A COMPARISON OF THE EFFECTIVENESS OF TELEVISION, RADIO, AND THE NEWSPAPER IN CREATING PUBLIC AWARENESS TOWARD EDUCATIONAL TELEVISION PROGRAMMING

A Dissertation

by

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ABSTRACT

A Comparison of the Effectiveness of Television, Radio, and the Newspaper in Creating Public Awareness Toward Educational Television Programming. (May 1970)

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In July of 1969, the Educational Television Program at Texas A&M University was awarded a grant by the Department of Health, Education and Welfare, for the establishment of an educational television station, located on the campus and serving the Bryan-College Station community. A target date of December 15, 1969, was established as the anticipated air date for the station. A primary concern was the creation of public awareness toward this new station and its programming. To achieve this awareness, the media forms of television, radio, and the newspaper were used to present information about the station to the community residents.

To measure the degree to which the area inhabitants were aware of the new station, a series of 250 telephone interviews, 125 mailed questionnaires, and 25 personal interviews was administered to a randomly drawn sample of community residents. Like numbers of interviews and questionnaires were administered after the local television station completed a public announcement schedule concerning the new

station. A third sampling phase was drawn and tested following a one week radio announcement schedule, and the final sampling phase followed a one-week newspaper announcement schedule. While some information about the new station (its call letters, channel number, and anticipated air date) was common to the announcements presented via all media forms, each medium was provided with certain specific programming information which was not made available to the other two. This procedure enabled the measurement of both the cumulative and the individual effectiveness of the three media in creating public awareness toward the new station.

The mailed questionnaire also sought information for the classification of the respondents according to their economic class, education level, and number of children living at home. Comparison of the responses from each of these sub-groups with those of the total sample provided a detailed analysis of variations in viewing, listening, and reading habits and preferences between those of varying economic, educational and familial classifications.

Based upon the correct responses to questions about specific programs given by the respondents in each sampling phase, it was concluded that radio was the most effective of the three media techniques in creating public awareness toward the new station. A comparison of responses given by those in the sub-groups defined by the mailed questionnaires led to the conclusions that: (1) Television viewing increased as economic class and educational level decreased;

(2) Radio listening habits remained nearly constant throughout all economic, educational, and familial classifications; (3) Newspaper reading increased as economic class and education level increased; (4) Radio was the most effective in reaching homes which contained no children; (5) As the number and age of the children in the home increased, the newspaper became more effective, and; (6) In families which contained three or more children older than 12, television replaced the newspaper as the most effective medium.

Actual sources of information about the new station were compared with those credited as the remembered sources by the respondents in each sampling phase. Analysis of these data revealed that the respondents were unable to accurately recall the source from which they received information about the new station.

Further research was recommended in determining methods of assuring an accurate yet random sample for any future study of this type. Experiments with varying time intervals between each media use were recommended, to determine which interval is most conducive to cumulative media effectiveness. Finally, the development of methods for the improvement of the effectiveness of all one-way media was urged, in order to improve the capability of television to provide the maximum possible support to the educative process.

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The author owes a debt of gratitude to the staff of the Educational Television Program at Texas A&M University, whose technical assistance, professional competence, and undeniable spirit made KAMU-TV and this research effort a reality.

Finally, but most importantly, my immeasurable gratitude and love is expressed to my wife, DonnaDee, and to our children, DeeAnn and Scot, without whose total unselfishness, understanding and love, this research could not have been completed.

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CHAPTER I

INTRODUCTION

The Department of Health, Education and Welfare awarded the Educational Television Program at Texas A&M University a grant in July of 1969 for the establishment of an educational television station, located on the campus and serving the Bryan-College Station community. Upon reception of this grant, the equipment necessary to achieve broadcast configuration was purchased, and a target date for commencement of broadcast activities was established.

Since any form of mass communication can become an effective device only if the residents of the area it serves are aware of its existence, the creation of public awareness toward the new station and its programs was of primary importance. Local television, radio and newspaper facilities serving the community provided the potential for the use of each of the three major forms of mass communication in the creation of public awareness toward the new educational television station.

It was apparent that favorable scheduling would permit the preparation of public information material for use by each of these communication forms prior to the commencement of broadcast services by the new station. However, it was speculated that once the new

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The citations in this dissertation follow the style of the Journal of Educational Psychology.

station began broadcasting, sufficient time would no longer be available for the preparation of information for all three mass communication techniques about individual programs to be seen on the new station. Since advance public awareness about its programs is vital to any broadcasting facility, it was of utmost importance to determine which of the mass media techniques was most effective in creating public awareness toward the new educational television station and its programming.

The problem

Statement of the problem. It was the purpose of this research (1) to determine which, if any, of the mass media techniques of television, radio and the newspaper was most effective in creating public awareness toward the types of programming to be offered by a new educational television station scheduled to serve the community in the near future; (2) to determine which media technique was most effective with people of each economic class, race, level of educational attainment, and number of dependent children; and (3) to determine the accuracy with which people recall the source of information they have received.

Importance of the research. Each of the three major forms of mass communication is charged with the responsibility of informing the public. The newspaper, motivated by the constitutional guarantee of freedom of speech, and tempered by regulations against libel and

defamation, must provide its public with information which is both complete and accurate. Commercial radio and television, governed by edicts from the Federal Communications Commission, are charged to operate in the public interest, convenience and necessity. In addition to programming commercially sponsored messages and programs, they must devote a portion of each day's total time to the airing of messages of public interest, public information or public service. According to the Rules and Regulations of the Federal Communications Commission (1934, p. 71), continuation and maintenance of these activities in the proper ratio is mandatory to qualify each radio and television station for renewal of its license to broadcast. By contrast, an educational television station is prohibited by the Commission from selling advertising, making a profit, or presenting commercially sponsored messages.

Though Roper (1969, p. 21) found that 31 per cent of the American population would prefer television programming of an educational or instructional nature, the American Research Bureau (1965, p. 2) found that only nine per cent of all television programming watched is from an educational television station. Further, Nielson (1969, p. 27) found that though the average American family views television more than 40 hours per week, that same family (with access to an educational television station) views programming from that station less than one and one-half hours per week. If nearly one-third of all Americans would <u>like</u> to watch educational television station programs, yet less than ten per cent actually does,

it can be assumed that at least a part of the reason for this disparity is the failure by ETV stations to inform the public, through the most effective media techniques, of the specific programs available on the local educational television station.

Several mechanical and electronic stumbling blocks impede the search by ETV stations for viewers. According to the National Association of Educational Broadcasters (1969, p. 2), of the 180 ETV stations on the air in 1969, 80 were VHF (Very High Frequency, Channel 2 through 13), while the remaining 100 were UHF (Ultra High Frequency, Channels 14 through 83). Unfortunately, however, federal law requiring all new TV sets sold on the market to be equipped with UHF reception capability was not imposed until June of 1966. Therefore, with more than half the ETV stations located in the UHF frequency range, and many TV sets unequipped to receive UHF signals, many ETV stations cannot be received by a sizeable portion of the residents in the area being served by that station.

A second difficulty lies in the fact that a UHF signal, which is higher in frequency than a VHF signal, dissipates more quickly than a VHF signal being generated by the same amount of power. Therefore, since most ETV stations are UHF facilities, they often reach far fewer viewers in a given community than do the VHF commercial television stations serving that same area.

A third difficulty which plagues ETV stations is that they must buy or produce every program they air, while commercial stations can

draw the majority of their programming from one of the commercial networks. As a result, locally budgeted ETV stations cannot consistently provide programming which can match that of the well financed commercial television network production facilities for content and production quality.

McCallion (1966, p. 129) added two final facts gathered from his research on ETV stations. He found that nearly 80 per cent of all ETV stations make no attempt, except through their own station, to inform the residents of the area they serve about forthcoming programs. While he concedes that nearly two-thirds of all ETV stations publish monthly program bulletins, containing descriptions of all scheduled programs, only station subscribers, who pay from $5.00 to $100.00 per year to support the station, receive these bulletins. While the majority of these ETV station bulletins are highly informative, the number of people receiving these bulletins is so small (one to five per cent of the total community population) that McCallion does not consider it to be significant. Therefore, he concludes that though an ETV station is often willing to spend considerable amounts of time and available funds producing a worthwhile program, it often will not spend a penny informing the public as to the nature of the program and when it is to be aired, except over its own station.

McCallion (1966, p. 134) reports that, to further compound the problem, first impressions by viewers of ETV programming tend to be

extremely long-lasting. Those who were favorably impressed with the first few programs they watched tended to become regular viewers, while those who were unimpressed with the first few programs they watched, reported watching no ETV since their first encounter with it. These research findings hold particular significance for the ETV station which is just beginning service to a community already served by one or more commercial stations. The first few days or weeks of programming will play a great part in determining the long-range share of audience regularly claimed by that new ETV station.

Texas A&M University's new educational television station finds itself in most of the "drawback" categories previously discussed. It is assigned to operate on a high frequency (UHF channel 15) with low power (10,000 watts), originating its signal from modest quarters (one 27 by 52 foot studio) in a building which was constructed long before television broadcasting in any form had become a reality. Matching the anticipated operating costs of the proposed ETV station with figures released by the Educational Stations Division of the National Association of Educational Broadcasters (1969, p. 6), its first year budget falls into the lower quarter of the average ETV budgets across the nation, and its staff of ten full-time employees ranks as one of the smaller ETV station staffs in the country. It enters a community already served by a stable commercial TV station, operating on a low frequency (VHF channel 3) with considerably greater power (60,000 watts). The community is presently served by one

community antenna television (CATV) system, reaching 9,200 homes and apartments in the community. A second CATV system is being constructed. Available to CATV subscribers are seven commercial and one ETV station, including six network commercial TV stations, from such large communities as Houston, Austin, Waco and Temple.

Under stipulations enforced by the Federal Communications Commission (1964, p. 159), the educational television program at Texas A&M University was allowed 180 days from the reception of the grant from the Department of Health, Education and Welfare and the subsequent granting of a construction permit by the FCC, in order to prepare for the commencement of broadcast services to the community. The target date for the first day of broadcasting of an ETV signal over this new station was set for December 15, 1969.

Following a review of the situation it was apparent that public apathy toward educational television programming, noted in the nationwide studies conducted by Roper (1969, p. 23), the American Research Bureau (1965, p. 4), and Nielson (1969, p. 29), combined with the power and frequency limitations of the new station, represented a problem which threatened to severly reduce any expectations for the successful operation of the station. Clearly, the need for the development of a procedure for informing the area residents about the new station was of primary concern. It was therefore the purpose of this study to ascertain the most effective media technique available for informing the public about the programming services to be offered by this new ETV station.

CHAPTER II

LITERATURE REVIEW

Comparisons of the relative effectiveness of television, radio and the newspaper have been conducted by such firms as Trendex, Hooper, Nielson, and Roper (1969, p. 20) for more than two decades, and provided a firm foundation upon which to construct this research project. Roper (1969, p. 27) found that 50 per cent of all Americans considered television to be the most important single media form in America, followed by newspapers (24 per cent), and radio (17 per cent), with magazines and other miscellaneous media forms providing the final 9 per cent. Concerning believability, Roper (1969, p. 4) learned that when people read or heard conflicting reports from different media, 44 per cent believed the television report, 21 per cent believed the newspaper account, and only 8 per cent relied most heavily on the radio version of the same event, with magazine stories, personal reports from friends, and other sources counted among the remaining 27 per cent.

Nielson (1969, p. 27) found that people in lower economic levels relied more heavily on television for all forms of information than upon all other media forms combined, while those in higher economic levels relied nearly as heavily on newspapers (36 per cent) as upon television (37 per cent). He found similar curves among people of varying degrees of educational attainment. People of

limited educational background relied heavily on television for information, while college educated people relied nearly as heavily on newspapers for information as they did on television. In both groups, radio ranked a distant third as a source of information.

In a study of television viewing habits, Siedzinski (1958, p. 97) found that, among selected senior high students, the more academically successful students viewed television much less each week than those students who fell into the lower one-fourth of their class academically. Further, he found among all academic classes an inverse proportion between hours per week spent watching television or listening to radio and hours spent per week reading books, magazines, or newspapers, excluding school textbooks or assigned reading. Lowdermilk (1939, p. 216) performed one of the earliest studies of the power of radio to change attitudes formed initially via printed material, and Myers (1956, p. 76) developed a system of measurement of television audience reactions and attitudes through the application of the telephone interview method. These studies provided evidence that not only do the various media techniques interact with and influence one another, but that the degree of the influence can be measured through telephone interview methods.

While the media research information collected and documented by Trendex, Hooper, Nielson, and Roper over the past two decades provided a valuable "starting place" to begin the review of related research, the results tabulated by those media measurement firms

were inadequate or inappropriate for the following reasons:

1. Most of them were concerned with nationwide audience viewing or program preference characteristics, rather than isolated community audience characteristics. Those firms which did measure media effectiveness in individual communities, did so only in the major metropolitan areas.

2. The majority of the media measurement firms were concerned with the comparison of audience sizes between competing stations, networks, or newspaper chains within the same media form. Their concern was more intramedia than intermedia.

3. Most media measurement firms were concerned only with audience preference (which program, station, or newspaper was preferred over its competitors). Rarely did they measure which media technique was most effective in imparting information to an audience.

4. All media measurement firms used a small (1,200 to 2,000) sample from which to draw inferences about the viewing, listening and reading habits and preferences of the entire United States population.

5. Most media measurement firms placed their primary emphasis upon the audience statistics of commercial media forms. The non-commercial radio or television audience was rarely measured by the major firms who measured mass media.

Since the scope of this project was restricted to measurements in a single, isolated community, was concerned with intermedia comparisons, was more interested in effectiveness in communicating information than in station or newspaper preference, and was concerned about non-commercial as well as commercial media forms, the wealth of information gathered by the major media measurement firms provided only a source of background information from which to proceed. Specifically, related research efforts in six individual areas were

considered, in order to design the most effective research method for the execution of the project. Those six areas included:

1. The measurement of various media techniques designed to facilitate information acquisition among those reached by that medium.

2. The measurement of the composition of an audience reached by a particular assortment of media techniques.

3. The measurement of experiments designed to increase audience sizes for particular media forms.

4. The measurement of various media comparisons, and the analysis of similarities and differences between media techniques.

5. The measurement of the awareness of specific media content presented to an audience through various media forms.

6. The measurement of techniques for obtaining recall information from an audience about their reading, listening, and viewing habits.

An extensive review of the literature revealed two conclusions:

1. Though hundreds of individual research efforts concerning educational television have been completed, of the 2,338 projects listed by Danielson and Wilhoit (1967, p. 399), 350 by Greenhill (1967, p. 193), and 450 by Sparks (1965, p. 64), more than 94 per cent dealt with comparisons between educational television and some other device for presenting instructional material to the student. Of those 2,668 projects comparing television teaching to some non-television teaching system, the authors reported that 2,188 found "no significant difference" between the techniques, in terms of teaching effectiveness.

2. None of the remaining 170 research projects cited above, and none of the individual related research efforts which were <u>not</u> contained in the above compilations, included all six of the areas of emphasis in the present records.

However, many research projects provided vital isolated results which were helpful in formulating an appropriate strategy for the intended project. In an experimental study of the acquisition of information from three types of recorded television presentations, Ulrich (1955, p. 2346) found it surprising that printed information in slide form, presented with accompanying off-camera narration, was more effective in conveying specific information to a viewing public than was an on-camera personal contact approach.

While Lyness (1951, p. 467) found an overwhelming preference among teenagers and young married couples for radio as a source of both information and amusement over either television or the newspaper, the year in which his study was completed was during the infancy of television, and might not be as true today as it was then. In more recent studies, Thayer (1962, p. 437) and Stock (1961, p. 15) found dependence upon television and radio for information to be inversely proportional to economic level and educational attainment. At the same time, they found people in the upper economic and educational levels only watched television for documentaries, news, and dramatic productions, while those in lower economic and education levels added comedy, situation programs, continuing series, and music shows to the informational programs preferred by those in the higher levels. In summary, Stock (1961, p. 22) said "Those from lower economic and social classes watch more of every kind of television than their more financially secure, better educated counterparts.

Middle and upper income college-educated viewers depend less on television for news than they do on newspapers, but what little television they report watching is of an informational nature."

In an experiment to increase the audience for educational television, Clarke (1963, p. 2482) found that the use of radio and newspaper advertising more than doubled the size of the television audience for a particular educational television program series (measured by the number of mailed responses to an appeal at the end of the program series), but found no difference in effectiveness between the two media in creating the increased audience. Clarke (1965, p. 195) later duplicated the research with a program series on WCTA, the educational television station in Minneapolis-St. Paul, Minnesota, nearly doubling the measured audience for a cooking series through the use of radio and newspaper advertising, but again found no difference in the effectiveness of one media form over the other.

Using only the educational television station itself to promote an upcoming series of programs, Parker (1961, p. 108) found no discernible difference (using a telephone interview method) in audience size after the promotional campaign. These results substantiate those obtained by McCallion (1966, p. 129), who found that nearly 80 per cent of all educational television stations made no attempt, except through their own stations, to inform the residents of the area they served about forthcoming programs, and those efforts made no discernible difference in audience size, as measured by each station.

Methods of measuring audience sizes and characteristics have been examined by Myers (1956, p. 1956), who reported that personal interviews and telephone interviews yielded higher viewer percentages and information retention scores than did mailed questionnaires, when all sampling techniques used viewers from the same potential audience, selected randomly. Ehrenberg (1964, p. 16) found that media sampling firms using telephone interviews consistently reported larger audience for individual programs than did firms using the mailed-in "diary" technique by viewers in the same audience with access to the same program. MacLean (1952, p. 282) found that results obtained from personal interviews yielded higher "viewing percentages", but were four times more expensive to administer than a like number of telephone interviews with viewers in the same audience.

In a measurement of the power of the spoken word to change attitudes originally created via the printed word, McGinnies (1965, p. 8) found personal conversation nearly twice as persuasive as a radio message in changing attitudes, but did infer that radio messages were more effective in changing attitudes expressed originally via the printed word than is the reverse situation. Bartlett (1960, p. 704) found free-choice questionnaires easier to administer but more difficult to tabulate than forced-choice questionnaires sampling the same audience characteristics, and predictably discovered that free-choice answers introduced unanticipated information, for which the forced-choice answers made no provision.

Information transferral is often accomplished without the full awareness of the listener. According to Corey (1963, p. 20), of 927 respondents who reported never hearing of a particular radio advertisement, 296 were able to repeat the exact words to the "jingle' presented in that advertisement, when just the music was played back for them. In a similar measurement of awareness, information transferral and the passage of time, Schultz (1964, p. 283) found that, while nearly one third of those questioned concerning a radio advertisement could accurately produce key information contained in that advertisement during the first week following the intensive "airing" of that advertisement, accurate responses fell to less than one fourth after two weeks, and to less than one tenth after three weeks. Eastlack (1964, p. 29) obtained similar results using randomly selected telephone interviews, at increasingly longer time intervals after a multi-media advertising campaign, and found the length and intensity of the campaign directly proportional to the accuracy of recall over time intervals, indicated by the telephone responses.

In other studies relating factual recall to advertising effectiveness, Haskins (1964, p. 8) found that nearly 20 per cent of a randomly selected group of 350 respondents reported a positive attitude change toward a specific manufacturer's brand of automobile tire following a radio advertising campaign for that product, even though those respondents could not recall or repeat a single fact, slogan, or information phrase from that campaign. These findings

are substantiated by Wells (1964, p. 8) who concluded that "attitude changes can occur where respondents are unable to accurately recall any isolated or specific factual information from the media campaign which created that attitude change". Ehrenberg (1961, p. 31) found that, when encouraged sufficiently during telephone and personal interviews, respondents would actually report recognition of jingles, slogans, and campaigns which had never been aired over radio or television. From these studies of recall as a measurement of effectiveness, it can be concluded that the method of measurement can greatly contaminate the information it seeks to uncover.

While the summary of related research presented above follows the sequential order assumed by the six areas of specific consideration enumerated on pages 10 and 11, obvious overlaps in emphasis make it impossible to neatly "compartmentalize" each collected research result under the appropriately marked area of research emphasis. However, it was apparent, following the review of related research, that though the broad fields of television, radio and the newspaper have been individually and collectively measured and analyzed, specific measurements in a single, isolated community setting of the effects of a carefully designed series of public service announcements concerning a new educational television station, prepared for presentation over television, radio, and the newspaper, had yet to be attempted. For that reason, and incorporating the successful techniques uncovered by the review of related research,

the procedure described in Chapter III was developed and executed for the purpose of this project.

CHAPTER III

PROCEDURES

The following brief description of the procedures used in the execution of the research effort provides an overview of the entire project. The remainder of the chapter describes the rationale used to formulate each individual element which was incorporated into the final research procedure.

Project description

Step 1. The initial step was to "pre-test" a random sampling of the population of the Bryan and College Station communities to determine the extent of the awareness among the general public toward the forthcoming educational television station. The pre-test, and the random samplings at each stage in the research, were composed of 400 individual instruments, consisting of 250 telephone interviews, 125 mailed questionnaires, and 25 personal interviews. The telephone interviews were used to obtain through an expedient method a great deal of general watching, listening, and reading data from the population. The mailed questionnaires, which enables each respondent to remain anonymous, permitted questioning of a more personal nature (education level, economic status, race, and number of dependent children living at home). Through these questionnaires, sub-groups were identified and their responses were compared with those of the

general population. Any deviations in response patterns between the sub-groups and the general population were noted for review at the conclusion of the entire research effort. The personal interviews were of greater length than either the telephone interviews or the mailed questionnaires and were used to gain more detailed spontaneous reasons behind viewing, listening and reading habits of those in the community.

Step 2. After collection and tabulation of these data, seven one-minute television public service announcements concerning programming to be presented by the new educational television station were produced. One of these one-minute spots was shown each day over the local commercial television station, KBTX-TV, for seven consecutive days, completing the schedule in one week.

Step 3. Following the week of public service announcements on television, a second set of 250 telephone interviews, 125 mailed questionnaires and 25 personal interviews was completed, to measure any change in public awareness toward educational television programming which could be attributed to the one week schedule of television announcements.

Step 4. Seven one-minute public service announcements concerning programming to be presented by the new station were then produced for radio use. One of these one-minute spots was aired each day over KORA, a local radio station. These announcements ran for seven consecutive days, completing the schedule in one week.

Step 5. Another battery of interviews and questionnaires, identical to those in Steps 1 and 3 was completed. Their purpose was to measure the degree of public awareness created by the radio spots.

Step 6. Each day for one week, the local subscription newspaper, The Daily Eagle, then released a separate public announcement about programming to be presented by the new educational television station. This one-week newspaper schedule consisted of six announcements, as The Daily Eagle is not published on Saturday.

Step 7. A final battery of interviews and questionnaires followed the newspaper releases. These interviews and questionnaire responses served as both a device to assess the penetration by the newspaper releases, and as a "post-test" to determine the overall effect of all three media techniques. These post-test results were compared with those obtained in the pre-test, to determine the overall change in public knowledge about the new educational television station.

Step 8. The information collected from the interviews and questionnaires described in Steps 1, 3, 5, and 7 cumulatively provided responses from 1,000 telephone interviews, 100 personal interviews, and 208 completed and returned responses to the 500 mailed-out questionnaires. The results and conclusions obtained from the tabulation and evaluation of these responses are presented in Chapter IV.

Procedure rationale

Sample size. In the research review, projects were discovered which based their conclusions on the responses of as few as the 210 high school students studied by Siedzinski (1958, p. 97) to as many as the 4,000 metropolitan area viewers polled by Parker (1961, p. 108). Among the major media measurement firms, Nielson (1969, p. 27) bases his national viewing-habit projections on the responses obtained from 1200 mailed-in "diaries," each one representing a one-or-two-week viewing record from a household selected by a stratified random sampling technique. Roper (1969, p. 20) uses a sample size of 2,000, with whom his staff has conversed via telephone or in person, from which to project his estimates concerning the viewing patterns of the American television audience.

