controls the funding and the enlisted recruitment problem is perceived to be more pressing.

Due to this funding limitation, four of the five top mass media cannot be used to provide the required level of awareness in relation to the competition. However, direct mail can be used competitively without being restricted by funding limitations.⁶

The Air Force has become increasingly involved with direct mail as recruiting has become more difficult. Generally the direct mail pieces meet or exceed the standards of the industry in regards to preparation of content and copy when compared against those standards.

However, there has been little attention paid to the exterior of the envelope or self-mailer. Carren

⁶Hart.

Pearson Handel of the Direct Marketing Corporation of America said that getting an individual to open your letter or self-mailer is the first rule of making direct mail work.⁷

One such method would be to have a prominent person endorse the product on the envelope or self-mailer. This is a common practice in broadcast and print advertising, but for some unknown reason it is not common in direct mail. Handel did not include it in his recommendations for getting a reader inside an envelope, and, so far, a review of the literature indicates that there has been little research done with this concept.

Hypotheses

The problem is this: will having a prominent person endorse a product on the envelope increase the probability of that envelope being opened? Equally important, will the prominent person's endorsement cause the reader to have a more favorable attitude towards the content? Answers to these two questions will be examined

⁷"50 Direct Mail, Copy, and Art Rules," Direct Marketing 41 (January 1980): 24.

in testing the following hypotheses in an experiment using Air Force direct mail pieces used for officer recruiting.

The hypotheses are:

Hypothesis 1: When a reader is given a choice of opening a letter with a standard return address with no endorsement and a letter that is endorsed by a prominent person, the reader will choose to open the endorsed letter more often than the unendorsed letter.

Hypothesis 2: The reader opening the endorsed letter will have a more favorable attitude towards the content of the letter than will the reader opening an unendorsed letter.

C H A P T E R I I

LITERATURE REVIEW

Source credibility has received a great deal of attention by communication researchers in the study of attitude development and change. In a synthesis of studies of the ethos of a source, Anderson and Clevenger concluded that:

The finding is almost universal that the ethos of the source is related in some way to the impact of the message. This generalization applies not only to political, social, religious and economic issues but also to matters of aesthetic judgement and personal taste.⁸

They defined ethos as the image held of a communicator at a given time by a receiver. This definition encompasses source credibility and prestige.

They further said that the only variable that clearly related to differences in suggestibility to prestige is the initial attitude toward the topic or the purpose: consistently, those who are neutral initially

⁸Kenneth Anderson and Theodore Clevenger, Jr., "A Summary of Experimental Research Ethos," in Kenneth K. Sereno and David C. Mortensen, Foundations of Communication Theory (New York: Harper and Row, 1970), pp. 197-221.

shift more often than do those who are at one extreme or the other.⁹ This factor could be particularly important in Air Force officer recruitment if awareness of Air Force opportunities is low and potential targets of a direct mail campaign have not developed a strong attitude concerning the possibility of considering the Air Force as a career alternative.

Carl I. Hovland, a pioneer in source credibility research, said that research indicates reactions to communication are significantly affected by the communicator's intentions, expertness, and trustworthiness. He said that these were the primary factors in determining whether a source had high or low credibility, and that the same presentation presented by a source of high credibility was more favorably judged than a presentation by a low credibility source. Further, his research indicated that in most cases the immediate acceptance of the recommended opinion was greater when presented by a highly credible communicator.¹⁰ His findings are supported in subsequent communication and advertising research.

⁹Ibid.

¹⁰Carl I. Hovland, Irving L. Janis, and Harold H. Kelley, Communication and Persuasion (New Haven: Yale University Press, 1953), pp. 35-36.

A discussion of attitude development and change includes an examination of the consistency theories because of their major impact on communications research. Balance, congruity, and dissonance theories all attach some importance to the source variable. However, the congruity theory of Osgood and Tannenbaum focused on mass communications specifically. Their particular major contribution was that attitudes towards both source and object will change. The congruity theory also provides a model for pretesting an advertisement.¹¹

Advertising literature indicates that the credibility, attractiveness, and power of the source can have a very significant impact on the effectiveness of an advertising message. Research indicates that not only will a receiver be more likely to accept the arguments of a credible source than an uncredible one, but the receiver will continue to accept the arguments even after the source is forgotten.¹²

The only book that this researcher could locate that was devoted specifically to the role of

¹¹David A. Aaker and John G. Myers, Advertising Management (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975), pp. 307-331.

¹²Ibid., pp. 399-403.

prominent individuals in advertising was William M. Freeman's The Big Name. He discussed several aspects of endorsement and testimonial advertising including its history, purposes, characteristics that enhance or hurt its effectiveness, and pertinent research. Though the book was published in 1957, it is worth reviewing today because much of its content remains pertinent.

Freeman says that the testimonial is the heart of modern advertising and dates at least to the beginning of the Christian era. In Christianity, the testimonial has been the basic technique for winning converts from the disciples to Billy Graham today. Freeman says:

The endorsement is always with us. From the teenagers ("I was out with Betty last night, and mmm!!") to the young marrieds ("The Jones like the new Philco television set--don't you think ours is acting up a bit?") it pervades every aspect of life. We see it daily in every type of advertising, and we act on it. We are ready to accept the recommendations and the endorsements of those we trust, those we find believable, even though there are times when we deny it.¹³

Freeman is quick to point out, however, that the testimonial can be quite ineffective and counterproductive

¹³William M. Freeman, The Big Name (New York: Printers' Ink Books, 1957), pp. 12-13.

if used improperly. He cites the following examples. Constance Talmadge, a motion picture star of the Twenties, was said to have signed papers endorsing some 400 different products in a single day. A certain opera star said a particular cigarette didn't harm his throat. The former is an example of overexposure and the later an example of trickery because what the opera star said was true, but true because he didn't smoke. Unfortunately, Freeman notes, the above examples sold the products even when the endorser was known to be dishonest.¹⁴

A factor that Freeman emphasizes, even if the credibility does not have any effect of itself, is that the use of a prominent person or celebrity serves to get attention.¹⁵ Robert O. Wyatt and associates noted the same characteristic in studying the effects of source on response to public service advertising. In fact, for certain types of messages where getting positive message evaluation is the primary goal, they said the source was more important than the issue of the message.¹⁶

¹⁴Ibid., pp. 18-19.

¹⁵Ibid., p. 32.

¹⁶Robert O. Wyatt, Janet Gaines, Robert Pierce, and Bruce Vanden Bergh, "How Source Affects Response to Public Service Advertising," Journalism Quarterly 55 (Winter 1978): 720.

Freeman, as Hovland did, emphasized that the honesty and trustworthiness of the source are key factors in believability of the message.¹⁷ Freeman's third major characteristic is appropriateness, which correlates with Hovland's expertness. In regard to appropriateness, he said:

A baseball player must endorse a baseball bat, an opera star a throat remedy, a pianist a piano, a flier an airplane, and so on. If this basic rule is not followed, and the testimonial still sells, there is always the danger that an expensive campaign might fall apart.¹⁸

Possible examples that he considered inappropriate were: the Secretary of State endorsing Kant-Wet baby mattress; Clark Gable endorsing the Maidenform brassiere; and Greta Garbo endorsing a power lawnmower.¹⁹ Freeman says that appropriateness is becoming increasingly important because the public is a lot smarter and takes more convincing.²⁰

Appropriateness is related to a study of the use of black models in advertising to blacks by Pravat K.

¹⁷Freeman, p. 14.

¹⁸Ibid., p. 19.

¹⁹Ibid.

²⁰Ibid., p. 20.

Choudhury and Lawrence S. Schmid. They found that blacks recalled advertisements with white models less well than those with black models in advertising to blacks.²¹

Freeman adds that even if the endorser is not well known, but is logical and appropriate as a user, the same favorable impression is produced.²² This topic will be explored further in the discussion section of this thesis.

Appropriateness may be affected by time, according to the results of research concerning the use of Johnny Cash as a spokesman for Amoco. When he first appeared in the advertising, those that considered him unbelievable said the major reason was his inappropriateness. Yet, about 18 months after his introduction, only about one in seven felt he was unsuitable or inappropriate for the specific sponsor. Slightly more than half said he was suitable, a higher percentage than for any other in a revised list of spokesmen.²³

²¹Pravat K. Choudhury and Lawrence S. Schmid, "Black Models in Advertising to Blacks," Journal of Advertising Research 14 (June 1974): 19-22.

²²Freeman, p. 35.

²³Joseph M. Kamen, Abdul C. Azhari, and Judith R. Kragh, "What a Spokesman Does for a Sponsor," Journal of Advertising Research 15 (April 1975): 17-24.

Freeman's review of research by Daniel Starch and staff indicates that celebrity testimonial advertisements are seen and read on the average to a much greater extent than nontestimonial advertisements.²⁴

One dramatic example of consumer behavior undergoing substantial change was the gain in market share for Crest toothpaste from about 12 percent in July, 1960, to about 35 percent in the period after the endorsement by the American Dental Association. This is a clear indication that a prominent organization can be as effective as a prominent individual, especially if the organization is appropriate to the product.²⁵

There is very little literature concerning the use of testimonials in direct mail. Robert Stone has written several comprehensive books concerning the use of direct mail and recommends the use of testimonials in direct mail in at least two of his books. In one of his earliest books, written in 1947, Stone devotes an entire chapter to testimonials and says it is one of the most powerful forms of advertising.²⁶ His 1979 book discusses

²⁴Freeman, p. 193.

²⁵David B. Montgomery and J. Scott Armstrong, "Brand Trial after a Credibility Change," Journal of Advertising Research 10 (October 1970): 26-32.

²⁶Robert Stone, Profitable Direct Mail Methods (New York: Prentice-Hall, Inc., 1947), pp. 147-48.

the use of testimonials even less; however, Stone still considers testimonials to be a powerful form of advertising and says they will ordinarily increase the pull of a letter.²⁷ Stone did not discuss the use of celebrities in testimonials in either book.

The lack of empirical research in direct mail advertising was noted by Danny N. Bellenger and Jack R. Pingry in the Journal of Advertising Research in 1977.²⁸ A. Edward Miller, President of Downe Communication, Inc., discussed the lack of advertising research at the 23rd Annual Conference of the Advertising Research Foundation in 1977. He said:

. . . there is virtually no basic research in advertising. We seem to operate from one specific problem to the next, from one crisis to another, but we never seem to have the resources to dig in to find out how advertising works, how the brain absorbs and utilizes advertising messages that would lead to an understanding of all the elements of the marketing situation. Perhaps, then, and only then, would we begin to make meaningful progress in advertising research. Perhaps it could become more of a science and less of an art.²⁹

²⁷Bob Stone, Successful Direct Marketing Methods, 2d ed. (Chicago: Crain Books, 1979), p. 218.

²⁸Danny N. Bellenger and Jack R. Pingry, "Direct Mail Advertising for Retail Stores," Journal of Advertising Research 17 (June 1977): 35.

²⁹A. Edward Miller, "Introduction of Mike Wallace," 23rd Annual Conference/1977 Proceedings Advertising Research Foundation (New York: Advertising Research Foundation, 1978), p. 57.

In addition to there being little research, there appears to be little use of celebrities or prominent people as the source in direct mail advertising. In an analysis of 25 direct mail pieces received by this researcher in a one month period, only one piece used a prominent person to endorse the produce (see Appendix 1). There appeared to be a greater reliance on either the prominence of the institution or gimmickry, contests, free gifts, etc. In a review of several advertising texts and the last two years of Direct Marketing, a magazine concerning direct mail methods and research, there is not a single mention of using celebrities or prominent persons to endorse products in direct mail advertising. Further research is necessary.

The importance of source in communications and advertising literature is considerable; however, the lack of investigation in direct mail advertising indicates that it is clearly needed. Further, it could be a factor in U.S. Air Force Recruiting Service achieving its officer recruitment goals.

C H A P T E R I I I

METHOD

The hypotheses were tested by means of an experiment in which subjects were given the chance to choose different types of letters and then had their attitudes measured.

Variables

The first independent variable was providing 77 of the 149 subjects two letters to choose from. Forty of the 77 subjects had a choice between a Carter endorsed letter and an unendorsed letter. The other 37 subjects had a choice between an Staubach endorsed letter and an unendorsed letter. The dependent variable measured was the subjects' response to the statement on page 1 of the applicable directions. The statement was:

Included are two letters. Please select the letter you would most likely open and read.

Indicate the letter you selected by marking the appropriate blank below.

_____ writing above address element

_____ no writing above address element.

The other 72 subjects were given only one letter. The second independent variable was which of three letters they received. They were a control group to compare attitudes with the test group.

The dependent variable measured to determine attitudes was the subjects' responses to seven Likert scale questions. The questions were designed by this researcher to measure the attitudes of the subjects toward the factors identified as being important to the effects of source credibility in advertising. The Likert-type statements were:

1. The letter was truthful.
2. The letter was interesting.
3. The letter provided information I didn't know before.
4. I have a favorable attitude towards the person who signed the letter.
5. The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.
6. The opportunity of becoming an Air Force officer is worth considering.
7. I will seek more information about the Air Force officer programs.

Each of the questions had the following scale immediately below the question:

AGREE:__:__:__:__:__:__:__:DISAGREE

Control variables used were age, sex, class standing and whether the student was in the communication or engineering school class.

Subjects

The subjects consisted of 86 students from an advertising research class and 63 students from three upper level engineering classes. All participants were from The University of Texas at Austin and participated voluntarily. The external validity of the experiment is questionable because the selection of the students could not be randomized due to time and budget constraints. Despite this limitation, the results could be significant in providing direction for future research, and in fact the study is only the initial phase of a long-range test by this researcher on the effects of using prominent persons to endorse direct mail. Further, the results could be particularly significant in providing direction for Air Force direct mail advertising.