The two primary criteria in determining the appropriate sample size for this research effort were:

1. To select a sample size as large as feasible, so as to reduce the chances for measurement error due to inadequate sample size.

2. To select a sample size small enough to permit the necessary response collection and tabulation between each stage of public service announcements scheduled for presentation via each media technique.

Drawing upon the successful reputations of Nielson and Roper, and heeding the advice of Siedzinski and others to seek a sample size as large as is feasible, a sample size of 1,600, to be drawn

in an absolute random fashion, was chosen. It represented the mid-point between the sample sizes used by Nielson and Roper, and comparing their sample sizes for a total population in excess of 200,000,000 to this for a total population of less than 60,000 Warren (1970, p. 281) the probability of a valid yet workable sample size seemed assured.

Method of sample selection. Since the administration of the three types of sampling instruments required not only the name and address of each respondent (for the personal interview and the mailed questionnaire forms) but also the telephone number (for the telephone interview), names to be used for the sample were selected from the August 1969 Bryan-College Station-Kurten-Steele Store Telephone Directory. Each telephone number listed in that directory was then inspected, eliminating all listings located in offices, public buildings, business enterprises, schools, municipal structures, and other miscellaneous non-residential locations. The remaining list of names and the accompanying addresses and telephone numbers comprised a total population of 11,070 residential listings from which to draw the sample. Those residential listings were then numbered from one through 11,070. To assure that the listings used in the sample were drawn in a random fashion, numbers were drawn from a computerized table of random sampling numbers arranged by Tippett (1959, p. 128). This table consists of 11,200 numbers, arranged in absolute random sequence and printed in columnar form. Starting with the first

random number at the top of the first column, the appropriate numbered telephone directory listing was selected as the first sample member. By repeating this procedure the necessary number of times, the appropriate number of listings was selected to constitute the sample.

Telephone directory rationale. Of the 14,300 total households in the Bryan-College Station-Kurten-Steele Store area listed in the 1970 Edition of Television Factbook (1970, p. 777), 92 per cent of that total, or 13,156, is listed as "TV Homes." Comparing this with the 11,070 telephone numbers from the directory covering the same area, it was apparent that more homes in the area had television sets than telephones. Further, there was no expedient way to correlate those homes without telephones which were also without television sets. While it must be admitted that the difference between television and telephone homes in the area indicated that 2,086 homes with television sets were excluded from the population and its sample because they were not listed in the telephone directory, the omission was nonetheless unavoidable. Since 1,000 of the 1,600 instruments involved in the sample required the use of the telephone for the collection of response data, the additional 2,086 homes with television sets could not have been contacted for the majority of the sampling instances because of their lack of telephone facilities. Therefore, while the use of the telephone directory to define the total population automatically eliminated a sizeable number of

community residents, the nature of the sampling techniques used necessitated the elimination of those who could not be questioned via the telephone.

Selection of sampling techniques

Three types of sampling techniques were employed for two reasons:

1. To draw upon the advantages of each technique, as reported by researchers in previous projects.
2. To minimize the disadvantages of each technique, by cross-checking the results obtained by each with those obtained by the other two.

Telephone interview. Major media measurement firms, such as Roper (1969, p. 4) and the American Research Bureau (1968, p. 39), rely extensively upon telephone interview methods as quick, accurate techniques for obtaining information about viewing, listening, and reading habits and preferences. Lowdermilk (1939, p. 216) executed one of the first documented telephone samplings to determine the power of radio to change attitudes of its listeners and Myers (1956, p. 76) found the telephone to be an efficient and effective device for the measurement of media influence upon its viewers, listeners and readers. However, both Ehrenberg (1964, p. 16) and MacLean (1952, p. 282) found that telephone interview responses consistently yielded higher "viewing percentages" and "listening percentages" than did mailed questionnaires. They suggested that the

presence of the "desire to please" a live interviewer might be at least partly accountable for the discrepancy. The telephone interviews were therefore selected for their proven efficiency. In order to reduce the chances for measurement error due to inadequate sample size, 1,000 telephone interviews were used but two other sampling techniques were added to guard against the telephone sampling dangers noted above. The specific telephone interview form used in this research is attached to this dissertation as Appendix A.

Mailed questionnaire. Since one objective of the research was to identify sub-groups among the total sample and to compare responses made by those in each economic level, educational attainment level, race, and number of dependent children category with those from the total sample, an anonymous questionnaire was included in the procedure. This questionnaire assured each respondent that his answers would be placed with hundreds of others and that the responses would be tabulated as a group, not on an individual basis. No provision was made for the respondent to sign his name to the questionnaire before returning it. The questionnaires were unmarked, assuring each respondent that his identity would not be learned by the person who tabulated his responses.

These assurances of anonymity enabled the inclusion of questions in the instrument requesting information about the economic status, level of educational attainment, and race of the respondent. Since the American Research Bureau (1968, p. 39), Bartlett (1960, p. 704),

and Roper (1969, p. 10) each recommended the anonymous questionnaire over all other research techniques when seeking personal data about the respondent, such an instrument was developed. Because of their individual length and time requirement for response tabulation, a smaller number (500) of questionnaires was used than telephone interviews. The specific mailed questionnaire form used in this research is attached to this dissertation as Appendix B.

Personal interview. While MacLean (1952, p. 282) found personal interviews four times more expensive and time consuming than telephone interviews, he nonetheless recommended their use whenever time and finances permit. His views w[redacted]rtlett (1960, p. 704) who found that personal i[redacted]nticipated responses not present in telephon[redacted]s. McGinnies (1965, p. 8) attribute[redacted]thy present in face-to-face conversat[redacted]elephone."

While this increase[redacted]cs in personal interviews to volunteer add[redacted] adds to the depth of research data collected, it can also have its drawbacks. Schultz (1964, p. 283) found that some respondents in personal interview situations became so eager to please the interviewer that they actually reported recognition of jingles, slogans, and campaigns which had never been aired over television or radio. Therefore, taking into consideration the time required to execute each personal interview, and after conducting several "test interviews" using

and Roper (1969, p. 10) each recommended the anonymous questionnaire over all other research techniques when seeking personal data about the respondent, such an instrument was developed. Because of their individual length and time requirement for response tabulation, a smaller number (500) of questionnaires was used than telephone interviews. The specific mailed questionnaire form used in this research is attached to this dissertation as Appendix B.

Personal interview. While MacLean (1952, p. 282) found personal interviews four times more expensive and time consuming than telephone interviews, he nonetheless recommended their use whenever time and finances permit. His views were echoed by Bartlett (1960, p. 704) who found that personal interviews introduced unanticipated responses not present in telephone or questionnaire techniques. McGinnies (1965, p. 8) attributed this difference to the "empathy present in face-to-face conversation which is missing via the telephone."

While this increased willingness by respondents in personal interviews to volunteer additional information adds to the depth of research data collected, it can also have its drawbacks. Schultz (1964, p. 283) found that some respondents in personal interview situations became so eager to please the interviewer that they actually reported recognition of jingles, slogans, and campaigns which had never been aired over television or radio. Therefore, taking into consideration the time required to execute each personal interview, and after conducting several "test interviews" using

modified interview forms, only 100 personal interviews were included in the sampling project. The specific personal interview form used in this research effort is attached to this dissertation as Appendix C.

Public service announcement schedule

With a one-week public service announcement schedule prepared for each of the three media forms in the community, and a December 15, 1969, date set for commencement of broadcasting, the initial scheduling task was to establish specific dates for the use of the announcements by each individual media form. "Trial" personal and telephone interviews were conducted to determine the amount of time necessary for execution and tabulation of the sampling responses after each media form had completed its one-week public service announcement schedule. It was established that a minimum of ten days would be required for the completion of 250 telephone interviews, 25 personal interviews, and the tabulation of up to 125 returned questionnaires. Therefore, with three one-week public service announcement schedules and four ten-day interview and questionnaire periods involved in the total project, the appropriate activities were simply back-timed from the December 15, 1969, anticipated air date.

The original schedule was as follows:

October 14-October 23 - Administer "pre-test" interviews and questionnaires.

October 24-October 30 - One-week television schedule of public service announcements.

October 31-November 9 - Administer second set of interviews and questionnaires.

November 10-November 16 - One-week radio schedule of public service announcements.

November 17-November 26 - Administer third set of interviews and questionnaires.

November 27-December 3 - One-week newspaper schedule of public service announcements.

December 4-December 13 - Administer "post-test" set of interviews and questionnaires.

Schedule execution. The schedule was set in motion on October 14, 1969, and the "pre-test" set of interviews and questionnaires was administered in time to begin the one-week schedule of television public service announcements on October 24.

On October 27 the engineers and production-line assembly workers employed by the General Electric Company began an employee strike against that company, affecting 147,000 General Electric employees across the United States. General Electric was the company which had won the contract to install the television transmitter for the new educational television station. Since it was not immediately known if the strike would delay the shipment and installation of the transmitter, and postpone the air date being announced in the series

of television public service announcements being run at that time, sales representatives at General Electric were contacted to ascertain the degree to which the strike would affect the air date. Since the complete effect of the strike could not immediately be determined, the television public service announcements were allowed to complete their schedule and the second set of questionnaires and interviews was administered according to the timetable.

Continuation with the project was then suspended pending definite notice from General Electric about the shipment and installation of the transmitter. An assurance was received by telephone from the General Electric home office in Syracuse, New York, on November 21, that the installation would be completed on time despite the strike. The one-week radio schedule of public service announcements was started November 22, completing its run November 28. The third set of interviews and questionnaires was administered beginning November 29.

On December 2, General Electric tested the tuned crystals which they had constructed and aged for the transmitter. Crystals must be specifically tuned for the exact frequency designated for each television station by the Federal Communications Commission. They failed to meet the required specifications, causing a 60-day delay while a new set was designed, built, tuned, and aged. This delay changed the anticipated air date to February 15, 1970.

To compensate for the postponement in the anticipated air date, which had been announced over two of the three media forms as December 15, 1969, the following changes in the research schedule were made:

1. The newspaper public service announcements, which had been sent to The Daily Eagle for publication, were withdrawn.

2. Those announcements were rewritten to reflect the anticipated air date of February 15, 1970.

3. A notice was sent to all three media, announcing the 60-day postponement.

4. Noting that there was a space of 22 days between the conclusion of the announcements on television and the first day of the radio announcements, 22 days were counted off from the conclusion of the radio announcements, and the newspaper announcements were re-scheduled to begin the day after that 22 day pause.

5. The newspaper announcements were published at the rate of one per day, beginning December 21, 1969, and ending December 28. No paper was published on Christmas day, and December 27 was a Saturday. The announcements therefore covered an eight day period.

6. The final set of interviews and questionnaires was administered beginning December 29, 1969, and ending January 7, 1970.

This revised schedule was executed with an equal number of days between each of the three media announcement schedules. Further, the only item modified was the anticipated air date, changed to February 15, 1970 on the newspaper announcements. By holding back the newspaper announcement schedule until after the original December 15 air date had passed, confusion among the area residents

was reduced. Accordingly, as is described in Chapter IV, responses of "February 15, 1970," given in reply to questions asked after the newspaper announcement schedule, were counted as correct. Since the newspaper announcement schedule was conducted after the original air date had been passed, no "December 15, 1969," answers were given during the final interview and questionnaire sequence.

Selection of media facilities

Because the objective of the research was to test the relative effectiveness of television, radio, and the newspaper in the Bryan-College Station area, one of each of the types of existing load facilities had to be used for the presentation of the public information announcements. KBTX-TV was the only local television station and The Daily Eagle was the only subscription newspaper published locally and serving the entire area. Though there were two radio stations, KORA and WTAW, the decision was made to use only one facility. The justification for this decision was based on the fact that certain questionnaire and interview questions asked the respondent to recall whether specific information he had acquired about the new educational television station had generated from a specific source. If the response was "yes," he was asked to name that source.

Assuming that the task of remembering a source of information would be a difficult one, categorical answers, such as "television," "radio," "the newspaper," and "general conversation" were counted as

acceptable. But if more than one of any media form were used, these general responses would provide no clue as to which of the two similar media types was the most or least responsible for the results obtained. Therefore, the radio station with the most flexible schedule of public service time available was selected to represent its media form in the research project. That station was KORA.

Frequency of announcements. As described by Crawford (1965, p. 263), the Standard Rate & Data Service is a commercial firm which publishes, each month, a volume of statistical information about each of the major forms of mass communications, listing the advertising rates and "circulation" figures for every television station, radio station, and newspaper in the United States. Circulation refers to the number of households turned on to a particular radio or television station at a given period of time during the day or evening. If a television station's average daily circulation is given by the Standard Rate & Data Service as 5,000, for example, an advertiser purchasing time on that station could expect an average of 5,000 households to be tuned in to that station during any particular moment during the day.

In newspaper advertising, circulation refers to the average number of newspapers sold by that particular publisher each day. Therefore, an advertiser purchasing newspaper space with a newspaper which quotes a Standard Rate & Data Service circulation of 10,000 could expect his advertisement to reach 10,000 households.

The Standard Rate & Data Service (September, 1969, ppg. 341, 522, 818) quotes the following average daily circulation figures: (1) KORA 3,100; (2) KBTX-TV 6,400; and (3) The Daily Eagle 12,200. From these figures it was determined that four announcements per day over KORA during its public service announcement schedule, and two announcements per day over KBTX-TV, would nearly exactly approximate the daily circulation figure for a single daily announcement carried by The Daily Eagle during its schedule. It should be noted that the circulation figures quoted were for the Bryan-College Station-Kurten-Steele Store area only.

Media usage sequence selection. Operating under the assumption that no additional media technique or usage would enhance the penetration of public information messages presented initially over television, the researcher decided to use the television medium first of the three media. A coin-flip determined the placement of radio, then newspaper usage, after the initial television announcement schedule.

Content similarities and differences. Each of the announcements prepared for use by all media forms included three common items of information: (1) The call letters of the new educational television station (KAMU-TV); (2) The channel number of the station (15); and (3) The anticipated air date (December 15, 1969, on the television and radio announcements, and February 15, 1970, in the newspaper announcements). This common information enabled the measurement of

the cumulative effect of all three media forms in creating public awareness toward the new educational television station.

However, the other information conveyed by each individual medium was distinct from that presented by the other two media. For example, each of the television announcements dealt with programming of a news or public information nature to be offered by the new educational television station. One such program was discussed in each one-minute announcement, including the title of the program, its length, how many times each week it could be seen on the new station, and other pertinent details. The specific script copy from which each of these television announcements was produced is attached to this dissertation as Appendix D.

The announcements prepared for radio discussed programming of an entertainment nature to be presented by the new station. The format of each was similar to that of the television announcements, mentioning the title of the program, its nature, how often it could be seen, and other salient features. The specific script copy is found in Appendix E.

Each of the announcements prepared for the newspaper discussed instructional or educational programming. The format was changed to conform to acceptable journalistic style but the essential elements of each specific program, its title, subject matter, and how often it could be seen were included in each newspaper announcement. The specific release forms are attached as Appendix F.

To summarize, news program information was presented via television, entertainment program information via radio, and instructional information was given via newspaper. By clearly separating the program types, and presenting information about only one type of programming via each medium, specific impact registered by each medium could be measured. At the same time, accuracy in recall of sources of information could be checked via the questionnaire and interview responses given at each step in the process. If a respondent attributed one medium as the source of information he could only have received from another medium, it was concluded that his reliance on that erroneously credited medium for information was so strong that he attributed his knowledge to it, rather than to the proper source.

Questionnaire content rationale

Since the mailed questionnaire assured the respondent that his identity would remain anonymous, the questions asked in that sampling instrument included several personal variables such as race, level of educational attainment, and total annual income. These questions were asked in addition to those concerned with viewing, listening, and reading habits and preferences. Since the mailed questionnaire was more comprehensive in its range of questions than either the telephone or personal interview forms, the rationale behind its question content and sequence selection also justified the question

content and sequence selection used on the other two sampling instruments.

The explanation page. Each mailed questionnaire was attached to a "cover sheet," written in business letter form, explaining the purpose of the questionnaire, mentioning the total size of the sample to be used, and assuring the respondent that his answers would remain anonymous. Each telephone and personal interview began with a similar explanation and offered the same assurance of anonymity. Copies of the telephone interview form, the mailed questionnaire form, and the personal interview form are included in Appendix A, Appendix B, and Appendix C, respectively.

Rapport. The American Research Bureau (1968, p. 14) suggests starting any questionnaire or interview with an "ice breaker," a question which requires some thought before providing an answer, but one which is neither too personal nor too abstract. Some respondents may still be reluctant to answer questions after they have consented, so an "easy" but valid-appearing first question helps alleviate the feeling of trepidation.

The first question asked in the questionnaire was, "How long have you lived in the Bryan-College Station area?" Though not vital to the measurement objectives of the questionnaire, it served an important function in "getting the respondent started."

Family make-up. The next two questions served to identify the individuals living in the household. Question #2 asked "How many

adults are now living in your household?" and "How many children are now living in your household?" Question #3 asked "What is the age and sex of each child now living in your household?"

Educational attainment. The next two questions concerned the level of educational attainment completed by the husband and wife of the household. Question #4 asked the respondent to "Circle the number corresponding to the highest educational level completed by the husband of the household." The question included the following scale to be marked by the respondent:

Grade School Jr. Hi. Sr. Hi College Graduate

1 2 3 4 5 6 7 8 9 10 11 12 Fr. Soph. Jr. Sr. Master Doctor

Question #5 asked the same question of the wife of the household, and provided an identical scale to be marked by the respondent.

Economic status. Question #6 was concerned with identifying the economic status of the family. It asked the respondent to "Check the category corresponding to the total annual income earned by all working members of the household." The following table of income ranges was provided, from which the respondent could select the appropriate range:

Below - $ 2,500 per year ____.	$10,001 - $25,000 per year ___.
$2,501 - $ 5,000 per year ____.	$25,001 - $50,000 per year ___.
$5,001 - $10,000 per year ____.	Above - $50,000 per year ___.

Race. Question #7 asked "Of what race are the family members of your household?" The tabulation of the responses to this question enabled the categorization of viewing, reading, and listening habits, as a function of race.

Answer categorization

The answers provided to questions #3 through #7 placed each respondent in a specific category in each of four sub-groups. In addition to a general tally sheet, upon which all responses were recorded, separate tally sheets were prepared, each one corresponding to each possible category indicated by the response alternatives listed in questions #3 through #7. Four categories were established to cover all possible responses to question #3, which asked for the number of children living in the household, and the age of each child. Those categories were established as follows:

1. No children.
2. One to two children, each child 12 years old or younger.
3. One to two children, one or more of whom is more than 12 years old.
4. More than two children, all ages.

The categories were established to separate the responses given by families with no children, those with children in grade school, those with children in grade school and secondary school, and those with children of various ages.

Five educational attainment categories were established, each one corresponding to the titles of "Grade School," "Junior High," "Senior High," "College," and "Graduate," available in question #4. Economic status categories were established for each of the six income level ranges offered in question #6. Separate categories for "White," "Negro," and "Mexican-American" responses were established for question #7.

Responses to the questionnaires which were returned by mail were then entered on four tally sheets, corresponding to the category under the four areas (children living at home, educational level, economic status, and race) into which each respondent fell. In this way, viewing, listening, and reading habits and preferences of those in each category could be compared with those in each of the other categories. It was hoped that this categorization would reveal any media technique effectiveness changes among people of different race, economic status, educational attainment, or number of children living at home.

Questions #8 through #12 were designed to discover the presence of the various media forms in the household. "How many black and white television sets are there in your household? How many color television sets are there in your household?" and, "Are any of your television sets equipped with a UHF tuner, to enable the reception of channels 14 through 83?" Question #9 asked "How many radios are there in your household?" Since the American Research Bureau

(1968, p. 29) revealed that 40 per cent of all radio listening was done in the automobile, question #10 asked "How many of your family automobiles are equipped with radios?" At the time of the research project, the community was served by only one community antenna television system. Therefore, question #11 asked the respondent "Is your home served by the Midwest Video Corporation TV Cable system?" Question #12 asked "Do you subscribe to The Daily Eagle?" and included space where the respondent was asked to "List below the names of any other newspaper to which you subscribe."

Habits and preferences

Television viewing. The next three questions were designed to learn the viewing habits and preferences of the respondent. Question #13 asked "About how many hours per day is a television set in your household turned on with one or more family member watching it?" then pursued the questioning by asking "Which family member watches most?" and "Which family member watches least?" Question #14 asked "Which television station, if any, is watched more than the others?" and "Is there any particular reason for that choice?" Question #15 followed with "Are there any television stations you deliberately avoid watching?" If the respondent answered yes, the second part of the question asked "If so, why?" and provided space for the answer.

Radio listening. Questions #16, #17 and #18 sought the same information about radio listening habits and preferences that the previous three questions asked about television. The only augmentation in the radio listening sequence was the addition of the question "About how many hours per day is the radio in your car turned on?" All other radio questions were identical to those in the television sequence.

Newspaper reading. Question #19 asked, "Does every member of your household who is old enough to read take time each day to read a newspaper?" The sequence of questions from #13 through #19 assessed the viewing, listening, and reading patterns and habits present in the household.

Media preference. Once the degree to which television, radio, and the newspaper were used in the home was established, the purpose of question #20 was to ask the respondent which of the three was most important to the members of the family for the acquisition of news. The question asked, "Of the three media, television, radio and the newspaper, which do the adult family members depend upon most for news or information?" The second part of the question asked the same information about the family children.

Exposure to educational television

Existing educational programming. The purpose of question #21 was to determine the degree to which the respondent was familiar with

available educational television programming. The questions asked if, "In your home, does any family member ever watch KUHT-TV, the educational television station from Houston?" Pursuing the question further, the respondent was asked, "If so, how often is KUHT-TV watched in your home?" Then, "Does any family member have a particular program from KUHT-TV which he or she watches regularly?" And finally, "If so, what are the program or programs?" From this question, it could be determined whether those who could recall information about the new educational television station were those who had previous exposure to educational television programming, or had never experienced that type of service.

Previous knowledge about the new educational television station. Question #22 began the sequence of inquiries concerning the knowledge obtained by the respondent about the new educational television station. It asked, "Other than this questionnaire, have you read, seen, or heard any information about a new educational television station to be located in the Bryan-College Station community?" It, like the remainder of the questions, followed the original by asking, "Where did you learn this information?" This was done to enable a comparison between the source which provided the information, and the source credited by the respondent as having provided the information.

Media effectiveness

General media announcement schedule test. The next three questions tested the effectiveness of the three media forms in conveying the three common items of information to the public. Question #23 asked, "When will this new educational television station go on the air?" Question #24 asked "What channel number has the new educational television station been assigned?" and question #25 asked "What call letters have been assigned to the new educational television station?" Those three items of information were common elements in all the announcements prepared for use by all three media forms. To determine which of the three forms had been the most effective in passing those items of information to the public, each of the questions was followed by the question, "Where did you learn this information?"

Specific media announcement schedule test. Each of the next three questions was designed to test the effectiveness of one particular media form in creating awareness toward the new educational television station. Question #26 asked, "Have you read, heard or seen anything about any of the news and public service programs to be offered by the new educational television stations?" If the respondent answered "yes," he was asked, "Can you recall any of the program names or types to be offered?" This provided a sequential measure of the strength of the effectiveness of the media form in

providing the information to the respondent. Recalling that announcements concerning news and public service programs had been prepared for use by the television station only, question #26 concluded by asking, "Where did you learn this information?" The purpose of this question then, was to test the effectiveness of television to convey specific information to the public. Further, it attempted to measure the accuracy with which respondents recalled the source from which they obtained information.