Materials

Each subject had an equal chance to receive one of five possible folders. Each folder contained one or two letters, a page of instructions that was identical for all folders, a page one of directions that was dependent on whether the folder had one or two letters, and a page two of directions that was identical for all subjects (see Appendices 2 through 10). Seventy-seven of the subjects received a folder that contained two letters. One of the two letters was endorsed on the envelope and signed by one of two prominent persons, Dallas Cowboy Roger Staubach or President Jimmy Carter. The other letter was from the United States Air Force Recruiting Service and signed by an Air Force officer who had little possibility of being well known to the general public. For the remaining discussion in this thesis, this letter will be identified as unendorsed. Seventy-two subjects received the folder with a single letter. About one-half of this group received an unendorsed letter and the other half either received a letter endorsed by Roger Staubach or Jimmy Carter.

Procedures

Randomization of distribution of the folders was accomplished by having the folders numbered one through five and distributed in that order from a randomized starting point. This randomization strengthened the internal validity of the experiment.

The purpose of the groups receiving two letters was to determine whether they would choose an endorsed or unendorsed letter. The folder containing two letters had one question asking the individual to choose the letter he/she would most likely open and read if received. The individual was then directed to proceed to page two that contained three demographic questions and seven Likert scale questions designed to determine the attitude of the individual towards the content of the letter and the person who signed the letter.

The folders containing a single letter differed only in page one directions that questioned whether or not the individual would be likely to open and read the letter if received in the mail. The primary purpose of the single letter folders was to determine if the attitude towards the contents of the letter and the signer

of the letter was affected by the individual having a predisposition to have a more favorable attitude to defend his or her choice.

To minimize the effect of tester bias, a specific set of Administrator Instructions was utilized (see Appendix 11). A graduate student administered the experiment to the advertising students and the administration was observed by this researcher. This researcher administered the experiment to the engineering students.

The subjects were not told the purpose of the experiment until all folders had been completed. Further, they were strongly encouraged not to discuss the experiment for at least two weeks to allow completion of the experiment.

It took approximately 20 minutes to conduct the experiment with each class.

It is recognized that the artificiality of the experiment could affect the internal validity of the experiment. However, this researcher feels that the results are meaningful and adequate because they provide direction for future research and action with a minimum cost.

Methods of Analysis

Three statistical techniques were used to analyze the data. Cross-tabulation was used to display frequency data with chi-square used to determine the significance of differences. T-tests were used to determine significant differences between sample means. The sign test was used to determine if the differences in means were significant when all seven attitude questions were considered, even if the individual questions did not show significant differences.³⁰

³⁰Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill Book Company, Inc., 1956), pp. 68-75.

CHAPTER IV

RESULTS

Hypothesis 1

Hypothesis 1: When a reader is given a choice of opening a letter with a standard return address with no endorsement and a letter that is endorsed by a prominent person, the reader will choose to open the endorsed letter more often than the unendorsed letter.

In general, the results support the acceptance of Hypothesis 1 (see Table 1). When a reader was given a choice of opening a letter with a standard return address with no endorsement and a letter that was endorsed by a prominent person, the reader chose the endorsed letter 57.1 percent of the time compared with 42.9 percent choosing the unendorsed letter.

The results also show that who endorsed the letter is important as well as the type of student the letter is directed at. Staubach did very well with both communication and engineering students while Carter was

TABLE 1
CROSSTABULATION OF CHOICE OF ENDORSED OR
UNENDORSED LETTER BY ACADEMIC MAJOR

		Major		Total	
		Communication Students	Engineering Students	Percent	Number
Chose	Endorsed	69.6%	38.7%	57.1	44
Chose	Unendorsed	30.4 100.0 (46)	61.3 100.0 (31)	42.9 100.0	33 77
		$\chi^2 = 5.99$	df = 1	p = .014	
Chose	Carter	56.5	17.6	40.0	16
Chose	Unendorsed	43.5 100.0 (23)	82.4 100.0 (17)	60.0 100.0	24 40
		$\chi^2 = 4.64$	df = 1	p = .031	
Chose	Staubach	82.6	64.3	75.7	28
Chose	Unendorsed	17.4 100.0 (23)	35.7 100.0 (14)	24.3 100.0	9 37
		$\chi^2 = .0002$	df = 1	p = .9871	

moderately successful with communication students, but had little appeal to engineering students.

Hypothesis 2

Hypothesis 2: The reader opening the endorsed letter will have a more favorable attitude towards the content of the letter than will the reader opening an unendorsed letter.

The results do not support the acceptance of Hypothesis 2. The results were inconclusive. The group choosing the endorsed letter had a significantly more favorable attitude towards the content of the letter on one scale, while the group choosing the unendorsed letter had a significantly more favorable attitude towards the content of the letter on two scales (see Table 2). Tables 3, 4, and 5 suggest that those that chose Staubach were more favorable in their attitudes than the group that chose Carter, but only one scale shows a significant difference. Table 6 compares the attitudes of the group that received a single endorsed letter with the group that received an unendorsed letter.

One result that was consistent throughout the analysis of attitudes was that the unendorsed letter was

consistently and significantly considered the more knowledgeable source for information about career opportunities in the Air Force.

Other Comparisons of Attitudes of Groups

Tables 7 and 8 indicate that the subjects had a more favorable attitude towards their choice than did the group that had no choice. They were more favorable simply because they had a choice to support. The possibility of this result was anticipated and was a major reason for the control group receiving a single letter.

Table 9 indicates that those receiving a Staubach-endorsed letter had a significantly more favorable attitude by the sign test than those receiving a Carter-endorsed letter.

Tables 10 through 15 are a comparison of means for various groups that were significant. Each table reports results for various groups for one question only.

TABLE 2
COMPARISON OF ATTITUDES OF THE GROUP THAT
CHOSE ENDORSED LETTERS WITH THE GROUP THAT
CHOSE UNENDORSED LETTERS

Question	Mean		t-Value	df	p	Sign. ^a
	Endorsed	Unendorsed				
The letter was truthful.	4.4545	4.0909	1.23	75	.112	+
The letter was interesting.	3.5227	3.7879	-.80	75	.214	-
The letter provided information I didn't know before.	3.6364	3.5152	.28	75	.391	+
I have a favorable attitude towards the person who signed the letter.	4.1818	3.4848	2.12	75	.018	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.5000	3.8485	-3.49	75	.001	-
The opportunity of becoming an Air Force officer is worth considering.	2.8864	3.6970	-2.00	75	.025	-
I will seek more about the Air Force officer programs.	1.5455	1.9394	-1.06	75	.147	-

^a The sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 7

x = 4

p = .773

TABLE 3
COMPARISON OF ATTITUDES OF THE GROUP THAT
CHOSE STAUBACH-ENDORSED LETTER WITH THE
GROUP THAT CHOSE THE UNENDORSED LETTERS

Question	Mean		t-Value	df	p	Sig. ^a
	Endorsed	Unendorsed				
The letter was truthful.	4.4643	3.7778	1.43	35	.080	+
The letter was interesting.	3.6071	3.7778	-.31	35	.379	-
The letter provided information I didn't know before.	3.7143	3.5556	.21	35	.426	+
I have a favorable attitude towards the person who signed the letter.	4.7857	3.4444	2.74	35	.004	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.5000	3.8889	-2.10	35	.022	-
The opportunity of becoming an Air Force officer is worth considering	2.8214	3.5556	-1.04	35	.153	-
I will seek more about the Air Force officer programs.	1.6786	1.6667	.02	35	.493	+