Question #27 asked, "Have you heard, seen, or read anything about any of the educational and instructional programs to be offered by the new educational television station?" and, "If so, can you recall any of the program names or types to be offered?" This information was offered only by the newspaper. The question, "Where did you learn this information?" again was used to test the accuracy with which the respondent recalled the source of information.

Question #28 asked, "Have you seen, read or heard anything about any of the entertainment programs to be offered by the new educational television station?" and "If so, can you recall any of the program names or types to be offered?" This information was broadcast only over the radio station. This question concluded by asking the respondent where he learned this information.

It should be noted at this point that special care was taken in the wording and arrangement of questions #26, #27, and #28 to minimize the "coaching effect" of the question upon the answer

given. For example, the question sequence was not the same as the sequence of media forms used to convey the information to the public. The media sequence employed television, radio, and the newspaper, in that order. The questions referred to information presented via television, the newspaper, and radio, in that order. The sequence of questions was neither the same nor the exact reverse of the media sequence, and could not have provided a deliberate or subconscious cue to the respondent with respect to the source from which the information was received. The wording of each of those questions was changed to avoid repetition of verb patterns which might have served as a "cue" to the source from which the information was received. Reviewing the first six words in each of the three questions, the verb sequence was as follows:

26. Have you read, heard, or seen...

27. Have you heard, seen, or read...

28. Have you seen, read, or heard...

In no case was the exact same verb sequence repeated, and in no case was the first verb in the sequence the correct one to match the source from which the information was received. In this way, "cueing" was reduced to a minimum.

Opinion and suggestion canvass. The final question took advantage of the large sample size to acquire some canvass information about the degree to which a new educational television station would be accepted in the community. Question #29 asked

"Would you be in favor of such a station entering the community?" and "Would any family members in your household watch such a station?" "Which members?" Finally, to provide an opportunity for the collection of programming suggestions from the respondents, the question was asked, "What types of programming would your family most like to see on such a station?"

Telephone and personal interview forms. With the exception of the elimination of questions concerning race, economic status, and education level attainment, and the slight rearrangement of phrases to accomodate the differences between the spoken and written questions, all forms of sampling instruments were identical. Special care was taken to assure that critical question phrasing was exactly the same between all forms of the sampling instruments used. The results of these collected responses are reported as a total sample, by individual sampling technique, by stages in the research project, and by sub-group characteristics in Chapter IV of this dissertation.

CHAPTER IV

ANALYSIS OF DATA

The data which are presented and described in this chapter were gathered through the use of three sampling techniques during each of the four phases of the project. Each consisted of 250 telephone interviews, 125 mailed questionnaires, and 25 personal interviews. Repeating these activities during each of the four sampling phases, totals of 1,000 telephone interviews, 500 returned questionnaires and 100 personal interviews were possible, for a total maximum sample size of 1,600 individual respondents.

Of the 125 questionnaires mailed each phase, 38 were completed and returned during Phase I, 58 during Phase II, 52 during Phase III, and 60 during Phase IV. This total of 208 completed and returned questionnaires, when combined with the 1,000 telephone interviews and 100 personal interviews, comprised a grand total of 1,308 sets of responses.

The data gathered from these responses are presented in a sequence of two separate but interrelated steps. The first is an analysis of the responses to the questions which were common to all three sampling techniques. The second is an analysis of the response characteristics peculiar to each of the sub-groups identified through specific questions unique to the mailed questionnaire.

Table explanation. Responses gathered through the interviews and questionnaires were tabularized to facilitate analysis. A tabular design was developed to enable the use of a standard format for the presentation and display of the individual and cumulative responses to each of the questions common to all sampling techniques. Each table consists of three major columns and five sets of rows. Table 1, page 51 categorizes the responses to the first question, "How long have you lived in the Bryan-College Station area?" The left column, titled "Phase," separates the responses into five sets: one for each of the four phases of questionnaire and interview administration, and one which displays the cumulative totals from each of the four separate phases. The column entitled "Key" provides for the separate analysis of the responses to the question asked via the mailed questionnaire (M), the telephone interview (T), and the personal interview (P), in addition to providing a row containing the cumulative responses from all three techniques used during each phase. All responses are shown as percentage figures. Each number in a given row of figures represents the percentage of the total respondents in that row who selected the same response in reply to the question. In deriving per cent equivalents to the raw score response tallies on each row, percentages were measured to within .01 per cent, then rounded to the nearest .1 per cent.

It should be emphasized that while the total of all per cent figures in any row is equal to 100 per cent, raw score totals for

each row vary. For example, the "T" row in any of the four Phase stages represents the per cent equivalents to responses made by 250 telephone interviewees, while those in the "P" row of any of the four Phases represent only 25 personal interviewees. The "M" is the only non-constant row in the table, as the figures represent a different number of mailed questionnaire returns during each phase in the research project. Since the per cent figures for identical answers during the same phase to the same question asked via the three sampling techniques are not additive, a "W. Avg." row was added to each phase. This row provides the weighted average per cent figure for the total number of responses falling into a particular answer category, via all sampling techniques, during a particular sampling phase. The "W. Avg." row at the bottom of the set of rows entitled "Total" performs a similar function, permitting an inspection of the per cent of the 1308 total respondents who selected the same answer to a particular question.

The third and final column in each table provides a location for the identification of each possible response category to each question, under which lie the response percentages which were recorded through each sampling technique during each of the four research phases. By tracing responses through any answer column from top to bottom, the per cent in each sampling group during each phase which selected the same answer to that question can be examined, concluding with the per cent answer totals for all questionnaires, all

telephone interviews, and all personal interviews, and, finally, the weighted average per cent of the entire 1,308 composing the sample who selected the same answer to that particular question.

It should be emphasized that all three sampling techniques provided for unstructured answers, allowing the respondent to fill in a blank or answer verbally without benefit of a pre-selected set of responses. Questionnaire and interview responses to each question were then grouped into "answer categories," to facilitate data analysis.

Questionnaire and interview response results. Table 1, page 51 presents the answers to the "ice breaker" question asked in all three sampling techniques, "How long have you lived in the Bryan-College Station area?" As was mentioned in Chapter III, the "ice breaker" question served more to establish rapport between the interviewer and the respondent than to uncover vital information. However, the responses to this question are exhibited in Table 1 to illustrate the relatively uniform "residence profile" of the sample. Not only is the total sample distributed in a fairly uniform fashion, but the individual sampling technique results reveal an equally uniform distribution, throughout all four phases of the research effort.

Children living at home. The results to a key question, "How many children are now living in your household, and what are their ages?" are revealed in Table 2, page 52. A relatively uniform

TABLE 1

HOW LONG HAVE YOU LIVED IN THE BRYAN-COLLEGE STATION AREA?

PHASE	KEY	0-2 YEARS	3-5 YEARS	6-10 YEARS	11-25 YEARS	OVER 25 YEARS
I	M	26.3	18.4	15.8	18.4	21.1
	T	31.2	22.4	10.8	17.2	18.4
	P	24.0	12.0	12.0	20.0	32.0
	W. Avg.	30.1	21.1	11.5	17.6	19.7
II	M	22.4	24.1	13.8	12.1	27.5
	T	32.4	24.8	8.4	24.4	10.0
	P	16.0	20.0	24.0	8.0	32.0
	W. Avg.	29.4	24.4	10.5	21.0	14.7
III	M	17.3	21.2	11.5	27.0	23.0
	T	16.8	15.2	19.6	13.6	34.8
	P	32.0	16.0	8.0	24.0	20.0
	W. Avg.	18.1	16.1	17.4	16.3	32.0
IV	M	25.0	18.3	15.0	16.7	25.0
	T	22.4	20.8	14.0	18.4	24.4
	P	24.0	20.0	12.0	20.0	24.0
	W. Avg.	23.0	20.3	14.1	18.2	24.4
TOTAL	M	22.6	20.7	13.9	18.3	24.5
	T	25.7	20.8	13.2	18.4	21.9
	P	24.0	17.0	14.0	18.0	27.0
	W. Avg.	24.9	20.6	13.5	18.4	22.6

TABLE 2

HOW MANY CHILDREN ARE NOW LIVING IN YOUR HOUSEHOLD,

AND WHAT ARE THEIR AGES?

PHASE	KEY	NONE	1-2,EACH 12 OR LESS	1-2,EITHER OVER 12	MORE THAN 2
I	M	15.8	23.7	26.3	34.2
	T	19.6	24.8	25.6	30.0
	P	16.0	24.0	24.0	36.0
	W. Avg.	18.9	24.6	25.5	31.0
II	M	43.0	32.8	12.1	12.1
	T	37.2	35.2	12.4	15.2
	P	36.0	28.0	16.0	20.0
	W. Avg.	38.1	34.3	12.6	15.0
III	M	48.1	23.1	11.5	17.3
	T	38.4	28.8	13.2	19.6
	P	24.0	36.0	24.0	16.0
	W. Avg.	38.8	28.5	13.8	18.9
IV	M	36.6	33.4	8.3	21.7
	T	40.8	26.0	12.8	20.4
	P	52.0	12.0	16.0	20.0
	W. Avg.	40.9	26.3	12.2	20.6
TOTAL	M	37.5	28.8	13.5	20.2
	T	34.0	28.7	16.0	21.3
	P	30.0	25.0	20.0	23.0
	W. Avg.	34.7	28.7	15.1	21.5

distribution of family size was desirable in order to provide statistically valid proportions in each family size category, to enable media effectiveness comparisons on families of varying sizes. Since Table 2 did reveal a uniform distribution of family sizes, media effectiveness comparisons were executed, results for which are depicted and described in the second part of this dissertation.

Television reception capability. Tables 3 and 4, pages 54 and 55 respectively, assessed the degree to which television set saturation had been accomplished in the community. Table 3 revealed that 97.3 per cent of the total sample owned at least one television set, or 5.3 per cent higher than the 92.0 per cent figure published in the 1970 edition of Television Factbook (1970, p. 777). Table 4 revealed that 58.9 per cent of the sample had at least one television set equipped with a UHF tuner, to enable the reception of channels 14 through 83. Since the new educational television station had been assigned channel 15, this data meant that more than half the residents of the community would be able to receive the signal generated by the station. Such a ratio of UHF reception capability to the total community nearly doubles the national average of 27 per cent, as quoted by Television Factbook (1970, p. 991). While this percentage represented those respondents who could receive the station on its assigned frequency of channel 15, the total percentage of respondents able to watch the station was much higher, as

TABLE 3

HOW MANY TELEVISION SETS ARE THERE IN YOUR HOUSEHOLD?

PHASE	KEY	NONE	ONE	TWO	THREE	FOUR OR MORE
I	M	0.0	60.5	28.9	7.9	2.6
	T	2.4	59.2	26.8	9.2	2.4
	P	4.0	60.0	20.0	12.0	4.0
	W. Avg.	2.2	59.5	26.6	9.3	2.4
II	M	5.2	56.9	27.6	10.3	0.0
	T	4.4	54.4	35.6	5.6	0.0
	P	4.0	68.0	16.0	12.0	0.0
	W. Avg.	4.5	55.8	32.8	6.9	0.0
III	M	1.9	51.9	40.4	5.8	0.0
	T	1.2	57.6	29.2	10.0	2.0
	P	0.0	52.0	28.0	20.0	0.0
	W. Avg.	1.2	56.3	30.9	10.1	1.5
IV	M	1.7	58.3	28.3	8.3	3.4
	T	2.8	56.8	31.2	8.4	0.8
	P	4.0	56.0	20.0	12.0	8.0
	W. Avg.	2.7	57.1	29.9	8.7	1.6
TOTAL	M	2.4	56.7	31.3	8.2	1.4
	T	2.7	57.0	30.7	8.3	1.3
	P	3.0	59.0	21.0	14.0	3.0
	W. Avg.	2.7	57.3	29.9	8.7	1.4

TABLE 4

ARE ANY OF YOUR TELEVISION SETS EQUIPPED WITH A UHF TUNER, TO ENABLE THE RECEPTION OF CHANNELS 14 THROUGH 83?

PHASE	KEY	YES	NO
I	M	52.6	47.4
	T	50.8	49.2
	P	64.0	36.0
	W. Avg.	52.2	47.8
II	M	56.9	43.1
	T	61.2	38.8
	P	52.0	48.0
	W. Avg.	59.7	40.3
III	M	65.4	34.6
	T	56.4	43.6
	P	68.0	32.0
	W. Avg.	58.8	41.2
IV	M	73.4	26.4
	T	64.8	35.2
	P	60.0	40.0
	W. Avg.	66.1	33.9
TOTAL	M	62.9	37.1
	T	58.3	41.7
	P	61.0	39.0
	W. Avg.	58.9	41.1

more than 83 per cent of the respondents noted that their home was served by the Midwest Video Corporation Cable TV System (Table 7, p. 59). Since Midwest Video had agreed to carry the signal from the new station on their channel 12, all those receiving Midwest Video service were automatically able to receive programs from the new station.

Tables 5 and 6, pages 57 and 58 respectively, traced the degree of radio receiver saturation in the community. Table 5 showed radio saturation to be nearly total, with only 1.7 per cent of the sample owning no radio. Projecting radio saturation further, Table 6 revealed that 93.1 per cent of the residents of the community owned at least one automobile equipped with a radio, with 46.9 per cent of the sample owning two radio-equipped automobiles. Since studies by Roper (1969, p. 20) showed that 44 per cent of all radio listening was done in the automobile, the high percentage of one and two radio-equipped automobiles among the sample carried strong implications later in this chapter and during the Conclusions portion of Chapter V, when the informative power of radio was compared with that of the other two media being tested.

Local television station domination. To determine the degree of viewer domination held by the local television station, KBTX-TV, it was necessary to measure the degree to which out-of-town television stations were available to local viewers. Table 7, page 59 carried the results to the question, "Is your home served by the

TABLE 5

HOW MANY RADIOS ARE THERE IN YOUR HOUSEHOLD?

PHASE	KEY	NONE	ONE	TWO	THREE	FOUR	FIVE	SIX OR MORE
I	M	0.0	18.4	21.1	28.9	15.8	5.3	10.5
	T	0.8	20.4	22.0	24.8	16.0	9.2	6.8
	P	0.0	24.0	28.0	32.0	12.0	4.0	0.0
	W. Avg.	0.6	20.5	22.4	25.8	15.7	8.3	6.7
II	M	1.7	15.5	31.1	25.9	17.2	5.2	3.4
	T	1.2	19.6	32.4	22.8	10.8	6.8	6.4
	P	16.0	28.0	32.0	8.0	4.0	4.0	8.0
	W. Avg.	2.4	19.5	32.2	22.2	5.4	6.3	3.0
III	M	0.0	38.5	17.3	23.1	11.5	3.8	5.8
	T	2.0	27.2	19.2	18.8	22.8	2.4	7.6
	P	0.0	56.0	24.0	12.0	4.0	0.0	4.0
	W. Avg.	1.5	31.2	19.3	19.0	19.6	2.4	7.0
IV	M	3.9	20.0	23.3	23.3	20.0	5.0	5.0
	T	1.6	23.2	23.6	24.8	16.4	4.8	5.6
	P	4.0	24.0	24.0	24.0	16.0	4.0	4.0
	W. Avg.	2.1	22.7	23.6	24.4	17.0	4.8	5.4
TOTAL	M	1.4	23.1	23.6	25.0	16.3	4.8	5.8
	T	1.4	22.6	24.3	22.8	16.5	5.8	6.6
	P	5.0	33.0	27.0	19.0	9.0	3.0	4.0
	W. Avg.	1.7	23.3	24.9	22.7	15.8	5.4	6.2

TABLE 6

HOW MANY OF YOUR FAMILY AUTOMOBILES ARE EQUIPPED WITH RADIOS?

PHASE	KEY	NONE	ONE	TWO	THREE	FOUR OR MORE
I	M	7.9	31.6	55.2	5.3	0.0
	T	6.4	36.4	50.4	6.8	0.0
	P	8.0	32.0	48.0	12.0	0.0
	W. Avg.	6.7	35.5	50.8	7.0	0.0
II	M	5.2	43.1	48.3	3.4	0.0
	T	11.2	34.8	52.4	1.6	0.0
	P	0.0	44.0	56.0	0.0	0.0
	W. Avg.	9.4	36.9	51.9	1.8	0.0
III	M	7.7	38.5	42.3	9.6	1.9
	T	3.6	48.4	39.6	7.6	0.8
	P	12.0	52.0	28.0	4.0	4.0
	W. Avg.	4.9	47.0	39.2	7.7	1.2
IV	M	6.7	43.4	40.0	8.3	1.7
	T	6.8	39.6	45.6	6.8	1.2
	P	8.0	40.0	44.0	8.0	0.0
	W. Avg.	6.9	40.4	44.6	7.2	0.9
TOTAL	M	6.7	40.0	45.7	6.7	0.9
	T	7.0	39.8	47.0	5.7	0.5
	P	7.0	42.0	44.0	6.0	1.0
	W. Avg.	6.9	39.2	46.9	5.9	0.9

TABLE 7

IS YOUR HOME SERVED BY THE MIDWEST VIDEO CABLE TV SYSTEM?

PHASE	KEY	YES	NO
I	M	81.6	18.4
	T	84.4	15.6
	P	80.0	20.0
	W. Avg.	83.8	16.2
II	M	77.4	22.6
	T	82.8	17.2
	P	84.0	16.0
	W. Avg.	81.9	18.1
III	M	90.4	9.6
	T	79.6	20.4
	P	84.0	16.0
	W. Avg.	81.7	18.3
IV	M	80.0	20.0
	T	92.4	7.6
	P	76.0	24.0
	W. Avg.	89.1	10.9
TOTAL	M	82.2	17.8
	T	84.8	15.2
	P	81.0	19.0
	W. Avg.	83.6	16.4

Midwest Video Corporation Cable TV System?" At the time of the research project, no other cable company was operating locally. Table 7 revealed a total weighted average of 83.6 per cent of the sample who were being served by Midwest Video. This compares with the 76.0 per cent figure claimed by Midwest Video, based upon their estimates of total TV homes in the community.

Newspaper preference. Tables 8 and 9, pages 61 and 62 respectively, reflect the newspaper subscription preference of the sample. In answer to the question, "Do you subscribe to The Daily Eagle?" Table 8 gives 77.1 per cent of the total sample responding affirmatively. This compares with 85.3 per cent claimed by The Daily Eagle Circulation Department, based upon an average daily circulation of 12,200 in the Bryan-College Station-Kurten-Steele Store area, which contains a total of 14,300 homes. Table 9 contains a tabulation of the percentages of the sample subscribing to another newspaper. While 31.7 per cent of the total sample noted subscribing to no other newspaper, 38.6 per cent subscribed to the Houston Post, followed by the Houston Chronicle with 11.4 per cent, and the Dallas Morning News with 8.4 per cent.

Television viewing habits, preferences. Tables 10 through 14 quantify the responses to a series of questions designed to learn the viewing habits, preferences and avoidances of the sample. The responses to the question, "About how many hours per day is a television set in your household turned on with one or more family

TABLE 8

DO YOU SUBSCRIBE TO THE DAILY EAGLE?

PHASE	KEY	YES	NO
I	M	73.7	26.3
	T	74.4	25.6
	P	76.0	24.0
	W. Avg.	74.6	25.4
II	M	77.4	22.6
	T	78.4	21.6
	P	80.0	20.0
	W. Avg.	78.3	21.7
III	M	78.8	21.2
	T	77.2	22.8
	P	76.0	24.0
	W. Avg.	77.4	22.6
IV	M	80.0	20.0
	T	80.4	19.6
	P	72.0	28.0
	W. Avg.	79.6	20.4
TOTAL	M	77.8	22.2
	T	77.6	22.4
	P	76.0	24.0
	W. Avg.	77.1	22.9

TABLE 9

NAME ANY OTHER NEWSPAPERS TO WHICH YOU SUBSCRIBE

PHASE	KEY	NONE	HSTN POST	HSTN CHRON	DALLAS MORN NEWS	WALL ST JRNL	CHRIST SCI MON	OTHERS
I	M	35.0	37.5	17.5	2.5	2.5	0.0	5.0
	T	30.2	38.4	10.1	12.7	1.5	0.0	7.1
	P	34.2	31.6	10.5	13.2	2.6	0.0	7.9
	W. Avg.	31.3	37.4	11.0	11.6	1.7	0.0	7.0
II	M	31.3	43.7	10.9	9.4	1.6	0.0	3.1
	T	29.6	44.4	6.4	6.8	3.6	0.8	8.4
	P	23.1	19.8	46.2	0.0	0.0	3.3	6.6
	W. Avg.	29.4	42.1	10.7	6.7	2.9	0.9	7.3
III	M	34.0	45.8	6.8	5.1	0.0	1.7	6.8
	T	37.6	35.0	11.8	9.1	0.8	1.1	4.6
	P	27.9	21.7	41.3	9.1	0.0	0.0	0.0
	W. Avg.	35.8	35.3	13.9	8.8	0.6	1.1	4.5
IV	M	28.6	35.6	11.4	8.6	4.3	2.9	8.6
	T	34.0	40.1	10.0	6.6	2.3	1.2	5.8
	P	29.7	37.0	11.1	7.4	3.7	3.7	7.4
	W. Avg.	31.5	39.9	10.7	7.0	2.8	1.7	6.4
TOTAL	M	31.7	41.0	11.2	6.8	2.1	1.2	6.0
	T	32.9	39.6	9.6	8.7	2.0	0.8	6.4
	P	29.1	27.5	26.8	7.9	1.6	1.6	5.5
	W. Avg.	31.7	38.6	11.4	8.4	2.0	0.9	7.0

member watching it?" are contained in Table 10, page 64. Those responses form a nearly perfect normal distribution curve, with 65.2 per cent of the responses falling between the boundaries of three to six hours per day.

Table 11 contains the responses to the question, "Which television station, if any, is watched more than the others?" Though 34.5 per cent of the sample stated no preference, a like amount listed KBTX-TV as the station most often watched, followed by KHOU-TV, a Houston station, with 13.2 per cent, and KCEN-TV, a Temple station, with 7.4 per cent. All three were carried by the Midwest Video Corporation cable television system.

Table 12, page 66 probes the reasons for the particular station preference listed by the respondents. While 50.8 per cent of the total sample could not list a reason for their station preference, 19.2 per cent noted a preference for the dramatic, variety or musical programs carried by a particular station as the primary reason for their preference. 11.6 per cent specifically referred to the fact that they were not "on the cable," and were able to receive only the local station, KBTX-TV.

Table 13, page 67 tabulated the responses to the question, "Are there any television stations you deliberately avoid watching?" Of the total sample, 83.1 per cent responded "no," followed by 9.7 per cent who stated a deliberate avoidance for KBTX-TV (channel 3), 2.8 per cent naming KHTV (channel 39 in Houston), KUHT-TV (channel 8

TABLE 10

ABOUT HOW MANY HOURS PER DAY IS A TELEVISION SET IN YOUR HOUSEHOLD TURNED ON WITH ONE OR MORE FAMILY MEMBER WATCHING IT?

PHASE	KEY	NONE	1-2	3-4	5-6	7-10	11-15	OVER 15
I	M	0.0	13.2	36.8	31.6	10.5	5.3	2.6
	T	3.2	11.2	29.6	34.0	14.0	5.6	2.4
	P	4.0	12.0	40.0	32.0	8.0	4.0	0.0
	W. Avg.	3.2	11.5	31.9	32.7	12.8	5.9	2.2
II	M	6.9	13.8	36.2	19.0	15.5	6.9	1.7
	T	2.4	8.8	30.4	36.0	16.4	4.4	1.6
	P	0.0	8.0	32.0	36.0	16.0	4.0	4.0
	W. Avg.	3.0	9.6	31.6	33.0	16.2	4.8	1.8
III	M	3.8	1.9	30.8	36.5	21.2	5.8	0.0
	T	3.2	12.4	32.4	34.8	14.4	2.0	0.0
	P	0.0	8.0	36.0	40.0	0.0	4.0	4.0
	W. Avg.	3.1	11.1	32.4	35.2	14.5	2.8	0.9
IV	M	3.4	15.0	26.7	28.1	13.4	6.7	6.7
	T	0.8	10.8	31.6	33.6	13.2	8.0	2.0
	P	4.0	12.0	28.0	40.0	8.0	8.0	0.0
	W. Avg.	1.5	11.7	30.5	33.1	12.8	7.8	2.7
TOTAL	M	3.8	11.1	32.2	28.4	15.4	6.2	2.9
	T	2.4	10.8	31.0	34.6	14.5	5.0	2.0
	P	2.0	12.0	34.0	37.0	8.0	5.0	2.0
	W. Avg.	2.6	10.9	31.3	33.9	14.1	5.4	1.8

TABLE 11

WHICH TELEVISION STATION, IF ANY, IS WATCHED MORE THAN THE OTHERS?

PHASE	KEY	NONE	42	3	6	7	39	11	13
I	M	31.0	0.0	38.4	5.2	2.5	7.9	2.5	12.7
	T	40.9	2.7	23.3	8.5	2.7	0.8	15.9	5.0
	P	32.0	0.0	48.0	4.0	0.0	0.0	12.0	4.0
	W. Avg.	40.9	2.1	26.4	7.5	2.4	1.5	13.5	5.7
II	M	39.8	0.0	37.9	8.6	3.4	0.0	6.9	3.4
	T	30.0	1.1	41.6	6.1	3.4	0.4	11.4	6.0
	P	44.0	0.0	36.0	8.0	4.0	4.0	4.0	8.0
	W. Avg.	32.3	0.9	40.5	6.6	3.4	0.6	10.0	5.7
III	M	29.5	3.7	27.8	11.1	1.9	0.0	16.7	9.3
	T	32.6	1.6	33.4	9.4	0.4	0.0	19.9	2.7
	P	36.0	4.0	44.0	12.0	0.0	0.0	4.0	0.0
	W. Avg.	32.6	2.1	33.2	9.8	0.6	0.0	18.1	3.6
IV	M	28.8	3.0	37.9	3.0	0.0	6.1	16.7	4.5
	T	33.5	1.9	35.7	6.8	1.6	3.0	11.0	6.5
	P	32.0	4.0	48.0	4.0	0.0	4.0	4.0	4.0
	W. Avg.	32.4	2.3	37.1	5.9	1.1	3.7	11.6	5.9
TOTAL	M	32.3	1.8	35.5	6.9	1.8	3.2	11.5	6.9
	T	34.3	1.8	33.7	7.6	2.0	1.1	14.4	5.1
	P	36.0	2.0	44.0	7.0	1.0	2.0	6.0	4.0
	W. Avg.	34.5	1.8	34.5	7.4	1.9	1.5	13.2	5.2

TABLE 12

IS THERE ANY PARTICULAR REASON FOR THAT CHOICE?

PHASE	KEY	NONE	NEWS	ONLY ONE RECEIVED	PGMS	LOCAL	OTHER
I	M	47.3	5.3	10.5	15.8	5.3	15.8
	T	61.6	2.8	7.6	20.8	5.2	2.0
	P	48.0	8.0	20.0	8.0	4.0	12.0
	W. Avg.	58.7	3.5	9.0	19.2	5.1	4.5
II	M	62.1	0.0	13.8	1.7	6.9	15.5
	T	45.6	1.2	10.8	25.6	8.0	8.8
	P	64.0	4.0	12.0	4.0	8.0	8.0
	W. Avg.	49.9	1.2	8.4	19.8	7.8	9.9
III	M	46.2	5.8	9.6	21.1	3.8	13.5
	T	50.8	3.6	13.6	14.8	6.4	10.8
	P	48.0	0.0	12.0	28.0	8.0	4.0
	W. Avg.	49.8	3.7	12.9	16.8	6.1	10.7
IV	M	41.6	0.0	15.0	26.7	10.0	6.7
	T	45.6	2.4	12.4	20.4	6.8	12.4
	P	40.0	4.0	16.0	16.0	4.0	20.0
	W. Avg.	44.3	2.1	13.2	21.2	7.2	12.0
TOTAL	M	49.6	2.4	12.5	16.3	6.7	12.5
	T	50.9	2.5	11.1	20.4	6.6	8.5
	P	50.0	4.0	15.0	14.0	6.0	11.0
	W. Avg.	50.8	2.6	11.6	19.2	6.5	9.3

TABLE 13

ARE THERE ANY TELEVISION STATIONS YOU DELIBERATELY AVOID WATCHING?

PHASE	KEY	NONE	3	8	39	42
I	M	73.7	18.4	2.6	5.3	0.0
	T	80.4	9.6	3.6	3.6	1.1
	P	68.0	20.0	4.0	8.0	0.0
	W. Avg.	78.6	11.5	3.5	5.1	1.3
II	M	89.7	5.2	1.7	1.7	1.7
	T	89.6	6.8	1.2	1.2	1.2
	P	84.0	8.0	4.0	0.0	4.0
	W. Avg.	89.2	6.6	1.5	1.2	1.5
III	M	84.6	9.6	5.8	0.0	0.0
	T	85.2	7.2	2.8	2.8	2.0
	P	76.0	12.0	8.0	0.0	4.0
	W. Avg.	84.5	8.0	3.7	2.1	1.7
IV	M	83.2	8.3	1.7	3.4	3.4
	T	83.2	11.2	1.6	2.0	2.0
	P	68.0	12.0	4.0	8.0	8.0
	W. Avg.	82.4	10.8	1.8	2.9	2.9
TOTAL	M	83.5	9.5	2.8	2.4	1.8
	T	84.6	8.7	2.3	2.7	1.7
	P	74.0	13.0	5.0	4.0	4.0
	W. Avg.	83.1	9.7	2.6	2.8	1.8

educational station in Houston) and 1.9 per cent listing KHFI (channel 42 in Austin).

The reasons for those avoidances are summarized in Table 14, page 69.Of those who listed an aversion to a specific station, 75.4 per cent cited "poor programs" or "poorly produced programming" as the reason for avoiding a particular station. Another 18.4 per cent cited poor reception as the primary reason, and the remaining 6.6 per cent simply stated a lack of interest in the kinds of programs broadcast by a station as the reason for avoiding it.

Radio listening habits, preferences. Tables 15 through 21 summarize the listening habits, preferences, and avoidances stated by the respondents in answer to questions regarding their radio usage. Table 15, page 10, deals with the answers to the question, "About how many hours per day is a radio in your home turned on with one or more family member listening to it?" More than half of the respondents reported listening to a radio one to two hours per day, followed by 14.4 per cent who estimated listening time at between three and four hours per day. 13.0 per cent reported no radio use at all each day, followed by 10.7 per cent who estimated total daily radio listening time at between seven and ten hours per day.

In response to the question, "Does your family have a favorite type of radio program?" 82.1 per cent of the total sample responded "yes," Table 16, page 71. When asked to name the favorite type, Table 17, page 72, 82.4 identified "music" or "background music" as

TABLE 14

WHY DO YOU AVOID WATCHING THAT TELEVISION STATION?

PHASE	KEY	POOR PROGRAMS	POOR RECEPTION	NO INTEREST
I	M	88.9	0.0	11.1
	T	74.0	18.0	8.0
	P	75.0	12.5	12.5
	W. Avg.	75.8	15.1	9.1
II	M	66.7	33.3	0.0
	T	82.0	12.0	4.0
	P	50.0	50.0	0.0
	W. Avg.	75.0	19.4	5.6
III	M	62.5	25.0	12.5
	T	79.3	11.8	8.9
	P	50.0	50.0	0.0
	W. Avg.	74.0	18.0	8.0
IV	M	77.7	22.3	0.0
	T	80.9	16.8	2.3
	P	50.0	37.5	12.5
	W. Avg.	76.5	20.3	3.4
TOTAL	M	75.0	18.8	6.2
	T	78.4	15.1	6.5
	P	58.4	34.4	7.2
	W. Avg.	75.4	18.4	6.6

TABLE 15

ABOUT HOW MANY HOURS PER DAY IS A RADIO IN YOUR HOME TUNED ON WITH ONE OR MORE FAMILY MEMBERS LISTENING TO IT?

PHASE	KEY	NONE	1-2	3-4	5-6	7-10	11-15	OVER 15
I	M	13.2	60.5	7.9	2.6	10.5	2.6	2.6
	T	13.2	50.0	14.8	5.2	10.0	3.6	3.2
	P	16.0	48.0	12.0	4.0	12.0	4.0	4.0
	W. Avg.	13.4	51.2	13.8	4.8	10.2	3.5	3.1
II	M	10.3	50.0	20.8	5.2	6.9	3.4	3.4
	T	8.4	54.4	16.4	4.0	11.6	2.8	2.4
	P	12.0	56.0	12.0	12.0	4.0	4.0	0.0
	W. Avg.	9.0	53.8	16.8	4.8	10.2	3.0	2.4
III	M	13.5	63.6	11.5	3.8	3.8	3.8	0.0
	T	16.8	42.4	14.4	8.0	12.4	4.8	1.2
	P	12.0	56.0	12.0	8.0	8.0	4.0	0.0
	W. Avg.	15.9	46.8	13.8	7.3	10.7	4.6	0.9
IV	M	15.0	45.0	20.0	8.3	5.0	5.3	1.7
	T	13.6	55.2	8.4	2.8	14.0	3.6	2.4
	P	16.0	44.0	16.0	8.0	8.0	4.0	4.0
	W. Avg.	14.1	52.6	11.1	4.2	12.0	3.9	2.1
TOTAL	M	13.0	53.8	15.9	5.3	6.3	3.8	1.9
	T	13.0	50.5	13.5	5.0	12.0	3.7	2.3
	P	14.0	51.0	13.0	8.0	8.0	4.0	2.0
	W. Avg.	13.0	51.4	14.4	5.3	10.7	3.8	1.4

TABLE 16

DOES YOUR FAMILY HAVE A FAVORITE TYPE OF RADIO PROGRAM?

PHASE	KEY	YES	NO
I	M	78.9	21.1
	T	80.8	19.2
	P	72.0	28.0
	W. Avg.	80.0	20.0
II	M	72.4	27.6
	T	88.4	11.6
	P	92.0	8.0
	W. Avg.	85.9	14.1
III	M	61.5	38.5
	T	84.8	15.2
	P	84.0	16.0
	W. Avg.	81.1	18.4
IV	M	66.7	33.3
	T	86.8	13.2
	P	88.0	12.0
	W. Avg.	63.4	16.6
TOTAL	M	69.2	30.8
	T	85.2	14.8
	P	84.0	16.0
	W. Avg.	82.1	17.9

TABLE 17

IF SO, WHAT IS YOUR FAVORITE TYPE OF RADIO PROGRAM?

PHASE	KEY	MUSIC	NEWS	LOCAL	OTHER
I	M	76.7	16.7	0.0	6.6
	T	85.5	4.8	1.9	7.8
	P	72.0	11.2	11.2	5.6
	W. Avg.	83.2	6.8	2.4	7.6
II	M	55.0	33.0	6.0	6.0
	T	88.6	5.0	3.2	3.2
	P	79.5	8.2	8.2	4.1
	W. Avg.	82.2	9.9	4.1	3.8
III	M	64.0	21.0	6.0	9.0
	T	88.8	4.2	2.8	4.2
	P	80.4	9.8	0.0	9.8
	W. Avg.	84.9	6.8	3.0	5.3
IV	M	57.5	32.5	5.0	5.0
	T	83.4	5.5	3.7	7.4
	P	77.4	18.2	4.4	0.0
	W. Avg.	79.2	10.4	3.9	6.5
TOTAL	M	61.8	27.0	4.6	6.6
	T	86.6	4.9	2.9	5.6
	P	77.3	11.9	6.0	4.8
	W. Avg.	82.4	8.6	3.4	5.6

their favorite, followed by 8.6 per cent, who listed "news," and 3.4 per cent who identified "local programs and people" as their favorite type of radio listening.

Table 18, page 74, contained responses to the question, "Which radio station, if any, is listened to more than the others?" More than half of those in the sample, 55.1 per cent, mentioned KORA in Bryan, as their most listened-to station, followed by KTSA (San Antonio) with 13.9 per cent, and WTAW (College Station) with 10.6 per cent. Only 11.5 per cent of the total sample stated no radio station preference.

The responses in Table 19, page 75, listed the particular reasons for the station choices expressed in the previous table. Though 46.9 per cent offered no reason for their choice, various tastes in music dominated the reasoning behind the choices listed by the remaining respondents. "Music" and "background music" was the choice of 21.0 per cent, followed by "good programming" with 16.0 per cent. Specific mention was made by 2.7 per cent in favor of "rock and roll" music, and "country and western" music was preferred by 2.3 per cent. "News" was listed by 4.2 per cent of the sample, while 4.7 per cent mentioned "local" programs, or "programs dealing with our own location" as their primary reason for selecting that radio station as their favorite.

When asked if there "are any radio stations you deliberately avoid listening to?" 75.5 per cent of those respondents, Table 20,

TABLE 18

WHICH RADIO STATION, IF ANY, IS LISTENED TO MORE THAN THE OTHERS?

PHASE	KEY	NONE	KORA	WTAW	KTSA	KILT	OTHERS
I	M	10.5	58.4	5.3	18.4	2.1	5.3
	T	10.4	55.6	9.6	16.4	2.4	5.6
	P	12.0	60.0	8.0	8.0	4.0	8.0
	W. Avg.	10.6	56.1	9.0	16.0	2.6	5.8
II	M	19.0	53.4	13.8	6.9	0.0	6.9
	T	12.4	59.6	7.6	12.8	2.8	4.8
	P	8.0	48.0	12.0	16.0	8.0	8.0
	W. Avg.	13.2	57.5	9.0	12.0	2.7	5.4
III	M	11.5	42.5	11.5	19.2	3.8	11.5
	T	8.8	56.4	11.6	15.2	3.2	4.8
	P	16.0	64.0	16.0	0.0	4.0	0.0
	W. Avg.	9.8	54.8	11.9	14.7	3.7	5.1
IV	M	21.6	50.0	15.0	11.7	1.7	0.0
	T	10.8	52.4	12.4	12.4	6.0	6.0
	P	8.0	52.0	8.0	20.0	4.0	8.0
	W. Avg.	12.6	51.7	12.6	12.9	5.1	5.1
TOTAL	M	16.3	50.5	12.0	13.5	1.9	5.8
	T	10.6	56.0	11.1	14.2	3.6	5.3
	P	11.0	56.0	11.0	11.0	5.0	6.0
	W. Avg.	11.5	55.1	10.6	13.9	3.4	5.5

TABLE 19

IS THERE ANY PARTICULAR REASON FOR THAT CHOICE OF RADIO STATION?

PHASE	KEY	NONE	PGMS	LOCAL NEWS	MUSIC	C&W	R&R	OTHERS
I	M	55.3	5.3	10.5	2.6	26.3	0.0	0.0	0.0
	T	40.4	19.6	3.6	2.4	24.4	2.4	3.6	3.6
	P	48.0	16.0	4.0	4.0	24.0	0.0	0.0	4.0
	W. Avg.	42.9	17.6	4.5	2.6	24.6	1.9	2.9	3.0
II	M	56.9	8.7	6.9	6.9	13.8	3.4	3.4	0.0
	T	52.8	15.6	4.0	4.8	18.4	1.2	1.6	1.6
	P	56.0	12.0	4.0	8.0	20.0	0.0	0.0	0.0
	W. Avg.	53.8	14.1	4.5	5.4	17.7	1.5	1.8	1.2
III	M	34.6	19.2	5.8	3.8	13.5	3.8	5.8	13.5
	T	50.4	17.2	5.6	3.6	20.8	0.8	1.2	0.8
	P	52.0	12.0	8.0	0.0	24.0	4.0	0.0	0.0
	W. Avg.	48.1	17.1	5.1	3.7	19.9	1.5	1.8	2.8
IV	M	25.0	23.3	8.3	13.4	11.7	10.0	8.3	0.0
	T	46.4	14.4	3.6	2.8	22.8	3.6	3.6	2.9
	P	44.0	8.0	4.0	16.0	28.0	0.0	0.0	0.0
	W. Avg.	42.5	15.5	4.5	5.7	21.5	4.5	4.2	1.6
TOTAL	M	41.9	14.9	7.7	7.2	15.5	4.8	4.8	3.4
	T	47.5	16.7	4.1	3.4	21.6	2.0	2.5	2.1
	P	50.0	12.0	5.0	7.0	24.0	1.0	0.0	1.0
	W. Avg.	46.9	16.0	4.7	4.2	21.0	2.3	2.7	2.2

page 77 answered "no." Another 18.0 per cent stated they deliberately avoided listening to WTAW, followed by 3.9 per cent who listed KORA as a station they avoided.

Reasons for this avoidance are summarized in Table 21, page 78. A majority of the respondents, 78.9 per cent, listed no reason for avoiding any particular radio station. Of those who listed specific reasons, 15.3 per cent stated an objection to "country and western" music, followed by 3.7 per cent who mentioned "poor programs" as the reason for avoiding a particular station.

Newspaper readership habits. Table 22, page 79 reveals that 81.7 per cent of the family members in the sample who are old enough to read took the time each day to read the newspaper.

News media dependence. Tables 23 and 24, on pages 80 and 81 respectively, measure the degree of dependence placed upon each of the three media forms for news and information by the respondents. Table 23, which measures adult dependence, reveals that 52.9 per cent rely most heavily upon television for news, followed by the newspaper, upon which 33.5 per cent depend, and radio, which was listed by 10.0 per cent as the primary source of news. Among the child family members, whose responses are included in Table 24, more than half were listed as "too young to care about the news" by the adult respondents. Of the knowledgeable remainder, 34.9 per cent was counted as depending upon television as the primary news medium, followed by radio, preferred by 4.6 per cent, and the newspaper,

TABLE 20

ARE THERE ANY RADIO STATIONS YOU DELIBERATELY AVOID LISTENING TO?

PHASE	KEY	NONE	KORA	WTAW	OTHERS
I	M	78.9	5.3	10.5	5.3
	T	68.4	5.2	21.6	4.8
	P	76.0	4.0	16.0	4.0
	W. Avg.	70.3	5.1	19.8	4.8
II	M	65.6	3.4	27.6	3.4
	T	74.8	3.2	18.8	3.2
	P	68.0	4.0	20.0	8.0
	W. Avg.	72.7	3.3	20.4	3.6
III	M	69.2	5.8	25.0	0.0
	T	80.4	4.4	14.4	8.0
	P	76.0	8.0	16.0	0.0
	W. Avg.	78.3	4.9	16.2	0.6
IV	M	71.6	3.4	18.3	6.7
	T	81.6	2.0	16.4	0.0
	P	84.0	4.0	8.0	4.0
	W. Avg.	80.1	2.4	16.1	1.4
TOTAL	M	70.7	4.3	21.2	3.8
	T	76.3	3.7	17.8	2.2
	P	76.0	5.0	15.0	4.0
	W. Avg.	75.5	3.9	18.0	2.6

TABLE 21

IF SO, TO WHICH STATIONS DO YOU AVOID LISTENING?

PHASE	KEY	NO REASON	POOR PGMS	C&W MUSIC	OTHERS
I	M	100.0	0.0	0.0	0.0
	T	72.8	5.2	18.8	3.2
	P	80.0	4.0	16.0	0.0
	W. Avg.	76.8	4.5	16.1	2.6
II	M	77.6	6.9	8.6	6.9
	T	76.4	3.2	18.0	2.4
	P	72.0	4.0	20.0	4.0
	W. Avg.	76.3	3.9	16.5	3.3
III	M	71.1	5.8	21.2	1.9
	T	82.8	3.6	12.4	1.2
	P	76.0	8.0	12.0	4.0
	W. Avg.	80.5	4.2	13.8	1.5
IV	M	76.5	3.4	16.7	3.4
	T	83.6	1.6	14.4	0.4
	P	84.0	8.0	8.0	0.0
	W. Avg.	82.5	2.4	14.4	0.7
TOTAL	M	79.8	4.3	12.5	3.4
	T	78.9	3.4	15.9	1.8
	P	78.0	6.0	14.0	2.0
	W. Avg.	78.9	3.7	15.3	2.1

TABLE 22

DOES EVERY MEMBER OF YOUR HOUSEHOLD WHO IS OLD ENOUGH TO READ TAKE TIME EACH DAY TO READ A NEWSPAPER?

PHASE	KEY	YES	NO
I	M	60.5	39.5
	T	80.4	19.6
	P	76.0	24.0
	W. Avg.	77.8	22.2
II	M	82.7	17.3
	T	78.4	21.6
	P	84.0	16.0
	W. Avg.	78.0	22.0
III	M	73.0	17.0
	T	89.6	10.4
	P	80.0	20.0
	W. Avg.	86.3	13.7
IV	M	70.0	30.0
	T	86.8	13.2
	P	68.0	32.0
	W. Avg.	82.5	17.5
TOTAL	M	70.1	29.9
	T	83.8	16.2
	P	77.0	23.0
	W. Avg.	81.7	18.3

TABLE 23

OF THE THREE MEDIA, TELEVISION, RADIO AND THE NEWSPAPER, WHICH DO THE ADULT FAMILY MEMBERS DEPEND UPON MOST FOR NEWS OR INFORMATION?

PHASE	KEY	ALL	TV	RADIO	NEWSPAPER	NONE
I	M	7.9	55.2	13.2	23.7	0.0
	T	3.6	52.4	10.4	33.6	0.0
	P	8.0	60.0	8.0	24.0	0.0
	W. Avg.	4.5	53.2	10.6	31.7	0.0
II	M	3.4	50.0	13.8	31.1	1.7
	T	2.8	46.8	11.6	38.8	0.0
	P	4.0	48.0	12.0	36.0	0.0
	W. Avg.	3.0	47.5	12.5	37.2	0.3
III	M	0.0	61.5	7.7	30.8	0.0
	T	2.4	58.4	7.6	31.6	0.0
	P	0.0	52.0	8.0	40.0	0.0
	W. Avg.	1.8	58.4	7.7	32.1	0.0
IV	M	3.4	55.0	10.0	28.2	3.4
	T	4.4	51.2	9.6	34.8	0.0
	P	8.0	44.0	12.0	36.0	0.0
	W. Avg.	4.5	51.4	9.9	33.8	0.4
TOTAL	M	3.4	55.2	11.2	28.8	1.4
	T	3.3	52.2	9.8	34.7	0.0
	P	5.0	51.0	10.0	34.0	0.0
	W. Avg.	3.4	52.9	10.0	33.5	0.2

TABLE 24

OF THE THREE MEDIA, TELEVISION, RADIO AND THE NEWSPAPER, WHICH DO THE CHILD FAMILY MEMBERS DEPEND UPON MOST FOR NEWS OR INFORMATION?