^a The sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 7

x = 3

p = .500

TABLE 4
COMPARISON OF ATTITUDES OF THE GROUP THAT CHOSE
CARTER-ENDORSED LETTERS WITH THE GROUP THAT CHOSE
UNENDORSED LETTERS

Question	Mean		t-Value	df	p	Sign ^a
	Endorsed	Unendorsed				
The letter was truthful.	4.4375	4.2083	.53	38	.299	+
The letter was interesting.	3.3750	3.7917	-.87	38	.195	-
The letter provided information I didn't know before.	3.5000	3.5000	0	38	.500	
I have a favorable attitude towards the person who signed the letter.	3.1250	3.5000	-.86	38	.198	-
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.5000	3.8333	-2.46	38	.010	-
The opportunity of becoming an Air Force officer is worth considering.	3.0000	3.7500	-1.34	38	.095	-
I will seek more about the Air Force officer programs.	1.3125	2.0417	-1.40	38	.084	-

^aThe sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 6

x = 5

p = .984

TABLE 5
COMPARISON OF ATTITUDES OF THE GROUP THAT CHOSE
THE STAUBACH-ENDORSED LETTER WITH THE GROUP THAT
CHOSE THE CARTER-ENDORSED LETTER

Question	Mean		t-Value	df	p	Sign ^a
	Staubach	Carter				
The letter was truthful.	4.4643	4.4375	-.07	42	.946	+
The letter was interesting.	3.6071	3.3750	-.49	42	.624	+
The letter provided information I didn't know before.	3.7143	3.5000	-.40	42	.692	+
I have a favorable attitude towards the person who signed the letter.	4.7857	3.1250	-3.78	42	.000	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.5000	2.5000	0	42	1.000	
The opportunity of becoming an Air Force officer is worth considering.	2.8214	3.0000	.31	42	.760	-
I will seek more about the Air Force officer programs.	1.6786	1.3125	-.70	42	.489	+

^aThe sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 6

x = 1

p = .218

TABLE 6
COMPARISON OF ATTITUDES OF THE GROUP THAT RECEIVED
AN ENDORSED LETTER WITH THE GROUP THAT RECEIVED
AN UNENDORSED LETTER

Question	Mean		t-Value	df	p	Sign ^a
	Endorsed	Unendorsed				
The letter was truthful.	4.0811	4.0000	.28	70	.779	+
The letter was interesting.	3.2162	3.1429	.20	70	.845	+
The letter provided information I didn't know before.	3.0000	3.1143	-.23	70	.817	-
I have a favorable attitude towards the person who signed the letter.	3.4865	3.1143	1.05	60.99	.296	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.1622	3.5143	-3.87	70	.000	-
The opportunity of becoming an Air Force officer is worth considering	3.1892	2.7143	1.07	70	.289	+
I will seek more about the Air Force officer programs.	1.5135	1.0000	1.38	70	.171	+

^aThe sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 7

x = 2

p = .454

TABLE 7
COMPARISON OF ATTITUDES OF THE GROUP HAVING A
CHOICE OF TWO LETTERS WITH THE GROUP RECEIVING
A SINGLE LETTER

Question	Mean		t-Value	df	p	Sign ^a
	Choice	No Choice				
The letter was truthful.	4.2987	4.0417	1.25	147	.213	+
The letter was interesting.	3.6364	3.1806	1.84	147	.067	+
The letter provided information I didn't know before.	3.5844	3.0556	1.63	147	.105	+
I have a favorable attitude towards the person who signed the letter.	3.8831	3.3056	2.37	147	.019	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	3.0779	2.8194	.92	147	.359	+
The opportunity of becoming an Air Force officer is worth considering.	3.2338	2.9583	.91	147	.363	+
I will seek more about the Air Force officer programs.	1.7143	1.2639	1.71	147	.089	+

^aThe sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 7

x = 0

p = .016

TABLE 8
COMPARISON OF ATTITUDES OF THE GROUP THAT CHOSE
AN UNENDORSED LETTER WITH THE GROUP THAT RECEIVED
AN UNENDORSED LETTER

Question	Mean		t-Value	df	p	Sign ^a
	Choice	No Choice				
The letter was truthful.	4.0909	4.0000	-.31	66	.755	+
The letter was interesting.	3.7879	3.1429	-1.74	66	.086	+
The letter provided information I didn't know before.	3.5152	3.1143	-.78	66	.439	+
I have a favorable attitude towards the person who signed the letter.	3.4848	3.1143	-1.34	66	.185	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	3.8485	3.5143	-1.03	66	.305	+
The opportunity of becoming an Air Force officer is worth considering.	3.6970	2.7143	-2.20	66	.031	+
I will seek more about the Air Force officer programs.	1.9394	1.0000	-2.59	66	.012	+

^a The sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 7

x = 0

p = .016

TABLE 9
COMPARISON OF ATTITUDES OF THE GROUP RECEIVING A
STAUBACH-ENDORSED LETTER WITH THE GROUP RECEIVING
A CARTER-ENDORSED LETTER

Question	Mean		t-Value	df	p	Sign ^a
	Staubach	Carter				
The letter was truthful.	4.4737	3.6667	-1.83	35	.075	+
The letter was interesting.	3.5263	2.8889	-1.28	35	.210	+
The letter provided information I didn't know before.	3.0000	3.0000	0	35	1.000	
I have a favorable attitude towards the person who signed the letter.	3.8947	3.0556	-1.43	35	.160	+
The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.	2.3158	2.0000	-.58	35	.566	+
The opportunity of becoming an Air Force officer is worth considering.	3.2632	3.1111	-.26	35	.799	+
I will seek more about the Air Force officer programs.	1.7368	1.2778	-.82	35	.418	+

^a The sign test is used to determine if the frequencies which two signs occur will be significantly different.

N = 6

x = 0

p = .032

TABLE 10
COMPARISON OF MEANS FOR VARIOUS GROUPS
REGARDING HOW INTERESTING THE LETTER WAS

QUESTION: The letter was interesting

SCALE: 0 = disagree 6 = agree

		Mean	t-Value	df	p
No Choice	Chose Yes	3.7490	3.14	49	.003
	Chose No	2.4000			

This is a comparison of the group that received a single letter and answered yes with the group that answered no to the following question:

Indicate the likelihood of your opening and reading this letter by marking the appropriate blank below.

TABLE 11
 COMPARISON OF MEANS FOR VARIOUS GROUPS
 REGARDING THE NEWNESS OF THE INFORMATION IN THE LETTERS

QUESTION: The letter provided information I didn't know before

SCALE: 0 = disagree 6 = agree

		Mean	t-Value	df	2-Tail Probability
Major	Communication	3.6047	2.00	147	.048
	Engineering	2.9524			
This is a comparison of means of communication and engineering students.					