PHASE	KEY	ALL	TV	RADIO	NEWSPAPER	NONE
I	M	0.0	52.6	7.9	5.3	34.2
	T	0.8	32.0	5.6	5.2	56.4
	P	0.0	40.0	0.0	4.0	56.0
	W. Avg.	0.6	35.2	5.4	5.1	53.7
II	M	0.0	29.3	5.2	1.7	63.8
	T	0.4	39.2	4.8	6.8	48.8
	P	4.0	36.0	4.0	4.0	52.0
	W. Avg.	0.6	37.2	4.8	5.7	51.7
III	M	1.9	32.7	3.8	3.8	57.8
	T	1.2	33.6	3.6	2.0	59.6
	P	0.0	32.0	0.0	8.0	60.0
	W. Avg.	1.2	33.2	3.4	2.8	59.4
IV	M	1.7	33.4	6.5	3.4	55.0
	T	0.8	32.4	4.4	3.6	58.8
	P	0.0	36.0	8.0	8.0	48.0
	W. Avg.	0.9	32.9	5.1	3.9	57.2
TOTAL	M	0.9	35.6	5.8	3.4	54.3
	T	0.8	34.3	3.6	4.4	55.9
	P	1.0	36.0	3.0	6.0	54.0
	W. Avg.	0.8	34.9	4.6	4.3	55.4

with 4.3 per cent of the child family members.

Awareness of existing educational television service. Of the 1,308 respondents, 60.9 per cent answered "yes" to the question, "In your home, does any family member ever watch KUHT-TV, the educational television station from Houston?" Those answering in the affirmative were asked how often they watched that station. Table 25, page 83 summarizes the responses to that question. Over half stated they watched KUHT-TV "every once in a while" or "seldom," followed by 21.7 per cent who reported watching once or twice each week, 11.7 per cent three to five times per week, and 7.3 per cent more than five times per week.

Awareness of the new educational television station. Table 26, page 84 summarizes the responses given to the first question contained in the three sampling techniques concerning the new educational television station itself. In response to the question, "Have you read, seen or heard any information about a new educational television station to be located in this community?" 69.5 per cent of the total sample replied "yes." Comparing the weighted average at each of the four sampling phases, it can be noted that 55.0 of the Phase I respondents reported having heard about the new station. This percentage rose to 63.3 during Phase II, which followed the week of television messages about the new station. This percentage rose to 90.3 during Phase III, which followed the week of radio announcements about the station, but dropped to 70.6 per cent during

TABLE 25

HOW OFTEN IS KUHT-TV WATCHED IN YOUR HOME?

PHASE	KEY	NONE	SELDOM	1-2 PER WEEK	3-5 PER WEEK	OVER 5 PER WEEK
I	M	33.3	16.7	16.7	33.3	0.0
	T	0.0	59.1	19.8	14.9	6.2
	P	0.0	53.0	29.3	11.8	5.9
	W. Avg.	3.0	54.9	20.3	16.2	5.6
II	M	26.4	53.8	9.9	6.6	3.3
	T	0.0	55.1	18.4	17.0	9.5
	P	0.0	66.6	16.7	16.7	0.0
	W. Avg.	4.1	55.9	16.9	15.4	7.7
III	M	4.7	24.0	38.1	14.1	19.1
	T	0.0	63.5	21.2	10.0	5.3
	P	0.0	53.8	30.8	0.0	15.4
	W. Avg.	0.5	59.0	23.5	9.5	7.5
IV	M	8.9	55.9	17.6	14.7	2.9
	T	0.0	60.3	27.1	2.0	10.6
	P	0.0	50.0	31.3	18.7	0.0
	W. Avg.	1.5	58.5	26.0	5.5	8.5
TOTAL	M	17.5	41.8	19.4	15.5	5.8
	T	0.0	59.9	21.5	10.4	7.7
	P	0.0	56.3	26.5	12.5	4.7
	W. Avg.	2.3	57.0	21.7	11.7	7.3

TABLE 26

HAVE YOU READ, SEEN OR HEARD ANY INFORMATION ABOUT A NEW EDUCATIONAL TELEVISION STATION TO BE LOCATED IN THIS COMMUNITY?

PHASE	KEY	YES	NO
I	M	55.3	44.7
	T	54.8	45.2
	P	56.0	44.0
	W. Avg.	55.0	45.0
II	M	74.1	25.9
	T	60.8	39.2
	P	64.0	36.0
	W. Avg.	63.3	36.7
III	M	80.8	19.2
	T	92.4	7.6
	P	88.0	12.0
	W. Avg.	90.3	9.7
IV	M	86.7	13.3
	T	66.8	33.2
	P	68.0	32.0
	W. Avg.	70.6	29.4
TOTAL	M	76.0	24.0
	T	68.7	31.3
	P	69.0	31.0
	W. Avg.	69.5	30.5

Phase IV, which followed the week of newspaper announcements concerning the station.

Table 27, page 86 contains the sources credited by the respondents as the source from which they learned the information about the new station. In spite of the fact that information about the station was withheld from the newspaper until after Phase III, the newspaper was credited by respondents in all four phases as the primary source of information. Television received the second highest percentage in each phase, and radio was a distant third.

Specific knowledge about the new station. Tables 28 through 33 summarize the responses given to questions dealing with information presented in all three media techniques which were common to all media forms. These were the on-the-air date, the channel number, and the call letters of the new station. Table 28 summarizes the answers to the question, "When will this new educational television station go on the air?" December 15 was counted as a correct response during the first three phases of the project and February 15 was considered correct during the final phase.

Comparing weighted average percentages between the four phases of the study, there were no correct on-the-air dates given during the first phase, and less than one per cent of the Phase 1 respondents correctly named the month in which the station was to go on the air. The percentages increased during Phase II to 4.2 per cent giving the correct date, and another 5.7 per cent naming the correct

TABLE 27

WHERE DID YOU LEARN ABOUT THIS NEW STATION?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	13.2	2.6	15.8	21.1	47.3
	T	14.8	3.3	26.5	2.5	52.9
	P	9.9	3.3	27.4	9.9	49.5
	W. Avg.	14.2	3.2	25.5	5.2	51.9
II	M	15.5	10.3	36.2	6.9	31.1
	T	8.0	4.2	40.4	6.1	41.3
	P	9.9	3.3	39.6	3.3	43.9
	W. Avg.	9.7	5.1	39.6	6.0	39.6
III	M	8.6	6.9	56.9	6.9	20.7
	T	23.3	6.1	50.5	11.5	8.6
	P	27.0	6.0	46.0	6.0	15.0
	W. Avg.	21.3	6.2	51.1	10.3	11.1
IV	M	16.4	8.2	56.2	5.5	13.7
	T	11.1	5.1	45.1	6.1	32.6
	P	13.2	6.6	39.6	6.6	34.0
	W. Avg.	12.5	5.8	46.9	6.0	28.8
TOTAL	M	13.7	7.5	44.4	8.8	25.6
	T	14.3	4.6	40.6	6.6	33.9
	P	16.7	5.3	42.1	7.0	28.9
	W. Avg.	14.5	5.1	41.1	6.9	32.4

TABLE 28

WHEN WILL THIS NEW EDUCATIONAL TELEVISION STATION GO ON THE AIR?

PHASE	KEY	DEC. 15	DECEMBER	WRONG DATE	NO ANSWER
I	M	0.0	0.0	7.9	92.1
	T	0.0	0.8	10.0	89.2
	P	0.0	0.0	4.0	96.0
	W. Avg.	0.0	0.6	9.3	90.1
II	M	3.4	5.2	10.3	81.1
	T	4.4	5.6	10.4	79.6
	P	4.0	8.0	16.0	72.0
	W. Avg.	4.2	5.7	10.8	79.3
III	M	34.6	5.8	11.5	48.1
	T	46.8	8.4	11.5	27.6
	P	52.6	12.0	4.0	32.0
	W. Avg.	45.3	8.3	15.3	31.1
IV	M	18.3	15.0	23.4	43.4
	T	35.6	6.4	12.4	45.6
	P	40.0	20.0	28.0	12.0
	W. Avg.	32.7	9.0	15.5	42.8
TOTAL	M	14.9	7.3	13.9	63.9
	T	21.7	5.1	12.5	60.5
	P	24.0	12.0	13.0	53.0
	W. Avg.	20.7	5.9	12.7	60.7

month. Phase III responses included an increase to 45.3 per cent of the sample correctly recalling the specific date, and an additional 8.3 per cent remembering the month in which the new station was to go on the air. The Phase IV responses, which followed the newspaper announcement schedule, revealed a drop to 32.7 per cent correctly identifying the exact date, and an increase to 9.0 per cent correctly recalling the month.

Table 29, page 89 lists the responses to the question which asked where he learned the information. During all four phases respondents credited the newspaper as the primary source of the obtained information, followed by television, then radio.

Table 30, page 90 categorizes the responses to the question, "What channel number has the new educational television station been assigned?" Again, the correct response percentage increased each phase through Phase III, then dropped between Phase III and Phase IV. However, it should be noted that the series of announcements prepared for the newspaper included the information that the new station would be carried by Midwest Video Corporation Cable Company on its Channel 12. This information was not known at the time of the television and radio exposure, and was not included as a part of the messages prepared for use over those media. Therefore, counting the 17.8 per cent of the Phase IV respondents who identified "12" as the channel number for the new station, and combining it with the 31.4 per cent of the Phase IV respondents who correctly

TABLE 29

WHERE DID YOU LEARN THIS ANTICIPATED AIR DATE?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	2.6	0.0	0.0	5.3	92.1
	T	1.2	0.0	5.6	0.8	92.4
	P	0.0	0.0	0.0	4.0	96.0
	W. Avg.	1.3	0.0	4.5	1.6	92.6
II	M	5.2	1.7	5.2	3.4	84.5
	T	3.6	2.4	10.8	0.8	82.4
	P	4.0	0.0	12.0	0.0	84.0
	W. Avg.	3.9	2.1	9.9	1.2	82.9
III	M	3.8	7.7	25.1	11.5	51.9
	T	18.8	5.2	42.4	4.8	28.8
	P	12.0	4.0	48.0	0.0	36.0
	W. Avg.	15.9	5.5	40.1	5.5	33.0
IV	M	8.3	3.4	40.0	0.0	48.3
	T	5.2	2.8	44.4	2.0	45.6
	P	32.0	4.0	44.0	0.0	20.0
	W. Avg.	7.5	3.0	43.7	1.5	44.3
TOTAL	M	5.3	3.4	19.2	4.8	67.3
	T	7.2	2.6	25.8	2.1	62.3
	P	12.0	2.0	26.0	1.0	59.0
	W. Avg.	7.2	2.7	24.6	2.5	63.0

TABLE 30

WHAT CHANNEL NUMBER HAS THE NEW EDUCATIONAL TELEVISION STATION BEEN ASSIGNED?

PHASE	KEY	15	WRONG NO.	NO ANSWER	12
I	M	7.9	2.6	89.5	0.0
	T	0.4	6.8	92.8	0.0
	P	4.0	8.0	88.0	0.0
	W. Avg.	1.5	6.4	92.1	0.0
II	M	19.0	1.7	79.3	0.0
	T	11.6	8.0	80.4	0.0
	P	16.0	8.0	76.0	0.0
	W. Avg.	13.2	6.9	79.9	0.0
III	M	25.0	3.8	65.4	5.8
	T	51.6	9.2	39.2	0.0
	P	36.0	12.0	52.0	0.0
	W. Avg.	46.2	8.6	44.4	0.8
IV	M	20.7	5.0	48.3	20.0
	T	32.8	4.0	46.0	17.2
	P	28.0	4.0	48.0	20.0
	W. Avg.	31.4	4.2	46.6	17.8
TOTAL	M	20.7	3.4	68.6	7.3
	T	24.1	6.0	64.6	4.3
	P	21.0	8.0	66.0	5.0
	W. Avg.	23.2	6.5	65.5	4.8

identified "15" as the correct channel, a slight increase over Phase III is obtained.

However, as is seen in Table 31, page 92 the respondents in each phase of the project credited the newspaper as the primary source from which the channel number information was received. Television ranked second, followed by radio, as a source from which the specific information was obtained.

Answers to "What call letters have been assigned to the new educational television station?" are summarized in Table 32, page 93. Percentage of correct responses increases from 0.3 in Phase I to 10.8 in Phase II, and rises to 47.4 in Phase III. However, a drop to 44.3 was recorded in Phase IV.

Respondents continued to credit the newspaper as the primary source for this information, however, as is displayed in Table 33, page 94. The weighted average for the total sample revealed that 20.3 per cent of the respondents credited the newspaper as the source from which the call letter information was obtained. Television received credit from 7.8 per cent of the respondents. Radio, which received credit from 2.5 per cent of the sample, placed fourth behind "others," a category consisting of "general conversation," "heard it from friends" and "gossip around town" responses. This conglomerate category was credited by 3.3 per cent of the total sample as the source from which the call letter information was obtained.

TABLE 31

WHERE DID YOU LEARN THIS CHANNEL NUMBER?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	0.0	0.0	0.0	5.3	94.7
	T	1.6	0.0	2.8	1.6	94.0
	P	0.0	0.0	0.0	12.0	88.0
	W. Avg.	1.3	0.0	2.2	2.9	93.6
II	M	5.2	0.0	1.7	10.3	82.8
	T	3.2	1.6	11.2	1.6	82.4
	P	8.0	4.0	8.0	4.0	76.0
	W. Avg.	3.9	1.5	9.3	3.3	82.0
III	M	0.0	3.8	27.0	3.8	65.4
	T	17.2	3.6	33.2	4.4	41.2
	P	8.0	4.0	28.0	8.0	52.0
	W. Avg.	14.1	3.7	31.9	4.6	45.7
IV	M	13.4	5.0	25.0	0.0	56.7
	T	11.6	2.0	34.0	6.0	46.4
	P	16.0	4.0	44.0	4.0	32.0
	W. Avg.	12.3	2.7	33.2	4.6	47.2
TOTAL	M	5.3	2.4	14.4	4.8	73.1
	T	8.4	1.8	20.3	3.4	66.0
	P	8.0	3.0	20.0	7.0	62.0
	W. Avg.	7.9	2.0	19.8	3.9	66.4

TABLE 32

WHAT CALL LETTERS HAVE BEEN ASSIGNED TO THE NEW EDUCATIONAL TELEVISION STATION?

PHASE	KEY	KAMU	WRONG LETTERS	NO ANSWER
I	M	0.0	2.6	97.4
	T	0.4	3.6	96.0
	P	0.0	8.0	92.0
	W. Avg.	0.3	3.8	95.9
II	M	1.7	5.2	93.1
	T	12.4	8.4	79.2
	P	16.0	12.0	72.0
	W. Avg.	10.8	8.1	81.1
III	M	25.0	9.6	65.4
	T	52.8	10.0	37.2
	P	40.0	8.0	52.0
	W. Avg.	47.4	9.8	42.8
IV	M	38.3	13.4	48.3
	T	45.2	11.6	43.2
	P	48.0	8.0	44.0
	W. Avg.	44.3	11.4	44.3
TOTAL	M	17.8	8.2	74.0
	T	27.7	8.4	63.9
	P	26.0	9.0	65.0
	W. Avg.	25.5	8.4	66.1

TABLE 33

WHERE DID YOU LEARN ABOUT THESE CALL LETTERS?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	0.0	0.0	0.0	0.0	100.0
	T	1.2	0.0	2.0	0.4	96.4
	P	0.0	0.0	4.0	4.0	92.0
	W. Avg.	0.9	0.0	1.9	0.6	96.6
II	M	1.7	0.0	1.7	1.7	94.9
	T	3.6	2.0	12.4	2.4	79.6
	P	4.0	4.0	12.0	8.0	72.0
	W. Avg.	3.3	1.8	10.5	2.7	81.7
III	M	0.0	3.8	27.0	3.8	65.4
	T	18.0	4.8	33.6	5.2	38.4
	P	8.0	8.0	24.0	0.0	60.0
	W. Avg.	14.4	4.7	31.9	4.6	44.4
IV	M	13.4	3.4	26.7	3.4	53.1
	T	12.4	3.2	35.6	5.6	43.2
	P	12.0	4.0	36.0	4.0	44.0
	W. Avg.	12.6	3.3	34.9	5.2	46.2
TOTAL	M	4.4	1.9	14.9	2.4	76.4
	T	8.8	2.5	20.9	3.4	64.4
	P	6.0	4.0	19.0	4.0	67.0
	W. Avg.	7.8	2.5	20.3	3.3	66.1

Individual media effectiveness. Tables 34 through 42 relate to the responses given to the questions concerning information presented over only one of the media forms. Table 34, page 96 contains the responses given to the question, "Have you read, heard or seen anything about any of the news and public service programs to be offered by the new station?" This information was released only through the announcements prepared for use by the television station, KBTX-TV, and was not included in any of the other media announcements. Comparing the weighted averages from each of the four phases of the study, the percentage of "yes" answers to the question increased from 9.4 in Phase I to 18.3 in Phase II. Another increase, to 47.4 per cent, occurred in Phase III, but the percentage dropped to 42.9 in Phase IV.

In order to test the validity of the "yes" answers reported in Table 34, the respondents were next asked "Can you recall any of the program names or types?" The responses to that question are reported in Table 35, page 97 . Two and seven-tenths per cent of the respondents in Phase I named specific program names or titles which they felt were news and public service programs to be presented by the new station. The percentage rose to 14.7 in Phase II, 32.1 in Phase III, and dropped to 23.2 in Phase IV. Nine Phase I respondents named specific program names which they felt were news and public service types. Due to duplicate namings, four individual program names were mentioned, none of which was the correct

TABLE 34

HAVE YOU READ, HEARD OR SEEN ANYTHING ABOUT ANY OF THE NEWS AND PUBLIC SERVICE PROGRAMS TO BE OFFERED BY THE NEW STATION?

PHASE	KEY	YES	NO
I	M	13.2	86.8
	T	8.4	91.6
	P	16.0	84.0
	W. Avg.	9.4	90.6
II	M	8.6	91.4
	T	19.6	80.4
	P	28.0	72.0
	W. Avg.	18.3	81.7
III	M	44.2	55.8
	T	48.4	51.6
	P	44.0	56.0
	W. Avg.	47.4	52.6
IV	M	43.4	56.6
	T	44.0	56.0
	P	32.0	68.0
	W. Avg.	42.9	57.1
TOTAL	M	31.8	68.2
	T	30.1	69.9
	P	30.0	70.0
	W. Avg.	29.3	70.7

TABLE 35

CAN YOU RECALL ANY OF THE PROGRAM NAMES OR TYPES?

PHASE	KEY	YES	NO
I	M	0.0	100.0
	T	2.8	97.2
	P	8.0	92.0
	W. Avg.	2.7	97.3
II	M	3.4	96.6
	T	16.4	83.6
	P	24.0	76.0
	W. Avg.	14.7	85.3
III	M	21.2	78.8
	T	34.4	65.6
	P	32.0	68.0
	W. Avg.	32.1	67.9
IV	M	13.4	86.6
	T	25.2	74.8
	P	28.0	72.0
	W. Avg.	23.2	76.8
TOTAL	M	12.4	87.6
	T	19.7	81.3
	P	23.0	77.0
	W. Avg.	17.8	82.2

name of any of the news or public service programs to be presented by the new station. From Phase II, 49 respondents named a total of seven individual program types, of which one was the correct name of a news and public service program to be offered. From Phase III, 105 respondents named 13 individual program titles, four of which were correct. Of the 78 respondents from Phase IV naming specific program titles, ten individual program titles were identified, three of which were correct.

The respondents were then asked "Where did you learn this information?" Those responses, as shown in Table 36, page 99 credited the newspaper as the source of the information in 13.0 per cent of the cases, followed by television, mentioned by 2.3 per cent. Radio again placed behind "others," mentioned by 1.1 per cent of the total sample.

Tables 37, 38 and 39 followed the same procedure in questioning the respondents about their knowledge of any of the "educational and instructional programming to be offered by the new station." This information had been released only through the newspaper. From Table 37, page 100 the percentage of "yes" answers to the question rose from 7.5 in Phase I, to 15.9 in Phase II, 40.6 in Phase III, and 59.3 in Phase IV. Similarly, the percentage of respondents who volunteered specific program names, as shown in Table 38, page 101 progressed from 2.7 in Phase I, to 12.0 in Phase II, 30.2 in Phase III and 42.3 in Phase IV. Nine respondents from Phase I named three

TABLE 36

WHERE DID YOU LEARN ABOUT THOSE PROGRAMS?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	0.0	0.0	0.0	0.0	100.0
	T	0.0	0.0	2.4	0.4	97.2
	P	4.0	0.0	4.0	0.0	92.0
	W. Avg.	0.3	0.0	2.2	0.3	97.2
II	M	3.4	0.0	5.2	1.7	89.7
	T	4.8	0.8	4.4	0.8	89.2
	P	0.0	0.0	24.0	0.0	76.0
	W. Avg.	4.2	0.6	6.0	0.9	88.3
III	M	0.0	1.9	28.8	3.8	65.5
	T	4.0	2.4	25.6	2.4	65.6
	P	4.0	4.0	20.0	4.0	68.0
	W. Avg.	3.4	2.4	25.7	2.8	65.7
IV	M	0.0	1.7	20.0	3.4	74.9
	T	1.2	1.2	17.6	2.8	77.2
	P	4.0	4.0	16.0	4.0	72.0
	W. Avg.	1.2	1.5	17.8	3.0	76.5
TOTAL	M	1.2	1.2	17.6	2.9	77.1
	T	2.5	1.1	12.5	1.6	82.3
	P	3.0	2.0	16.0	2.0	77.0
	W. Avg.	2.3	1.1	13.0	1.7	81.9

TABLE 37

HAVE YOU HEARD, SEEN OR READ ANYTHING ABOUT ANY OF THE EDUCATIONAL AND INSTRUCTIONAL PROGRAMS TO BE OFFERED BY THE NEW STATION?

PHASE	KEY	YES	NO
I	M	13.2	86.8
	T	7.2	92.8
	P	4.0	96.0
	W. Avg.	7.5	92.5
II	M	10.3	89.7
	T	16.8	83.2
	P	20.0	80.0
	W. Avg.	15.9	84.1
III	M	32.7	67.3
	T	41.6	58.4
	P	48.0	52.0
	W. Avg.	40.6	59.4
IV	M	38.3	61.7
	T	63.6	36.4
	P	68.0	32.0
	W. Avg.	59.3	40.7
TOTAL	M	27.1	72.9
	T	32.3	67.7
	P	35.0	65.0
	W. Avg.	30.8	69.2

TABLE 38

CAN YOU RECALL ANY OF THE PROGRAM NAMES OR TYPES?

PHASE	KEY	YES	NO
I	M	0.0	100.0
	T	3.6	96.4
	P	0.0	100.0
	W. Avg.	2.7	97.3
II	M	1.7	98.3
	T	13.6	86.4
	P	20.0	80.0
	W. Avg.	12.0	88.0
III	M	21.2	78.8
	T	31.6	68.4
	P	36.0	64.0
	W. Avg.	30.2	69.8
IV	M	15.0	85.0
	T	47.2	52.8
	P	60.0	40.0
	W. Avg.	42.3	57.7
TOTAL	M	12.4	87.6
	T	24.0	76.0
	P	29.0	71.0
	W. Avg.	21.6	78.4

individual programs, none of which was correct. From Phase II, 40 respondents named six program titles, none of which were correct. From Phase III, 99 respondents named nine program titles, two of which were correct. Since the instructional programming information was not released until after the Phase III sampling procedure was completed, both frequently mentioned correct program titles were attributed to chance, since one of the programs, "French Chef," was known to anyone familiar with educational television programming, and was in fact mentioned by at least one respondent in every phase on each of the three questions requesting specific program titles. The other title, an "English 103" series produced by the Texas A&M University Educational Television Program in 1965, has been a long-time fixture of the closed-circuit ETV campus instructional network, and was a logical selection by anyone in the community familiar with the campus ETV network, even with no knowledge about the proposed new station. From Phase IV, 142 respondents named 16 individual program titles, four of which were correct.

When asked where they had learned the above information, the respondents, as shown in Table 39, page 103 credited the newspaper as the primary source. Of the total sample, 15.7 per cent credited the newspaper, 2.6 credited television, 1.9 attributed their knowledge to "other" sources, and 1.1 per cent credited radio.

Tables 40, 41, and 42 performed the same function with respect to the entertainment programs. This information was made available

TABLE 39

WHERE DID YOU LEARN ABOUT THOSE PROGRAMS?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	0.0	0.0	0.0	0.0	100.0
	T	0.4	0.0	1.6	1.2	97.2
	P	0.0	0.0	0.0	0.0	100.0
	W. Avg.	0.3	0.0	1.3	1.0	97.4
II	M	1.7	0.0	5.2	1.7	91.4
	T	2.8	0.4	7.6	0.8	88.4
	P	4.0	0.0	8.0	0.0	88.0
	W. Avg.	2.7	0.3	7.2	0.9	89.9
III	M	1.9	1.9	23.1	3.8	69.3
	T	5.6	2.4	17.2	2.8	72.0
	P	8.0	8.0	16.0	0.0	68.0
	W. Avg.	5.2	2.8	18.1	2.8	71.1
IV	M	0.0	1.7	16.7	5.0	76.6
	T	2.0	1.2	40.4	2.8	53.6
	P	8.0	4.0	36.0	0.0	52.0
	W. Avg.	2.1	1.5	35.9	29.9	30.6
TOTAL	M	1.2	1.2	14.7	3.5	79.4
	T	2.7	1.0	16.7	1.9	77.7
	P	5.0	3.0	15.0	0.0	77.0
	W. Avg.	2.6	1.1	15.7	1.9	78.7

only to the radio station and could not be obtained via any other media form. Table 40, page 105 summarizes the responses about the entertainment programs. The percentage of affirmative answers to that question rose from 6.6 in Phase I, to 15.6 in Phase II, and to 65.4 in Phase III, before dropping to 47.4 in Phase IV.

As is shown in Table 41, page 106 4.0 per cent of the respondents in Phase I volunteered specific entertainment program titles which they believed were names of programs to be offered by the new station. That percentage increased to 8.1 in Phase II, and to 53.8 in Phase III, before falling to 35.1 in Phase IV. From Phase I, 13 respondents named four specific program titles, none of which was correct. From Phase II, 27 respondents named six program titles, none of which was correct. From Phase III, 176 respondents named 18 individual program titles, six of which were correct, and 118 Phase IV respondents named nine individual program titles, one of which was correct.

Table 42, page 107 reflects the media credited by the respondents as the source from which the information reported in Table 41 was obtained. Of the total sample, 17.6 per cent attributed their knowledge to the newspaper, followed by television, which was credited by 3.2 per cent of the total sample. 2.1 per cent credited "other" sources, and 1.7 per cent credited radio with providing the information about entertainment programs to be provided by the new station.

TABLE 40

HAVE YOU SEEN, READ OR HEARD ANYTHING ABOUT ANY OF THE ENTERTAINMENT PROGRAMS TO BE OFFERED BY THE NEW STATION?

PHASE	KEY	YES	NO
I	M	13.2	86.8
	T	5.2	94.8
	P	12.0	88.0
	W. Avg.	6.6	93.4
II	M	8.6	91.4
	T	16.4	83.6
	P	24.0	76.0
	W. Avg.	15.6	84.4
III	M	42.4	57.6
	T	69.2	30.8
	P	76.0	24.0
	W. Avg.	65.4	34.6
IV	M	16.7	83.3
	T	54.4	45.6
	P	52.0	48.0
	W. Avg.	47.4	52.6
TOTAL	M	15.9	84.1
	T	36.3	63.7
	P	41.0	59.0
	W. Avg.	31.7	68.3

TABLE 41

CAN YOU RECALL ANY OF THE PROGRAM NAMES OR TYPES?

PHASE	KEY	YES	NO
I	M	2.6	97.4
	T	3.6	96.4
	P	12.0	88.0
	W. Avg.	4.0	96.0
II	M	1.7	98.3
	T	8.4	91.6
	P.	20.0	80.0
	W. Avg.	8.1	91.9
III	M	19.2	80.8
	T	59.6	40.4
	P	68.0	32.0
	W. Avg.	53.8	46.2
IV	M	1.7	98.3
	T	42.0	58.0
	P	48.0	52.0
	W. Avg.	35.1	64.9
TOTAL	M	7.1	92.9
	T	28.4	71.6
	P	37.0	63.0
	W. Avg.	25.1	74.5

TABLE 42

WHERE DID YOU LEARN ABOUT THOSE PROGRAMS?

PHASE	KEY	TV	RADIO	NEWSPAPER	OTHERS	NONE
I	M	0.0	0.0	0.0	0.0	100.0
	T	0.4	0.0	2.0	0.4	97.2
	P	0.0	0.0	8.0	0.0	92.0
	W. Avg.	0.3	0.0	2.2	0.3	97.2
II	M	1.7	0.0	3.4	1.7	93.2
	T	1.2	0.4	4.4	1.6	92.4
	P	4.0	0.0	12.0	0.0	84.0
	W. Avg.	1.5	0.3	4.8	1.5	91.9
III	M	0.0	0.0	21.2	1.9	76.9
	T	6.8	4.4	44.4	4.4	40.0
	P	1.2	16.0	28.0	4.0	40.0
	W. Avg.	6.1	4.6	39.5	4.0	45.8
IV	M	0.0	0.0	3.4	0.0	96.6
	T	5.6	2.4	28.8	2.8	60.4
	P	0.8	4.0	24.0	4.0	60.0
	W. Avg.	4.8	2.1	23.7	2.4	67.0
TOTAL	M	0.6	0.0	8.8	1.2	89.4
	T	3.5	1.8	19.9	2.3	72.5
	P	6.0	5.0	18.0	2.0	69.0
	W. Avg.	3.2	1.7	17.6	2.1	75.4

Sub-class analysis of viewing habits and preferences. Four questions were included in the mailed questionnaire which were not a part of either the telephone or personal interview. The answers by each respondent to those four questions enabled the placement of each questionnaire in appropriate sections of four sub-groups. The sub-groups identified and stratified by the questions were (1) Economic Class, (2) Education Level, (3) Number of Children Living in the Home, and (4) Race.

Economic class. The question dealing with identification of economic class of the respondent asked him to, "check the category corresponding to the total annual income earned by all working members of the household." Six economic earning ranges were made available for the classification process. Those ranges, and the number of respondents in each, were as follows:

Below	-	$ 2,500 per year	- 7
$2,501	-	$ 5,000 per year	- 24
$5,001	-	$10,000 per year	- 67
$10,001	-	$25,000 per year	- 94
$25,001	-	$50,000 per year	- 14
Above	-	$50,001 per year	- 2

To provide groupings which would yield statistically valid results, the first two ranges were combined, resulting in an economic range of "below $5,000 per year" which contained 31 respondents. Similarly, the top two ranges were combined, to form

a single "above $25,001 per year" range, containing 16 respondents.

Education level. A second question provided a scale, upon which the respondent could circle the number corresponding to the highest educational level completed by the head of the household. Those ranges, and the number of respondents in each, were as follows:

Grade School - 0

Junior High - 7

Senior High - 30

College - 83

Graduate - 88

To provide groupings which contained sufficient numbers of respondents to yield statistically significant results, the first three ranges were combined, resulting in an education level range of up to a senior high education, containing 37 respondents.

Number of children living at home. Another question included appropriately spaced blanks for indicating the age and sex of each child now living in your household. The four categories and their respondents were:

No children - 79

1-2 children, each 12 or younger - 60

1-2 children, 1 or more older than 12 - 27

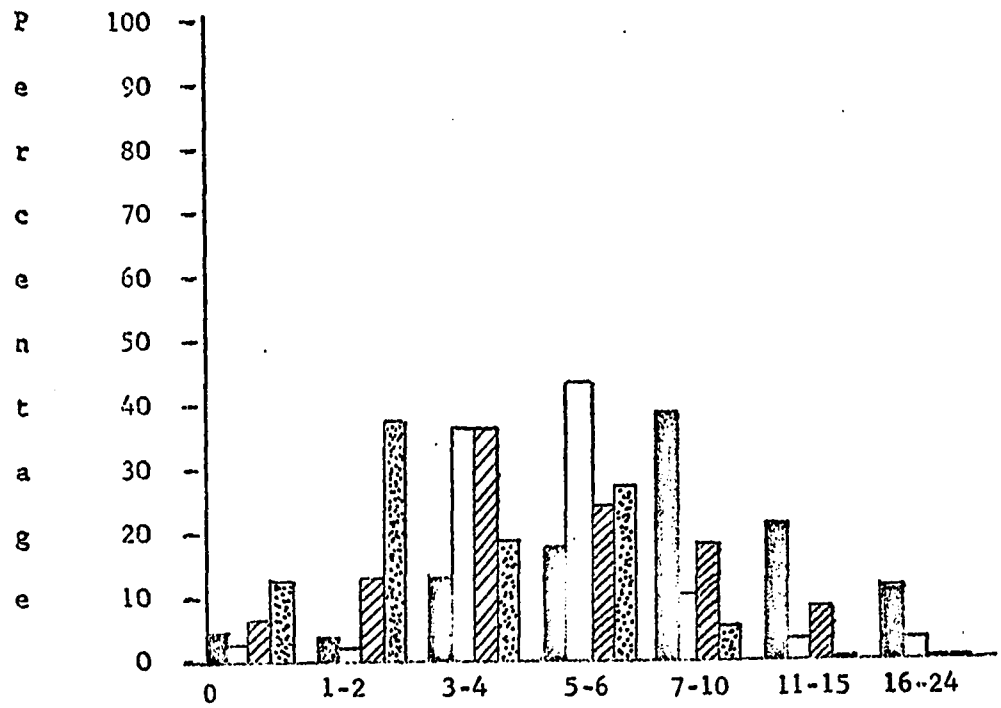
More than 2 children, any age - 42

Race. The fourth question peculiar to the mailed questionnaire asked, "Of what race are the family members of your household?" Of the 208 returned questionnaires, two respondents identified their race as "Mexican-American," seven as "Negro," and the remainder as "White." Unfortunately, the insufficient numbers of Negro and Mexican-American respondents made any attempt to study racial viewing and listening habits and preferences impossible. Therefore, the three categories of Economic Class, Education Level, and Number of Children Living in the Home provided the bases for the sub-group comparisons made on seven key questions used in the research effort.

Television viewing habits, by economic class. Figure 1, page 111 compares the responses given by those in each economic class to the question, "About how many hours per day is a television set in your household turned on with one or more family member watching it?" As is revealed by the table, those in the lowest economic class watched television more each day than any other economic class. Analysis of percentages for the four classes revealed the highest percentage of the lowest economic class watched television between seven and ten hours per day (38.9 per cent). The peak for the next higher economic class fell in the five to six hours per day range (43.7 per cent). The viewing total fell to three to four hours per day for those in the next-to-highest economic class (36.4 per cent), and fell to one to two hours for those in the highest economic

FIGURE 1

TELEVISION VIEWING HABITS BY ECONOMIC CLASS



class (37.5 per cent). Thus, as the economic status of the respondents increased, the number of hours per day spent watching television decreased.

Television viewing habits, by education level. Figure 2, page 113 compares the viewing habits of those respondents of each education level. As is evidenced by the bar graphs, as the education level increased, the number of hours spent per day viewing television decreased.

Television viewing habits, by number of children living at home. Figure 3, page 114 reveals that as the number of children in the home increased, so did the number of hours per day of television viewing.

Radio listening habits, by economic class. Though the listening curves, by economic class, are not as dramatic as the bar graphs the information represented by Figure 4, page 115 does indicate a pronounced decrease in radio listening hours per day as the economic status increased.

Radio listening habits, by education level. Figure 5, page 116 displays the bar graphs, by education level, of the questionnaire respondents. Percentages became higher at the one to two hour per day listening classification as education level increased, further indicating that as educational attainment increased, dependence upon the radio decreased.

FIGURE 2

TELEVISION VIEWING HABITS BY EDUCATION LEVEL

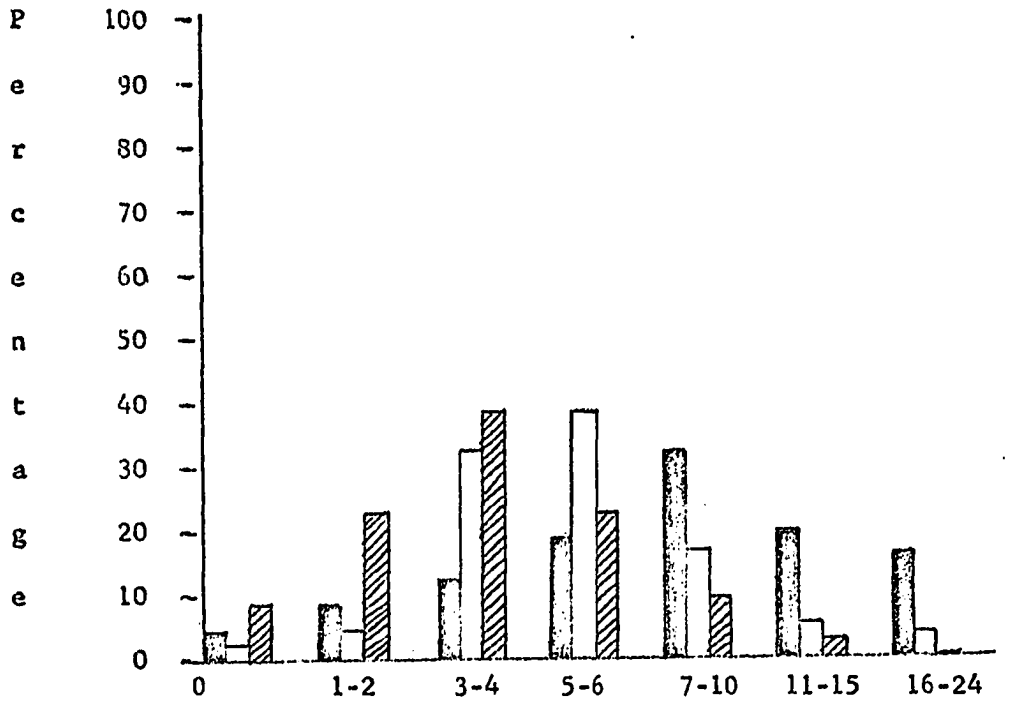


FIGURE 3

TELEVISION VIEWING HABITS BY NUMBER OF CHILDREN LIVING AT HOME

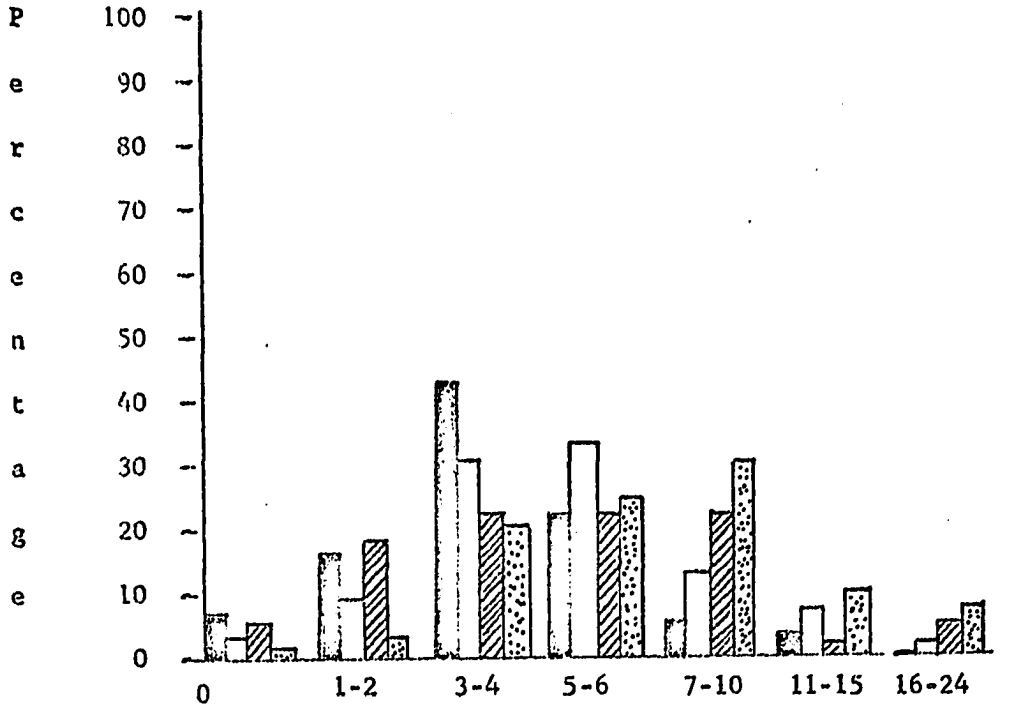


FIGURE 4

RADIO LISTENING HABITS BY ECONOMIC CLASS

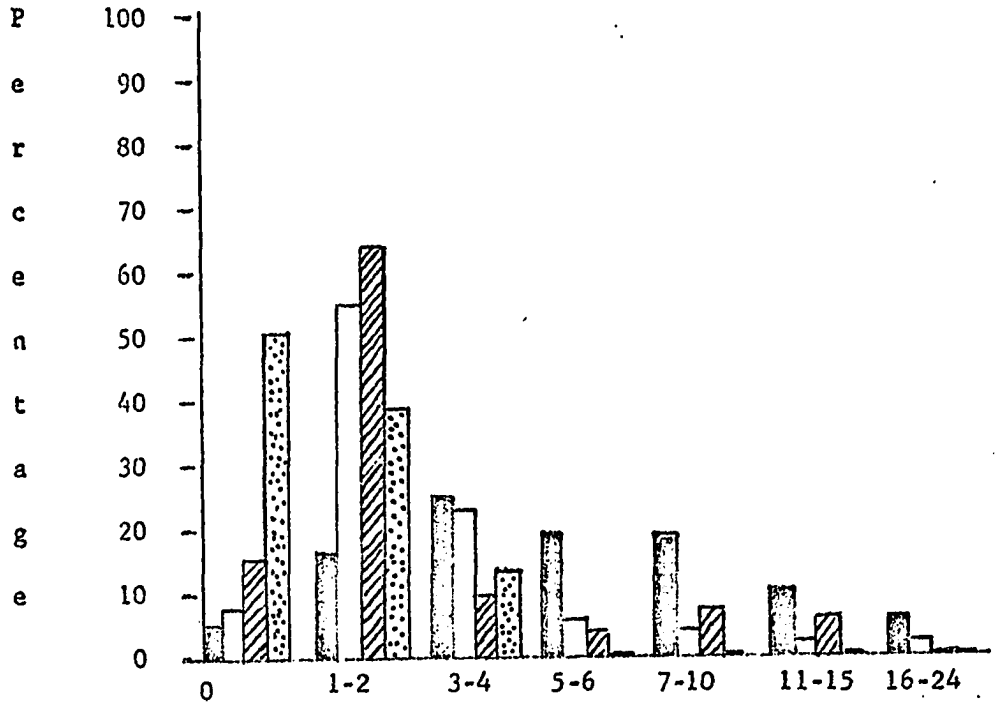
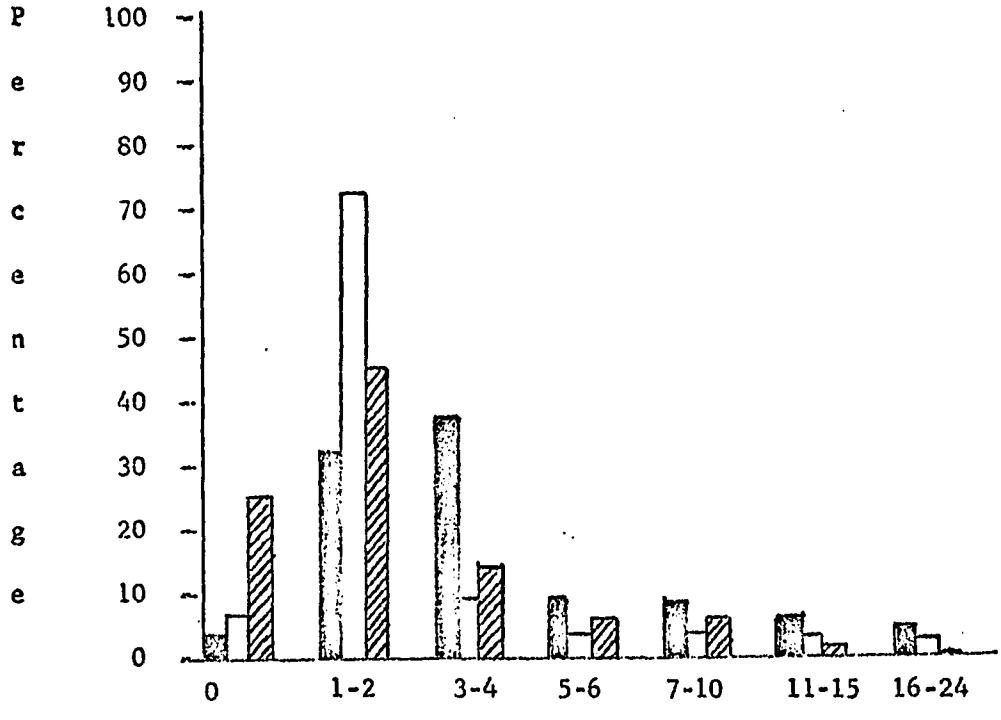


FIGURE 5

RADIO LISTENING HABITS BY EDUCATION LEVEL



Radio listening habits, by number of children living at home. Figure 6, page 118 shows the greater daily use of the radio as the number of children living in the home increased. Conversely, those homes in which few or no child family members resided were also homes in which fewer hours were spent listening to the radio.

Newspaper reading habits. Figures 7, 8 and 9, on pages 119 120, and 121 respectively, display the newspaper reading percentages for economic class, education level, and number of children living at home, in that order. Simple inspection reveals that the newspaper reading pattern in each case was the inverse of the viewing and listening pattern for the same sub-group. As educational attainment and economic status increased, the newspaper readership percentage also increased. Though the readership percentage decreased slightly with each increase in number of children living at home, the dip was less pronounced, and the average readership percentage was unusually high.

News media preference. Figures 10, 11, and 12, pages 122, 123 and 124 respectively, reflect the television, radio and newspaper preference percentages by economic class, education level, and number of children living at home, in that order. Figure 10 reveals that as economic level increased, dependence upon television decreased sharply, replaced by an equally sharp increase in dependence upon the newspaper. Throughout all economic classes, the level of dependence upon radio remained constant.