TABLE 12
COMPARISON OF MEANS FOR VARIOUS GROUPS
REGARDING HOW FAVORABLE THEIR ATTITUDE WAS
TOWARDS THE PERSON WHO SIGNED THE LETTER

QUESTION: I have a favorable attitude towards the person who signed the letter.

SCALE: 0 = disagree 10 = agree

		Mean	t-Value	df	2-Tail Probability
Choice	Chose Staubach Chose Unendorsed	4.7857 3.4444	2.79	35	.008
	This is a comparison of groups that chose either a Staubach endorsed or unendorsed letter when a choice was available.				
Age	<20 23+	3.8750 2.9667	2.79	76	.007
	This is a comparison of students up to 20 years old with those 23 years old and older.				
Age	21-22 23+	3.6901 2.9667	2.17	99	.032
	This is a comparison of students aged 21 and 22 with those 23 years old and older.				
Letter	Choice No Choice	3.8831 3.3056	2.37	147	.019
	This is a comparison of all students who had a choice with those that did not.				
Choice	Carter and Unendorsed Staubach and Unendorsed	3.3500 4.4595	-3.58	75	.001
	This is a comparison of students who had a choice of Carter-endorsed or unendorsed letters with those who had a choice of Staubach-endorsed or unendorsed letters.				
Engineers	Chose Endorsed Chose Unendorsed	4.5000 3.3684	3.05	29	.005
	This is a comparison of engineering students who chose endorsed letters with those who chose unendorsed letters.				
Choice	Chose Carter Chose Staubach	3.1250 4.7857	3.78	42	.000
	This is a comparison of students who chose a Carter-endorsed letter when given a choice with those who chose a Staubach-letter when given a choice.				

TABLE 10
COMPARISON OF MEANS FOR VARIOUS GROUPS
REGARDING HOW KNOWLEDGEABLE A SOURCE THEY CONSIDERED
THE PERSON WHO SIGNED THE LETTER

QUESTION: The person who signed this letter is a knowledgeable source for information about career opportunities in the Air Force.

SCALE: 0 = disagree, 1 = agree

		Mean	t-Value	df	2-Tail Probability
Choice	Chose Staubach Chose Unendorsed	2.5000 2.8889	-2.10	35	.043
	This is a comparison of groups that chose either a Staubach-endorsed or unendorsed letter when a choice was available.				
Choice	Chose Carter Chose Unendorsed	2.5000 2.8333	-2.40	38	.019
	This is a comparison of groups that chose either a Carter-endorsed or unendorsed letter when a choice was available.				
Choice	Chose Endorsed Chose Unendorsed	2.5313 3.0286	-2.40	44	.021
	This is a comparison of groups that chose either an endorsed or unendorsed letter when a choice was available.				
No Choice	Staubach Unendorsed	2.3158 3.5143	-3.02	52	.004
	This is a comparison of the group that received a Staubach-endorsed letter with the group that received an unendorsed letter.				
No Choice	Carter Unendorsed	2.0000 3.5143	-3.58	51	.001
	This is a comparison of the group that received a Carter-endorsed letter with the group that received an unendorsed letter.				
No Choice	Endorsed Unendorsed	2.1622 3.5143	-3.87	70	.000
	This is a comparison of the group that received an endorsed letter with the group that received an unendorsed letter.				
Engineers	Endorsed Unendorsed	2.4167 3.7895	-2.47	29	.020
	This is a comparison of engineering students that received an endorsed letter with engineering students that received an unendorsed letter.				

TABLE 14
 COMPARISON OF MEANS FOR VARIOUS GROUPS
 REGARDING THEIR ATTITUDE TOWARDS THE WORTHINESS
 OF BECOMING AN AIR FORCE OFFICER

QUESTION: The opportunity of becoming an Air Force officer is worth considering

SCALE: 0 = disagree 6 = agree

		Mean	t-Value	df	2-Tail Probability
Major	Communication	2.6744	-3.42	147	.001
	Engineering	3.6825			
This is a comparison of communication students with engineering students.					
Unendorsed	No Choice	2.7143	-2.20	66	.031
	Choice	3.6970			
This is a comparison of the group that received an unendorsed letter with the group that chose an unendorsed letter when a choice was available.					

TABLE 15
COMPARISON OF MEANS FOR VARIOUS GROUPS
REGARDING THEIR ATTITUDE ON SEEKING MORE INFORMATION
ABOUT THE AIR FORCE OFFICER PROGRAMS

QUESTION: I will seek more information about the Air Force officer program

SCALE: 0 = disagree 5 = agree

		Mean	t-Value	df	2-Tail Probability
No Choice	Chose Maybe	1.5238	3.17	30.08	.004
	Chose No	.3000			
This is a comparison of the group that received a single letter and answered maybe with the group that answered no to the following question:					
Indicate the likelihood of your opening and reading this letter by marking the appropriate blank below:					
☐ yes					
☐ maybe					
☐ no					
No Choice	Chose Yes	1.7097	3.92	45.29	.000
	Chose No	.3000			
This is a comparison of the group that received a single letter and answered yes with the group that answered no to the following question:					
Indicate the likelihood of your opening and reading the letter by marking the appropriate blank below:					
☐ yes					
☐ maybe					
☐ no					
Sex	Male	1.7629	2.81	147	.006
	Female	1.0000			
This is a comparison of males with females.					
Unendorsed	No Choice	1.0000	-2.50	66	.012
	Choice	1.9394			
This is a comparison of the group that received an unendorsed letter with the group that chose an unendorsed letter when a choice was available.					
Major	Communication	.00419	-5.10	109.11	.000
	Engineering	1.2140			
This is a comparison of communication students with engineering students.					

C H A P T E R V

DISCUSSION AND CONCLUSIONS

Hypothesis 1

Hypothesis 1: When a reader is given a choice of opening a letter with a standard return address with no endorsement and a letter that is endorsed by a prominent person, the reader will choose to open the endorsed letter more often than the unendorsed letter.

While Hypothesis 1 was accepted and supported by the results, it is clear that if only Carter-endorsed letters had been used and the subjects had only been engineering students, the experiment would have failed. Several factors may have contributed to these results.

First, it appears that Carter was not a good choice to endorse letters to engineers, for whatever reasons. This conflicts with the literature in that Freeman said that an endorsement by the president would be so powerful as to do a product tremendous good because the

president is a highly believable source. Though Freeman notes that the Office of the President has a tradition of not endorsing products, he cites several examples of the president endorsing products by simply using them. He also said that while the president won't endorse commercial products, the president has endorsed services of a public service nature.³¹

The results of this experiment clearly show that, at least for one audience, an endorsement by the president is not powerful at all, and may even be counter-productive. It is suggested by this researcher that the perception of the Office of the President may have changed substantially since Freeman wrote his book. Watergate dealt a severe blow to the integrity of the Office of the President, and, while there has been some recovery, the effect of Watergate will probably linger on for quite some time.

In addition, it may be possible that no president could endorse a product without alienating a substantial portion of the audience. It may be that the Office of the President has become so complex and is the focus of such

³¹Freeman, pp. 164-74.

constant critical attention by the media that the president can never again attain the popularity and credibility he enjoyed in the past. This is reflected consistently in polls that show much less than 50 percent of a given population approving of the way the president is doing his job.