FIGURE 6

RADIO LISTENING HABITS BY NUMBER OF CHILDREN LIVING AT HOME

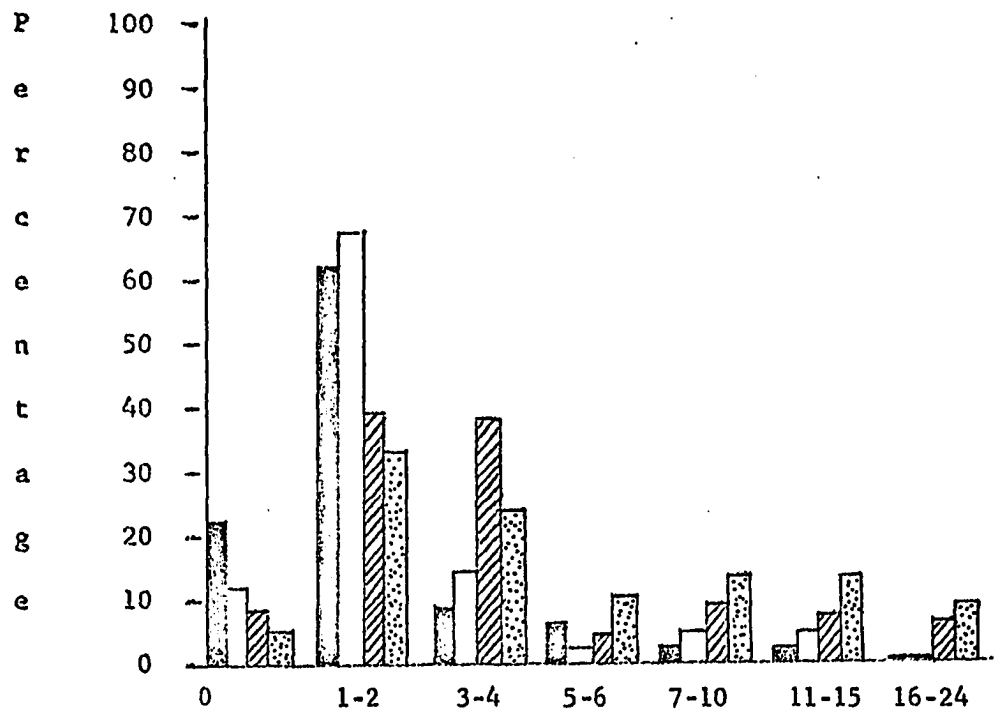


FIGURE 7

NEWSPAPER READING HABITS BY ECONOMIC CLASS

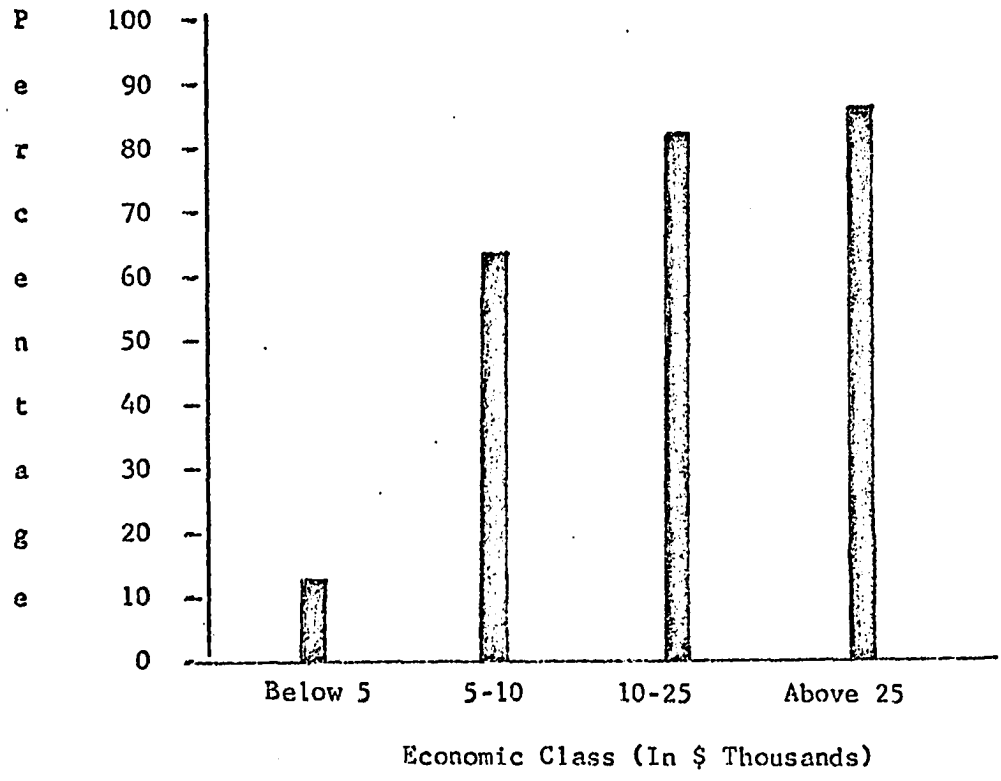


FIGURE 8

NEWSPAPER READING HABITS BY EDUCATION LEVEL

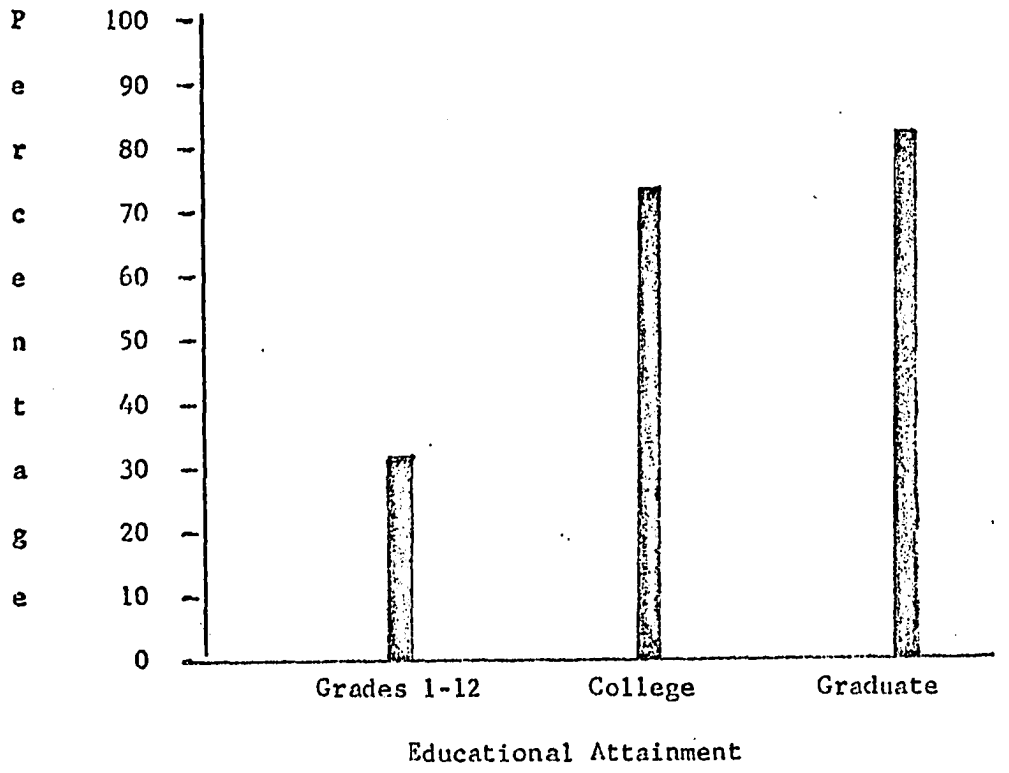


FIGURE 9

NEWSPAPER READING HABITS BY NUMBER OF CHILDREN LIVING AT HOME

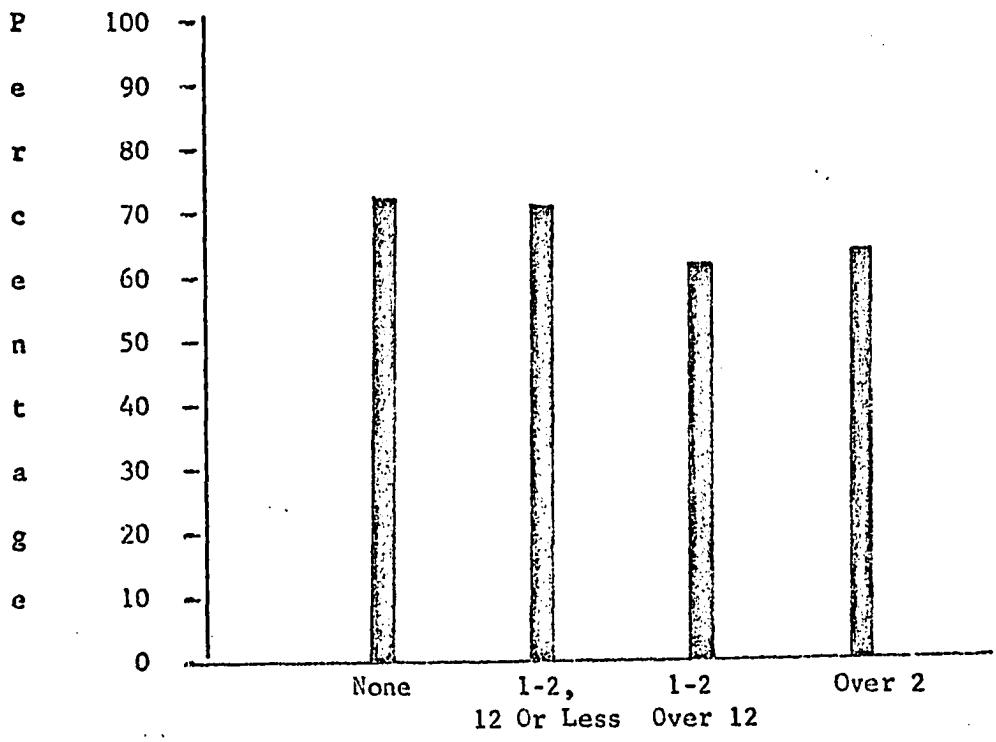


FIGURE 10

NEWS MEDIA PREFERENCE BY ECONOMIC CLASS

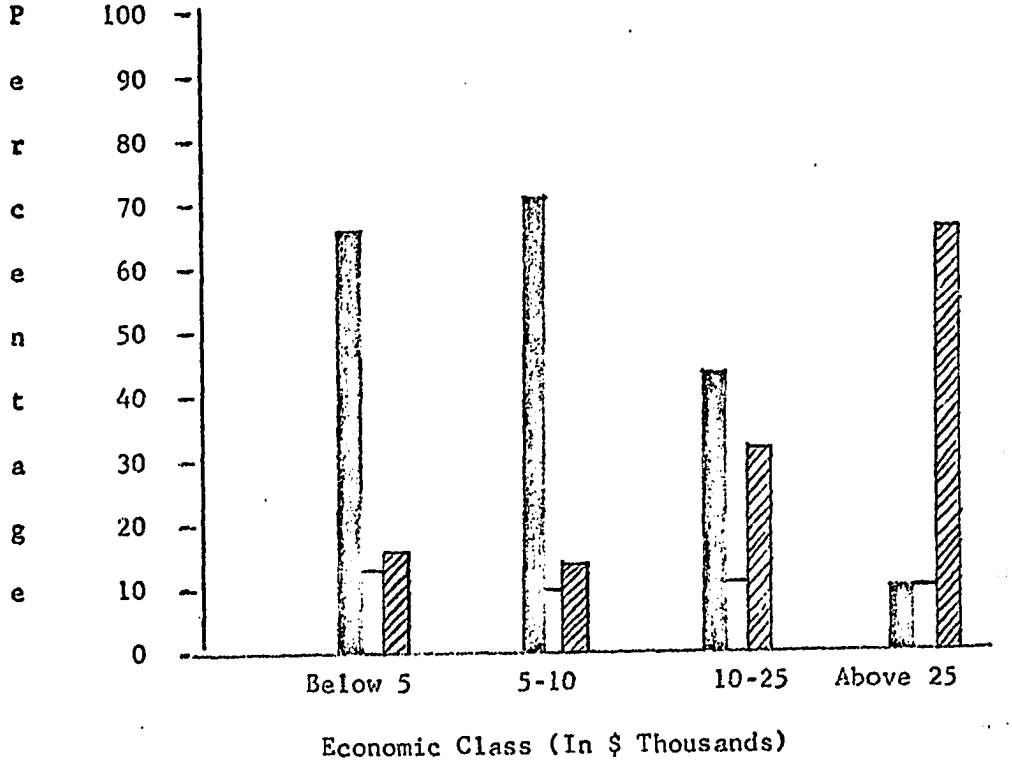


FIGURE 11

NEWS MEDIA PREFERENCE BY EDUCATION LEVEL

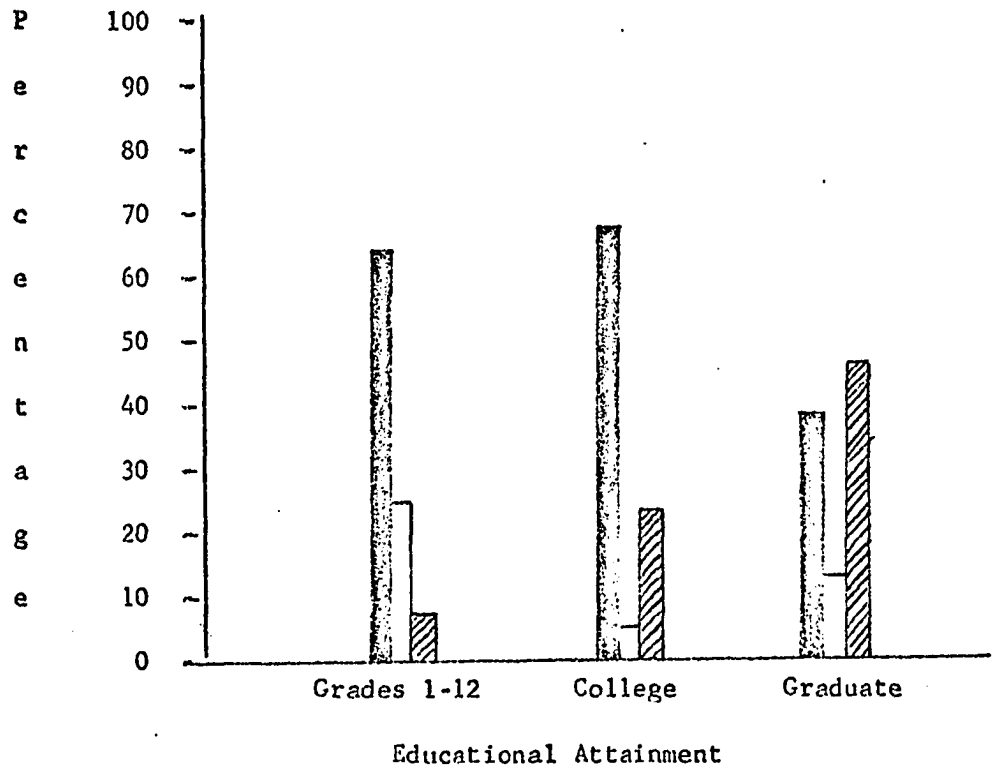


FIGURE 12

NEWS MEDIA PREFERENCE BY NUMBER OF CHILDREN LIVING AT HOME

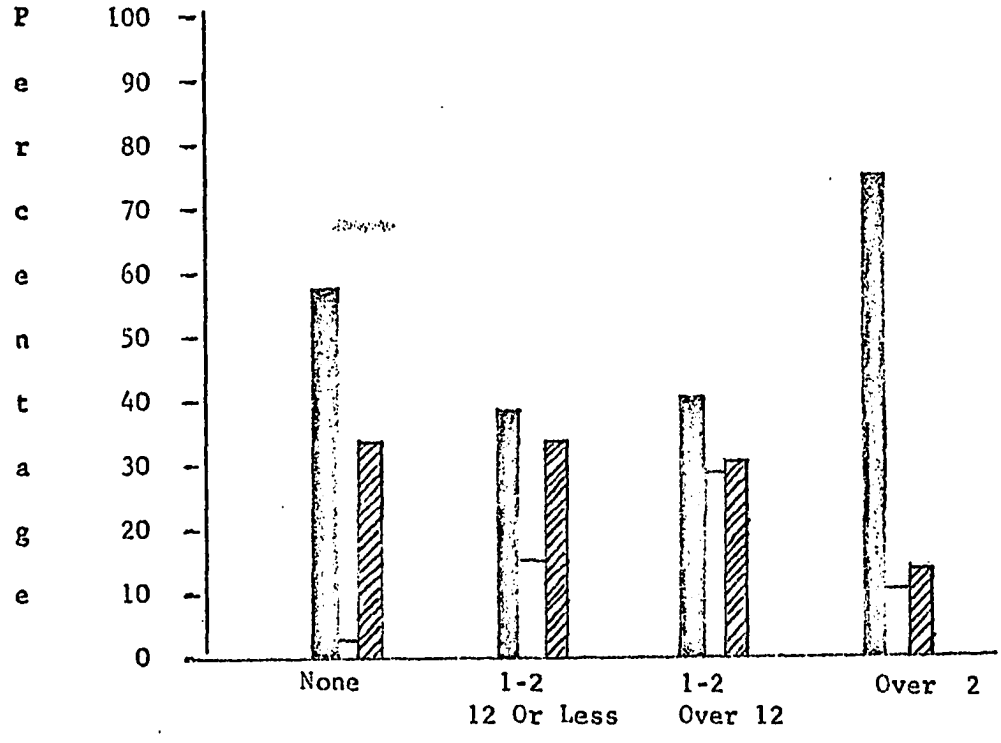


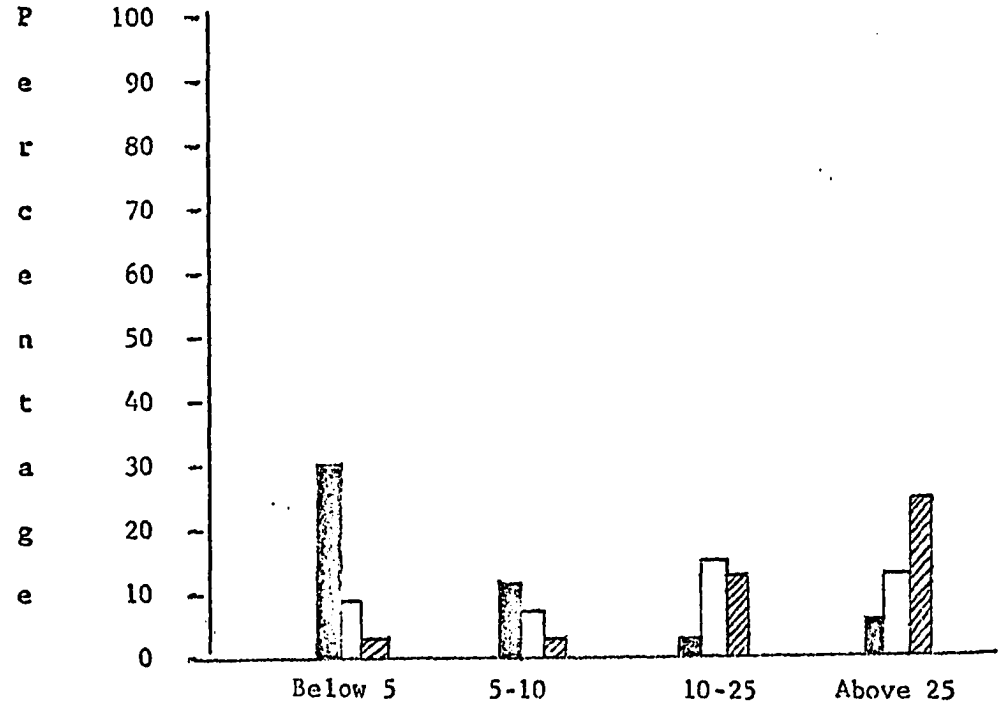
Figure 11 reveals an almost total reversal of news media preference as education level increased. A sharp increase in newspaper preference as education level increased, coupled with uneven but eventual decreases in both television and radio preference, increased the ranking of newspaper preference from third, to second, then to first. Television preference dropped from first to second as education level increased, and radio preference dropped from second to third as education level increased.

Figure 12 reflects the news media preference expressed by those respondents with varying numbers of children living at home. Though the television preference percentages was uneven from one familial classification to the next, it remained the primary news media by all respondents in the table. Preference for newspaper as a primary news media decreased as the number of children living at home increased. Radio preference increased through the first three ranges of children at home classifications, then declined between the third and fourth range classification.

News media effectiveness. Figure 13, page 126 examines the number of correct responses to questions concerning information presented via each of the three media, given by those in each economic class. Among those in the lowest economic class, the information conveyed via television was the most effective in creating awareness toward specific programs to be offered by the new station. Radio ranked second in effectiveness, followed by

FIGURE 13

NEWS MEDIA EFFECTIVENESS BY ECONOMIC CLASS



the newspaper, among the respondents in the lowest economic class. However, sharp decreases in television effectiveness as economic class increased, combined with unsteady but gradual increase in radio effectiveness, and a sharp increase in newspaper effectiveness, reversed the effectiveness ranking of the three media as economic class increased from the lowest to the highest range.

Figure 14, page 128 reflects the media effectiveness by education level. As is revealed in the table, both television and radio effectiveness decreased as education levels increased, while newspaper effectiveness increased with education level increases.

Finally, Figure 15, page 129 plots the effectiveness of each media form, by number of children living in the home. Television effectiveness, as shown in that figure, increased as the number of children living at home increased. Radio effectiveness decreased slightly with increased children living in the home, and newspaper effectiveness fluctuated, but decreased as the number of children increased.

FIGURE 14

NEWS MEDIA EFFECTIVENESS BY EDUCATION LEVEL

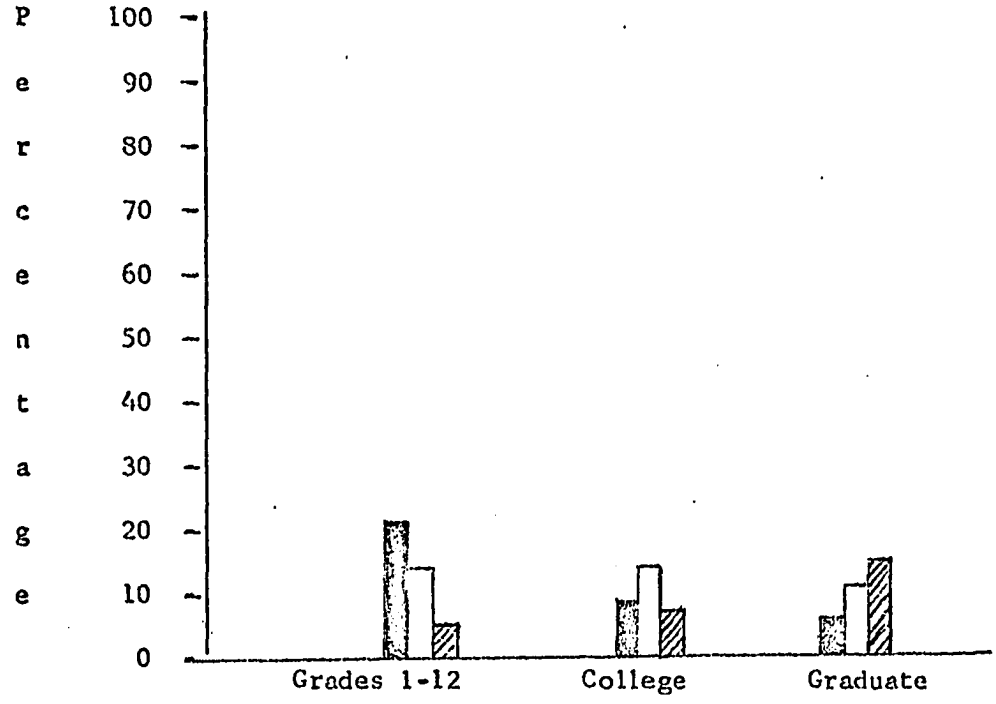
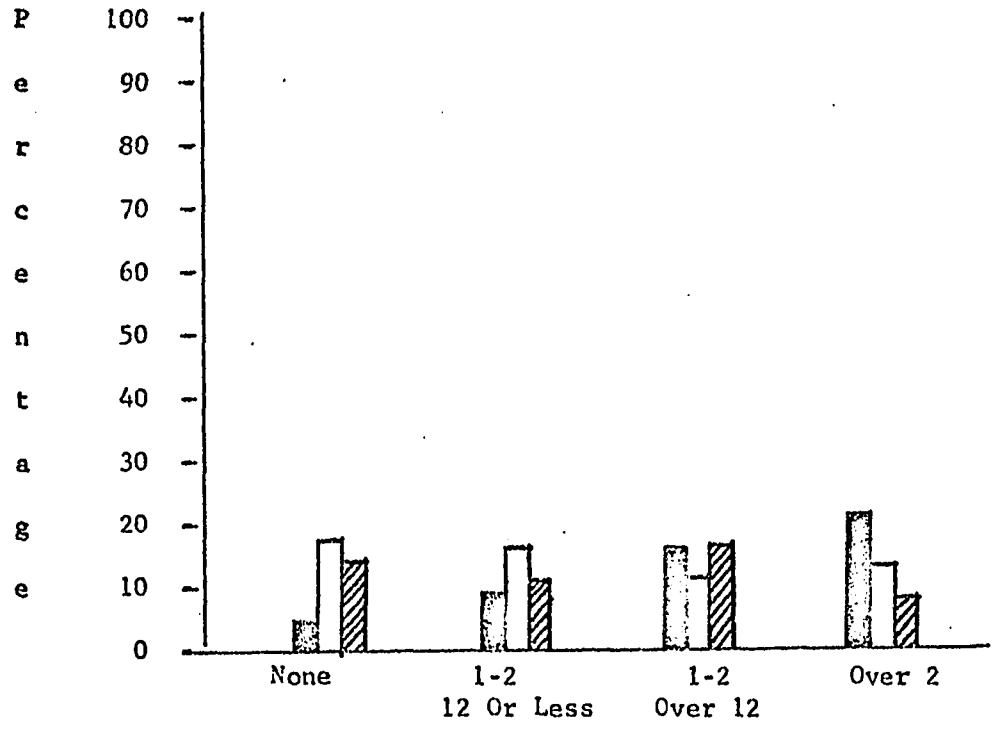


FIGURE 15

NEWS MEDIA EFFECTIVENESS BY NUMBER OF CHILDREN LIVING AT HOME



CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In July of 1969, the Educational Television Program at Texas A&M University was awarded a grant by the Department of Health, Education and Welfare, for the establishment of an educational television station located on the campus and serving the Bryan-College Station community. A target date of December 15, 1969, was established as the anticipated air date for the station. A primary concern was the creation of public awareness toward this new station and its programming. To achieve this awareness, the media forms of television, radio, and the newspaper were used to present information about the station to the community residents.