A factor related to Carter specifically may be his recommendation to resume registration for the draft nearly seven years after the draft was deactivated. While it is clear that registration is not the same as reinstituting the draft, it is perceived by many as merely the first step in reviving the draft.

This raises a question: why didn't the communications students react to the draft registration recommendation in the same manner? In fact, the communication students supported the hypothesis by choosing Carter endorsed letters more often. It may be that engineering students perceived draft registration as more of a threat to them than did communications students. Engineers are in much greater demand in the job market than are communications students, and engineers command much higher starting and average salaries. It may be that engineers felt they had much more to lose.

It was more than likely no single factor that caused engineers to reject Carter, but a combination of the factors previously discussed plus factors that have not been identified. For whatever reasons, it appears that Carter suffers in at least two key areas as a source. They are credibility and appropriateness. It is the opinion of this researcher that because of the results of this experiment and because public opinion rises and falls rapidly concerning the president, that President Carter and probably no other president should be used to endorse Air Force recruiting in direct mail.

A factor that may have affected the decided preference for Staubach was publicity concerning his retirement from the Dalls Cowboys at the same time the experiment was being conducted. In addition, the experiment was conducted in Texas where Staubach is extremely popular. The effects of these factors are unknown, but unless they are tested, it may be advisable to use celebrities that are known to be popular in a given region. Examples are: Terry Bradshaw of the Pittsburgh Steelers in Pennsylvania and his home state of Louisiana; Steve Garvey of the Los Angeles Dodgers in Southern California; and Dave Cowens of the Boston Celtics in Massachusetts. The examples

are sports celebrities, but the use of celebrities doesn't have to be restricted to sports. It must be recognized that the use of celebrities may be very effective for getting the recipients' attention and getting them to read the letter, and if that is the purpose of the letter it is probably much better accomplished with an endorsed letter than an unendorsed letter. However, if the goal is to get response to the contents, it may be better to use an endorsement that has increased credibility and appropriateness, though the endorser is unknown. An example could be an engineer in the Air Force. The literature suggests that using a highly credible and more appropriate source may be more effective than using a source that is simply well known. A famous astronaut who was also an engineer in the Air Force may be the best possible choice because he would also be well known.

The implications for future research and application are that an endorsement can improve the effectiveness of direct mail advertising if the endorser is carefully selected for the proper audience. Staubach should be used in the next stage of the research in a test mailing to college students. Of course Staubach's permission must be obtained. Carter should not be used and an alternative endorser selected.

Hypothesis 2

Hypothesis 2: The reader opening the endorsed letter will have a more favorable attitude towards the content of the letter than will the reader opening an unendorsed letter.

Though the hypothesis could not be accepted, several factors were revealed in the analysis.

First, it was clear that those that chose the endorsed letter had a significantly more favorable attitude toward the person who signed the letter than those that chose the unendorsed letter. It is also clear that artificiality of making a choice affected the degree of favorability, as Table 7 indicates. This trend does continue, as indicated in Table 6, with recipients of single letters favoring the endorsed letters, but not significantly. The results clearly show in Table 5 that Staubach was the primary reason for the difference and give another indication that Carter may not be an effective endorser.

Next, it was clear in all the results that the unendorsed letter was considered the more knowledgeable source for information about career opportunities in the Air Force. This may have been because there was no effort

in the letter to establish a connection between Air Force officer programs and the endorser. This was done to establish all signers of the letter as equal with the contents of the letter being identical. This may not have been accomplished, however, with the unendorsed letter being signed by an Air Force colonel. The implication is clear, however, that the letter must contain information as to why the endorser is supporting the cause or product and why the endorser can be considered a knowledgeable source. Such an inclusion should be tested in future research and definitely used in application.

In the groups that had a choice, the group that chose the unendorsed letter was significantly more favorable towards considering the opportunity of becoming an Air Force officer as worthwhile than the group that chose the endorsed letter. This conflicts with the results of the groups receiving single letters with the endorsed letters drawing the more favorable attitudes, though not statistically significant. This researcher cannot explain the difference. It should be tested for in future research.

Finally, it must be noted that all groups were negative about seeking more information about the Air

Force officer programs. This may indicate that an endorser should best be used to gain attention and create awareness, rather than judging its effectiveness on number of responses.

In conclusion, the results indicate there may have been defects in the experiment that affected the attitudes and the questions used for measurement may not have been sensitive enough to detect the reasons for attitudes. This should be considered in future research.

Other Comparisons of Attitudes of Groups

Each attitude question had a significant difference among some groups except for the first question. There were no significant differences identified in regard to the truthfulness of the content of the letter.

Table 10 noted a difference in attitude between those that chose "yes" or "no" regarding how interesting the letter was. This difference appears to be an indication of supporting the choice made.

Table 11 noted a significant difference between engineering and communications students regarding the newness of the information. This may be because, as one

engineering student said following the experiment, engineering students may receive more mail concerning job opportunities because their services are more highly sought. In addition, the Air Force has targeted its information at engineers for the past few years. Also this engineering department had a particularly close association with the university Air Force Reserve Officer Training Corps program. Finally, there are a number of active duty Air Force personnel in the engineering school. All of these factors would seem to explain the increased awareness among engineering students.

Table 12 displays comparison of means that were significant for various groups regarding how favorable their attitude was towards the person who signed the letter. The only factor in this table that has not been discussed is age. It is apparent that the younger students had a more favorable attitude towards the sources than did the older students. The only explanation this researcher can put forth is the effect of maturity.

Table 13 is more confirmation that the unendorsed letter was considered to be coming from the more knowledgeable source.

Table 14 displays the significant comparison of means for various groups regarding their attitude towards

the worthiness of becoming an Air Force officer. Again, engineers were significantly more favorable than were communications students. This may be a reflection of being more aware of the opportunities indicated in Table 12 and a recognition that the Air Force is actively seeking engineers and providing more opportunities for engineers than individuals from other fields.

Table 15 displays the comparison of means for various groups regarding their attitude on seeking more information about the Air Force officer programs. This was the only question where differences in sex surfaced. Males were more prone to seek information than females. This may be a reflection of stereotyping of the military as being male dominated. With the increased emphasis on integrating females into the military it may be worthwhile to have a prominent woman or have a woman engineer in the Air Force endorse a letter.

Conclusions

This experiment was the first step in a long-range research project on the effects of using celebrities to endorse direct mail advertising. The results of the

experiment confirmed that the use of celebrities to endorse letters in direct mail advertising is worth pursuing if the celebrity is appropriate and has high credibility. They confirm the effects of source identified in previous communication and advertising research, that require attention in future research and applications.

The next step should be to extend the experiment to field experiments to eliminate the artificiality of this experiment. If the results of this experiment are carefully considered in the conducting of a field experiment, the effectiveness of using a celebrity or other person to endorse a direct mail letter may be more thoroughly tested.

APPENDIX 1: SAMPLE OF AN ENDORSED LETTER



United States Golf Association
Golf House, Far Hills, New Jersey 07931

Arnold Palmer
National Chairman

Dear Fellow Golfer:

The United States Golf Association invites you to become a USGA Associate.

As National Chairman of the USGA Associates, I hope you will accept this invitation and help the USGA continue to provide the many vital services that it performs for the benefit of all golfers.

For example, the USGA makes and interprets the Rules of Golf, which serve to define the game every golfer plays. It developed and maintains the handicapping system that allows all golfers to compete with one another on equal terms.

The USGA is devoted to preserving the basic character of the game. It establishes standards to control the performance of the ball and clubs. It sponsors research and provides services for the improvement of golf course turfgrass. And the USGA conducts 11 National Championships, including the most important championship in the world—the U.S. Open.

The enclosed booklet will tell you in detail about the services that your support will help provide.

To become a USGA Associate costs only \$15 a year. There is an enrollment form and postage-paid envelope enclosed. Please use your form today. You will be joining me in helping the USGA keep golf the game we all want it to be.

Sincerely,

Arnold Palmer
National Chairman
USGA Associates

P.S. In appreciation of your support we will send you a blazer patch only USGA Associates are entitled to wear • a USGA Associates bag tag with your name imprinted • two USGA Associate decals • a personal identification card recognizing you as a USGA Associate • the Associates Edition of the Rules of Golf. You will also receive Golf Journal (the USGA's official publication) for a year to keep you informed of the latest developments in the world of golf.

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APPENDIX 2: INSTRUCTIONS FOR GROUPS HAVING A CHOICE OF
TWO LETTERS

Instructions

Thank you for participating in this graduate research project. Your voluntary participation is greatly appreciated. Your anonymity as a participant is guaranteed.

To insure that the research project is not compromised, please observe the following in completing this package:

DO NOT consult your fellow students before or during the completion of this package.

DO NOT PROCEED to the next page until the current page is completed.

TURN TO PAGE ONE DIRECTIONS.

PAGE ONE DIRECTIONS

Included are two letters. Please select the letter you would most likely open and read.

Indicate the letter you selected by marking the appropriate blank below.

_____ writing above address element
_____ no writing above address element

PLACE THE LETTER YOU DID NOT SELECT ASIDE AND TURN TO
PAGE TWO DIRECTIONS.

PAGE TWO DIRECTIONS

Open the letter you selected and read the contents.

Please answer the following questions.

How old are you? _____

Indicate your sex.

_____ Male

_____ Female

What is your class standing?

_____ Freshman

_____ Sophomore

_____ Junior

_____ Senior

_____ Graduate school

Respond to each of the following statements by marking on the scale the space which most nearly indicates your feelings about the statement. If you agree very strongly, mark the first blank. If you agree strongly, but not very strongly, mark the second blank. If you agree, but not strongly, mark the third blank. If you neither agree nor disagree, mark the fourth blank. If you disagree, but not strongly, mark the fifth blank. If you disagree strongly, but not very strongly, mark the sixth blank. If you disagree very strongly, mark the seventh blank. PLEASE PUT YOUR MARKS ON THE BLANKS BETWEEN THE COLONS. MARK ONLY ONE BLANK FOR EACH STATEMENT.

1. The letter was truthful.

AGREE:__:__:__:__:__:__:DISAGREE

2. The letter was interesting.

AGREE:__:__:__:__:__:__:DISAGREE

3. The letter provided information I didn't know before.

AGREE:__:__:__:__:__:__:DISAGREE

4. I have a favorable attitude towards the person who signed the letter.

AGREE:__:__:__:__:__:__:DISAGREE

5. The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.

AGREE:__:__:__:__:__:__:DISAGREE

6. The opportunity of becoming an Air Force officer is worth considering.

AGREE:__:__:__:__:__:__:DISAGREE

7. I will seek more information about the Air Force officer programs.

AGREE:__:__:__:__:__:__:DISAGREE

YOUR PARTICIPATION IN THIS RESEARCH PROJECT IS COMPLETED. PLEASE PLACE THE FOLDER AND ITS CONTENTS IN THE BOX AT THE FRONT OF THE ROOM.

THANK YOU FOR YOUR ASSISTANCE.

APPENDIX 3: INSTRUCTION FOR GROUPS RECEIVING A SINGLE
LETTER

Instructions

Thank you for participating in this graduate research project. Your voluntary participation is greatly appreciated. Your anonymity as a participant is guaranteed.

To insure that the research project is not compromised, please observe the following in completing this package:

DO NOT consult your fellow students before or during the completion of this package.

DO NOT PROCEED to the next page until the current page is completed.

TURN TO PAGE ONE DIRECTIONS.

PAGE ONE DIRECTIONS

Included with these directions is a letter.

Indicate the likelihood of your opening and reading this letter by marking the appropriate blank below.

_____ Yes
_____ Maybe
_____ No

TURN TO PAGE TWO DIRECTIONS.

PAGE TWO DIRECTIONS

Open the letter you selected and read the contents.

Please answer the following questions.

How old are you? _____

Indicate your sex.

_____ Male

_____ Female

What is your class standing?

_____ Freshman

_____ Sophomore

_____ Junior

_____ Senior

_____ Graduate school

Respond to each of the following statements by marking on the scale the space which most nearly indicates your feelings about the statement. If you agree very strongly, mark the first blank. If you agree strongly, but not very strongly, mark the second blank. If you agree, but not strongly, mark the third blank. If you neither agree nor disagree, mark the fourth blank. If you disagree, but not strongly, mark the fifth blank. If you disagree strongly, but not very strongly, mark the sixth blank. If you disagree very strongly, mark the seventh blank. PLEASE PUT YOUR MARKS ON THE BLANKS BETWEEN THE COLONS. MARK ONLY ONE BLANK FOR EACH STATEMENT.

1. The letter was truthful.

AGREE:__:__:__:__:__:__:__:DISAGREE

2. The letter was interesting.

AGREE:__:__:__:__:__:__:__:DISAGREE

3. The letter provided information I didn't know before.

AGREE:__:__:__:__:__:__:__:DISAGREE

4. I have a favorable attitude towards the person who signed the letter.

AGREE:__:__:__:__:__:__:__:DISAGREE

5. The person who signed the letter is a knowledgeable source for information about career opportunities in the Air Force.

AGREE:__:__:__:__:__:__:__:DISAGREE

6. The opportunity of becoming an Air Force officer is worth considering.

AGREE:__:__:__:__:__:__:__:DISAGREE

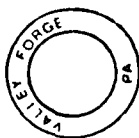
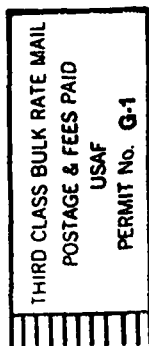
7. I will seek more information about the Air Force officer programs.

AGREE:__:__:__:__:__:__:__:DISAGREE

YOUR PARTICIPATION IN THIS RESEARCH PROJECT IS COMPLETED. PLEASE PLACE THE FOLDER AND ITS CONTENTS IN THE BOX AT THE FRONT OF THE ROOM.

THANK YOU FOR YOUR ASSISTANCE.

APPENDIX 4: UNENDORSED ENVELOPE



Air Force Opportunities
Box 1776
Valley Forge, PA 19481



A great way of life



APPENDIX S: UNENDORSED LETTER



Your Name
Your Address

Dear Your Name,

As a college student, you're on the threshold of an exciting future. The career decisions you make in college are vital to your future. And, the knowledge and expertise you've attained are important to the Air Force.

In exchange for your ability, we offer an opportunity for you to work as a commissioned officer in your area of special interest. We also provide extensive advantages that include opportunities for graduate education, 30 days of vacation with pay each year and free medical and dental care.

If you're about to complete an aeronautical, aerospace, astronautical, electrical, or mechanical engineering degree, you may qualify for our new Hester's program. If you qualify and are selected, we'll send you directly to graduate school after you receive your commission.

We want to send you more specific information about your future in the Air Force. You can get it by completing and returning the enclosed card.

You owe it to yourself and your country to check us out. There is no obligation.

Sincerely,

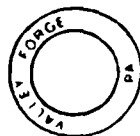
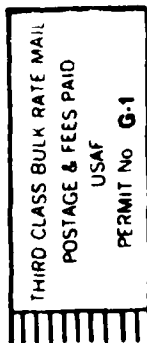
Walter D. Miller

WALTER D. MILLER, Colonel
United States Air Force

FORCES

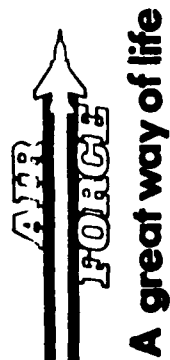
> A Great Way of Life.

APPENDIX 6: CARTER-ENDORSED ENVELOPE



Air Force Opportunities
Box 1776
Valley Forge, PA 19481

JIMMY CARTER invites You to explore
the opportunity of becoming an Air Force officer



APPENDIX 7: CARTER-ENDORSED LETTER



Your Name
Your Address

Dear Your Name,

As a college student, you're on the threshold of an exciting future. The career decisions you make in college are vital to your future. And, the knowledge and expertise you've attained are important to the Air Force.

In exchange for your ability, we offer an opportunity for you to work as a commissioned officer in your area of special interest. We also provide extensive advantages that include opportunities for graduate education, 30 days of vacation with pay each year and free medical and dental care.

If you're about to complete an aeronautical, aerospace, astronautical, electrical, or mechanical engineering degree, you may qualify for our new Master's program. If you qualify and are selected, we'll send you directly to graduate school after you receive your commission.

We want to send you more specific information about your future in the Air Force. You can get it by completing and returning the enclosed card.

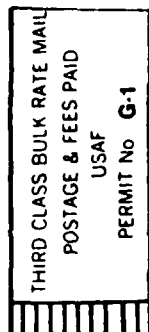
You owe it to yourself and your country to check us out. There is no obligation.

Sincerely,

A handwritten signature in cursive script that reads "Jimmy Carter".
JIMMY CARTER
President

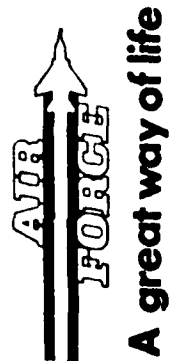
4102
A Great Way of Life.

APPENDIX 8: STAUBACH-ENDORSED ENVELOPE



Air Force Opportunities
Box 1776
Valley Forge, PA 19481

ROGER STAUBACH invites You to explore
the opportunity of becoming an Air Force officer



APPENDIX 9: STAUBACH-ENDORSED LETTER



Your Name
Your Address

Dear Your Name,

As a college student, you're on the threshold of an exciting future. The career decisions you make in college are vital to your future. And, the knowledge and expertise you've attained are important to the Air Force.

In exchange for your ability, we offer an opportunity for you to work as a commissioned officer in your area of special interest. We also provide extensive advantages that include opportunities for graduate education, 30 days of vacation with pay each year and free medical and dental care.

If you're about to complete an aeronautical, aerospace, astronautical, electrical, or mechanical engineering degree, you may qualify for our new Master's program. If you qualify and are selected, we'll send you directly to graduate school after you receive your commission.

We want to send you more specific information about your future in the Air Force. You can get it by completing and returning the enclosed card.

You owe it to yourself and your country to check us out. There is no obligation.

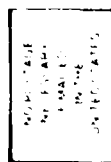
Sincerely,

A handwritten signature in cursive script, appearing to read "Roger Staubach".

ROGER STAUBACH
U.S. Air Force Honorary Recruiter

4018
FORCE → A Great Way of Life.

APPENDIX 10: REPLY MECHANISM FOR ALL LETTERS

**BUSINESS REPLY MAIL**

FIRST CLASS PERMIT NO. 73236 WASH DC

POSTAGE WILL BE PAID BY ADDRESSEE

Air Force Opportunities
Box 1776
Valley Forge, PA 19481

DEFICIA. BUSINESS
 PENALTY FOR PRIVATE USE \$300

YES, I'm interested in Air Force opportunities. I understand there is no obligation. (U.S. Citizenship required)

☐ Please contact me immediately.

☐ Please send information only.

Date of Birth

Academic Major

degree

Date of Graduation

Phone

Sex M. F.

Drop in any mail box - No postage required.

APPENDIX 11: ADMINISTRATOR INSTRUCTIONS

Administrator Instructions

1. Ask the class instructor to introduce you as a graduate student who will be asking the students to participate in conducting research in support of a master's thesis. Ask the instructor to encourage student participation. Ask the instructor to limit remarks to the preceding.
2. Thank the instructor for allowing you to use the class to conduct the research.
3. Advise the students that:

Their participation is voluntary and that their anonymity is guaranteed.

Nonparticipation could seriously affect the validity of the research project.
4. Distribute the folders as follows:

Advise the students not to open the folders until instructed to.

Select a random starting point and distribute the folders from the box in order.

Distribute the folders from front to back or side to side, whichever is most convenient.
5. When all folders have been distributed, ask the students to open the folders and begin the project by reading the instructions on the right side of the folder. Advise the students that if they have any questions to please raise their hand.
6. When all folders have been returned to the box, advise the students that they have just participated in an experiment designed to determine possible effects of source credibility in direct mail advertising. Advise the students that the letters signed by Jimmy Carter and Roger Staubach were not actually signed or authorized by them, nor are they part of an actual direct mail campaign, but, were constructed and used only for this research project. Thank them once again for their participation and tell them that if they are interested in discussing the project further to contact Duane Hart at 788-0031.

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V I T A

Harold Duane Hart was born in Waco, Texas, on July 22, 1945. He is the son of Don E. Kirton and Sylvia L. Kirton. After completing his work at Waco High School, Waco, Texas, in 1963, he entered the United States Air Force. He received the degree of Bachelor of Science from Southwest Texas State University in May, 1973. During the following years he was a public affairs officer in the United States Air Force. In September, 1979, he entered the Graduate School of The University of Texas at Austin.

Permanent address: 682 N. Crockett
San Benito, Texas

Martha Ann Zivley typing service

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DATE
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