Summary

A like number of personal interviews, telephone interviews, and mailed questionnaires followed the use, by each media, of its public information messages concerning the new station. These sampling techniques were administered as follows: Phase I, pre-media use sample; Phase II, television use sample; Phase III, radio use sample; and Phase IV, newspaper use sample. This procedure enabled the measurement of the effectiveness of each individual media technique as the messages used by each medium contained information not present in the messages used by the other two. Additionally, certain

information (call letters, channel number, and anticipated air date of the new station) was common to the messages used by all three media forms. This enabled the measurement of any cumulative effect achieved by the combined media forms in creating public awareness toward the new station and its programming. Responses to the interviews and questionnaires comprising each sampling phase were recorded and tabulated prior to the use by the next media technique of its public information messages.

The mailed questionnaires also sought information for the classification of the respondents according to their economic class, education level, and the number of children living at home. Comparison of the responses from each of these sub-groups with those of the total sample provided a detailed analysis of variations in viewing, listening, and reading habits and preferences between those of varying economic, educational, and familial classifications.

Questions asked of each respondent included requests that the source from which each item of information was received be identified. These responses were matched with the actual source of that information to determine the accuracy with which the respondents could identify the specific media from which they obtained the information about the new station.

Research analyses and conclusions were drawn from data obtained through the administration of 100 personal interviews, 1,000 telephone interviews, and 208 returned questionnaires. Raw score response frequencies were converted to percentages for simplicity

of analysis and evaluation.

Conclusions

Three specific research objectives were stated: (1) to determine which, if any, of the mass media techniques of television, radio, and the newspaper was the most effective in creating public awareness toward the types of programming to be offered by a new educational television station scheduled to serve the community in the near future; (2) to determine which media technique was most effective with people of each economic class, race, level of educational attainment, and number of dependent children; and (3) to determine the accuracy with which people recalled the source of information they had received.

Objective 1. It was concluded that radio was the most effective of the three media techniques in creating public awareness toward the new educational television station. The responses obtained during Phase III of the research project consistently contained a higher percentage of correct answers to questions requesting specific information presented via the three media techniques. Phase III of the sampling sequence took place immediately following the radio schedule of public information announcements about the new station.

About ninety per cent of the Phase III respondents reported learning about the new station, as compared with 63.3 per cent of the Phase II respondents (obtained after the television announcements)

and 70.6 per cent of the Phase IV respondents. The Phase IV responses were obtained after the newspaper announcements. Phase III respondents were also much more successful in correctly identifying the information presented via all three media (air date, channel number and call letters, respectively). Correct response percentages to those questions are presented below, by weighted average for each of the four sampling phases:

Correct Response Percentages

	Phase I	Phase II	Phase III	Phase IV
Air Date	0.0	4.2	45.3	32.7
Channel	1.5	13.2	46.2	31.4
Call Letters	0.3	10.8	47.4	44.3

In all cases, responses elicited immediately following the radio announcements contained the highest percentage of correct answers to questions concerning information common to all media announcements.

Phase III respondents were also more accurate than those in any other phase identifying information presented via only one of the three media forms. Only when asked about instructional programs, information which was not released until during Phase IV, did the Phase III respondents score less than the highest per cent correct program identification of all phases. Similarly, correct program title percentages were higher from Phase III respondents, on two of the three questions requesting such information, than from any other sampling phase. The exception was in the identification of program

titles of instructional programming information which was not released until after the Phase III sampling instruments had been administered. From this analysis, it was concluded that radio was the most effective of the three media techniques in creating public awareness toward the new educational television station.

Objective 2. From the data produced by the research effort, the following conclusions were reached concerning the specific media technique which was most effective with people of each economic class, level of educational attainment, and number of dependent children:

1. Television was most effective in reaching those who earned less than $10,000 per year.
2. Radio was most effective in reaching those who earned between $10,001 and $25,000 per year.
3. Newspaper was most effective in reaching those who earned more than $25,000 per year.
4. Television was most effective in reaching those who had attained a high school education or less.
5. Radio was most effective in reaching those who had attained a college education.
6. Newspaper was most effective in reaching those who had attained a post-graduate degree.
7. Radio was most effective in reaching those who had no children living in the home.
8. Radio was most effective in reaching those who had one to two children, aged under 12.
9. Newspaper was most effective in reaching those who had one or two children, one or more of whom was over 12 years old.

10. Television was most effective in reaching those who had more than two children, regardless of the age of the children.

Insufficient questionnaire returns from members of the Mexican-American and Negro races prohibited drawing conclusions concerning specific media effectiveness as a function of race.

Objective 3. The conclusion was drawn that the respondents were unable to determine accurately the source from which they received information about the new station. Only 2.3 per cent of the total sample correctly identified television as the source of the information presented only over that medium, while 13.0 per cent named the newspaper as the source.

Just 1.7 per cent of the total sample correctly identified radio as the source of the information presented only over that medium, while 3.2 per cent identified television, and 17.6 per cent credited the newspaper.

The respondents correctly identified the source from which specific program information came in only one instance. Fifteen and seven-tenths per cent of the total sample correctly identified the newspaper as the only source from which specific information about instructional programming had been learned. Of that sample, only 2.6 per cent named television, and 1.1 per cent credited radio as the source from which they obtained the requested information. Since the newspaper was credited by the highest percentage of the

respondents as the source from which all information was received, regardless of the actual media technique used for each specific area of information, it was concluded that the respondents were unable to accurately recall the source from which they received information about the new station.

Recommendations

Two types of recommendations are presented in this chapter. The first set refers to media use selection recommendations, drawn from the research results. The second set suggests areas in which further research is needed.

Media selection recommendations. Based upon the conclusions drawn from the research data, the following recommendations are proposed, to be used as guidelines in selecting specific media forms to create public awareness toward specific programming to be offered by the new educational television station:

1. Since radio was concluded to be the most effective media in conveying program information to the public, maximum possible utilization should be made of radio announcements, when programming is planned which would affect or interest people of all economic, educational, and familial classes.

2. When programming designed for a specific segment of the community is planned, the media form which was shown to be most effective for that particular respondent classification should be used. For example, information concerning a series of programs designed to assist economically deprived children in learning their letters and numbers, should be presented via television.

3. Since the response percentages to a particular question (concerning information presented via all three media forms) were not cumulative from the first sampling phase through each successive phase, the use of all three media in an attempt to "build" awareness is not recommended.

4. Similarly, since 22 days elapsed between the conclusion of one media usage and the commencement of the next, and since response percentages did not increase in a cumulative fashion, usage of any media technique to create awareness toward programming in excess of 22 days into the future, is not recommended.

To summarize, general information concerning the educational television station can be assumed to reach the greatest number of people if presented via radio. Programs of interest to specific audience segments should be promoted primarily through that medium shown to be most effective in reaching that audience segment. Multi-media awareness campaigns apparently will not create cumulative or additive awareness quotients, and program information presented via any medium in excess of three weeks prior to its air date will probably be ineffective in creating public awareness toward that program.

Further research recommendations. Several retrospective observations concerning the research project suggest needed areas of further study. They are as follows:

1. The development of a better method for random sample selection. The greatest disappointment experienced by the researcher in this project was the negligible number of questionnaire returns received from Negro and Mexican-American respondents. Whether members of those groups were less inclined to fill out and return anonymous questionnaires than their Caucasian

counterparts cannot be measured or determined from this research effort. Sample selection, while random, automatically eliminated a portion of the economic class into which a sizeable portion of Mexican-Americans and Negroes fell.

2. Greater experimentation with time interval variation between media technique utilization. The 22-day interval between each media utilization nearly created the effect of three isolated dissemination projects. Research using longer and shorter intervals could reveal which interval length, if any, would yield the most pronounced cumulative awareness increases.

3. Analysis of accuracy of identifying the source from which information has been received. While it is possible to create awareness without the respondent being able to correctly identify the source from which the information came, awareness by the respondent of the correct source from which he learned specific information would permit the attainment of maximum media effectiveness.

4. Rotation of media usage sequence. A single sequence of media utilization was used for this research project. Study is needed to see whether a particular medium would be more effective if it were used in a specific sequence pattern.

In summary, methods of assuring an accurate yet random sample are essential to the study of any mass media technique. Further, information transferral and retention, when dependent upon mass media as the information device, can be considered to be functions of time: too little time devoted to media exposure prohibits the complete acquisition of new knowledge, while too much time without reinforcement facilitates forgetting, as the results of this study have indicated. Additionally, the identity of specific information sources, and the development of the most effective media sequence

combinations are crucial to the broadcaster who wishes to reach the maximum number of viewers in his potential audience.

Educational television, like the process of education itself, relies heavily upon the cummunicative process. Without two-way communicative ability, however, educational television suffers a distinct disadvantage. Research projects designed to measure ways of improving the effectiveness of that one-way communicative process are needed in order to improve the capability of television to provide the maximum possible support to the educative process. It was with that interest in mind that this research effort was executed.

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APPENDIX A

Telephone Interview Form

Telephone approach: Hello. This is Mel Chastain calling. I am a graduate student in the College of Education at Texas A&M University. We are soon to begin serving the Bryan-College Station area with an educational television station. In order to more accurately plan approximate types of community-minded programs for our viewers, we are conducting a survey to determine the viewing, listening, and reading habits and interests of the residents of Bryan-College Station. Your telephone number is one of 1600 which has been randomly selected for this survey. Would you help us by answering a few questions? Your answers will be kept totally anonymous.

The Questions

1. How long have you lived in the Bryan-College Station area?_____
2. How many adults are now living in your household?_____. How many children are now living in your household? _____.
3. What is the age ____ and sex _____ of each child now living in your household? _____ _____

   _____ _____
4. How many black and white television sets are there in your household?_____. How many color television sets are there in your household?_____. Are any of your television sets equipped with a UHF tuner, to enable the reception of channels 14 through 83?_____.

5. Is your home served by the Midwest Video Corporation TV Cable System?_____.

6. Do you subscribe to The Daily Eagle?_____. Do you subscribe to any other newspapers?_____. If so, which ones?_____

_____.

7. About how many hours per day is a television set in your home turned on with one or more family members watching it?_____. Which family member watches most?_____. Which family member watches least? _____.

8. Which television station, if any, is watched more than the others?_____. Is there any particular reason for that choice? _____. Are there any television stations you deliberately avoid watching?_____. If so, why?_____.

9. Does your family have a particular favorite type of television program?_____. If so, what type?_____.

10. About how many hours per day is a radio in your home turned on with one or more family members listening to it?_____. About how many hours per day is the radio in your car turned on? _____. Which family member listens to the radio most? _____. Which family member listens to the radio least? _____.

11. Does your family have a particular favorite type of radio program? _____. If so, what type? _____. Which radio station is listened to more than the others? _____. Is there any particular reason for that choice? _____. Are there any radio

stations you deliberately avoid listening to? _____. If so, why? _____.

12. Does every member of your household who is old enough to read take the time each day to read a newspaper?_____.

13. Of the three media, television, radio and newspaper, which do the adult family members depend upon most for news or information? _____. The child family members? _____.

14. In your home, does any family member ever watch KUHT-TV, the educational television station from Houston?_____ If so, how often is KUHT-TV watched in your home? _____. Does any family member have a particular program or program type from KUHT-TV which he or she watches regularly? _____. If so, what are the program or programs? _____.

15. Other than this phone call, have you read, seen or heard any information about a new educational television station to be located in the Bryan-College Station community?_____. If so, where did you learn this information? _____.

16. When will this new educational television station go on the air? _____. Where did you learn this information? _____.

17. What channel number has the new educational television station been assigned? _____. Where did you learn this information? _____.

18. What call letters have been assigned to the new educational television station? _____. Where did you learn this information? _____.

19. Have you read, heard or seen anything about any of the news and public service programs to be offered by the new educational television station?_____ If so, can you recall any of the program names or types to be offered?_____

Where did you learn this information?_____

20. Have you heard, seen or read anything about any of the educational and instructional programs to be offered by the new educational television station?_____. If so, can you recall any of the program names or types to be offered?_____.

Where did you learn this information?_____.

21. Have you seen, read or heard anything about any of the adult evening entertainment programs to be offered by the new educational television station?_____. If so, can you recall any of the program names or types to be offered?

_____.

Where did you learn this information?_____.

22. Would you be in favor of such a station entering the community? _____. Would any family members in your household watch such a station?_____. Which members?_____. What types of programming would your family most like to see on such a station?_____.

Telephone conclusion: Thank you for helping this survey by answering these questions. It is our hope that through your cooperation and that of the other 1600 community residents selected at random, we can better prepare to provide the Bryan-College Station area with programming which closely fits its interests and its needs. Thanks again.

APPENDIX B

Mailed Questionnaire Form

Cover Letter:

Dear Bryan-College Station resident:

Our community will soon be served by an educational television station. In order to provide the residents of this area with programs they want and need, the College of Education of the University is conducting a survey to determine the viewing habits and preferences of the members of the community.

To accomplish this, 1600 of the Bryan-College Station residents have been selected at random to be requested to respond to questionnaires like the one enclosed with this letter. Your assistance in this survey will play a great part in determining the effectiveness of the new educational television station.

All questionnaires are anonymous, and responses are evaluated as a total group, not individually. Your response to these questions should take less than five minutes of your time. Won't you fill in the blanks and return the questionnaire in the stamped, self-addressed envelope enclosed for your convenience?

Thank you in advance for your assistance with this survey.

Sincerely,

Mel Chastain
Graduate Student, College of Education
Bagley Hall
Texas A&M University
College Station, Texas

1. How long have you lived in the Bryan-College Station area?_____.

2. How many adults are now living in your household?_____. How many children are now living in your household?_____.

3. What is the age _____ and sex _____ of each child now living in your household? _____ _____

   _____ _____

4. Circle the number corresponding to the highest educational level completed by the husband of the household.

   Grade School Jr. Hi. Sr. Hi. College Graduate

   1 2 3 4 5 6 7 8 9 10 11 12 Fr. Soph. Jr. Sr. Master Doctor

5. Circle the number corresponding to the highest educational level completed by the wife of the household.

   Grade School Jr. Hi. Sr. Hi. College Graduate

   1 2 3 4 5 6 7 8 9 10 11 12 Fr. Soph. Jr. Sr. Master Doctor

6. Counting all sources of family income in your household, check the category corresponding to the total annual income earned by all working members of the household.

   Below $ 2,500 per year ____. $10,001 - $25,000 per year___.

   $2,501 - $ 5,000 per year ____. $25,001 - $50,000 per year___.

   $5,001 - $10,000 per year ____. Above $50,000 per year___.

7. Of what race are the family members of your household?_____.

8. How many black and white television sets are there in your household?_____. How many color television sets are there in your household?_____. Are any of your television sets equipped with a UHF tuner, to enable the reception of channels

14 through 83? _____.

9. How many radios are there in your household? _____.

10. How many of your family automobiles are equipped with radios?___.

11. Is your home served by the Midwest Video Corporation TV Cable system?_____.

12. Do you subscribe to The Daily Eagle?_____. List below the names of any other newspapers to which you subscribe._____

_____.

13. About how many hours per day is a television set in your household turned on with one or more family member watching it?_____. Which family member watches most?_____. Which family member watches least?_____.

14. Which television station, if any, is watched more than the others?_____. Is there any particular reason for that choice? _____. Are there any television stations you deliberately avoid watching? _____. If so, why? _____.

15. Does your family have a particular favorite type of television program?_____. If so, what type?_____.

16. About how many hours per day is a radio in your home turned on with one or more family members listening to it?_____. About how many hours per day is the radio in your car turned on?_____. Which family members listens to the radio most?_____. Which family member listens to the radio least?_____.

17. Does your family have a particular favorite type of radio program?_____. If so, what type?_____.

18. Which radio station, if any, is listened to more than the others? _____. Is there any particular reason for that choice? _____

_____.

Are there any radio stations you deliberately avoid listening to?_____. If so, why?_____.

19. Does every member of your household who is old enough to read take time each day to read a newspaper?_____.

20. Of the three media, television, radio and the newspaper, which do the adult family members depend upon most for news or information?_____. The child family members?_____.

21. In your home, does any family member ever watch KUHT-TV, the educational television station from Houston? _____. If so, how often is KUHT-TV watched in your home?_____. Does any family member have a particular program from KUHT-TV which he or she watches regularly? _____. If so, what are the program or programs?_____.

22. Other than this questionnaire, have you read, seen or heard any information about a new educational television station to be located in the Bryan-College Station community?_____. If so, where did you learn this information?_____.

23. When will this new educational television station go on the air? _____. Where did you learn this information?_____.

24. What channel number has the new educational television station

been assigned?_____. Where did you learn this information? _____.

25. What call letters have been assigned to the new educational television station?_____. Where did you learn this information? _____.

26. Have you read, heard or seen anything about any of the news and public service programs to be offered by the new educational television station?_____ If so, can you recall any of the program names or types to be offered?_____. Where did you learn this information? _____.

28. Have you seen, read or heard anything about any of the adult evening entertainment programs to be offered by the new educational television station?_____. If so, can you recall any of the program names or types to be offered?_____. Where did you learn this information?_____.

29. Would you be in favor of such a station entering the community? _____. Would any family members in your household watch such a station? _____. Which members?_____. What types of programming would your family most like to see on such a station?_____.

Thanks again for assisting our efforts by filling out this questionnaire. Please enclose your completed questionnaire form in the self-addressed stamped envelope for quick return.

APPENDIX C

Personal Interview Form

Doorstep approach: Hello. I'm Mel Chastain, a graduate student in the College of Education at Texas A&M University. Our community will soon be served by a new educational television station, and I am helping in the effort to provide our residents with programs they want and need by conducting a series of personal interviews, to determine the viewing, listening and reading habits of those in our viewing area. May I ask you a brief series of questions? Your name will not be used, and all answers will be tabulated together with those of 1600 other residents of the Bryan-College Station area, which have been selected at random for this survey. It should take only six to eight minutes of your time to answer these questions, and it will be of great assistance to us.

The Questions

1. How long have you lived in the Bryan-College Station area?_____.
2. How many adults are now living in your household?_____. How many children are now living in your household?_____.
3. What is the age _____ and sex _____ of each child now living in your household? _____ _____

   _____ _____
4. How many black and white television sets are there in your household?_____. How many color television sets are there in

your household?_____. Are any ot the television sets equipped with a UHF tuner, to enable the reception of channels 14 through 83?_____.

5. How many radios are there in your household?_____.

6. How many of your family automobiles are equipped with radios?___.

7. Is your home served by the Midwest Video Corporation TV Cable System? _____.

8. Do you subscribe to The Daily Eagle?_____. Do you subscribe to any other newspapers? _____. If so, which ones?_____

_____.

9. About how many hours per day is a television set in your home turned on with one or more family members watching it?_____. Which family member watches most?_____. Which family member watches least?_____.

10. Which television station, if any, is watched more than the others?_____. Is there any particular reason for that choice? _____. Are there any television stations you deliberately avoid watching?_____. If so, why?_____.

11. Does your family have a particular favorite type of television program?_____. If so, what type?_____.

12. About how many hours per day is a radio in your home turned on with one or more family members listening to it?_____. About how many hours per day is the radio in your car turned on?_____. Which family member listens to the radio the most? _____. Which family member listens to the radio the least? _____.

13. Does your family have a particular favorite type of radio program?_____. If so, what type?_____.
14. Which radio station is listened to more than the others?_____. Is there any particular reason for that choice?_____. Are there any radio stations you deliberately avoid listening to? _____. If so, Why?_____.
15. Does every family member who is old enough to read take the time each day to read a newspaper?_____.
16. Of the three media, television, radio and the newspaper, which do the adult family members depend upon most for news or information?_____. The child family members?_____.
17. In your home, does any family member ever watch KUHT-TV, the educational television station from Houston?_____. If so, how often is KUHT-TV watched in your home?_____. Does any family member have a particular program from KUHT-TV which he or she watches regularly?_____. If so, what are the program or programs?_____.
18. Other than this interview, have you read, seen or heard any information about a new educational television station to be located in the Bryan-College Station community? If so, where did you learn this information?_____.
19. When will this new educational television station go on the air?_____. Where did you learn this information? _____.
20. What channel number has the new educational television station

been assigned?_____. Where did you learn this information?

_____.

21. What call letters have been assigned to the new educational television station? _____. Where did you learn this information?_____.

22. Have you read, heard or seen anything about any of the news and public service programs to be offered by the new educational television station? _____If so, can you recall any of the program names or types to be offered?_____. Where did you learn this information? _____.

23. Have you heard, seen or read anything about any of the educational and instructional programs to be offered by the new educational television station?_____. If so, can you recall any of the program names or types to be offered?_____. Where did you learn this information?_____.

24. Have you seen, read or heard anything about any of the adult evening entertainment programs to be offered by the new educational television station?_____If so, can you recall any of the program names or types to be offered_____. Where did you learn this information?_____.

25. Would you be in favor of such a station entering the community? _____. Would any family members in your household watch such a station? _____. Which members?_____. What types of programming would your family most like to see on such a station?_____.

Doorstep conclusion: Thank you for helping this survey by answering these questions. Our goal is to provide the Bryan-College Station residents with programs which closely fit their needs and interests, and with your help, our job will be much easier. Thanks again.

APPENDIX D

Television Announcement Script

Subject: "Campus and Community Today"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	STARTING DECEMBER 15TH, A NEW TELEVISION STATION BEGINS SERVING THE BRYAN-COLLEGE STATION RESIDENTS WITH AN ENTIRELY NEW TYPE OF PROGRAMMING. KAMU-TV, CHANNEL 15, WILL TAKE TO THE AIR IN FULL COLOR AS AN AFFILIATE
Hands open folder, revealing NET logo	WITH N. E. T., THE NATIONAL EDUCATIONAL TELEVISION NETWORK. IN ITS EFFORT TO KEEP THE BRYAN-COLLEGE STATION RESIDENTS INFORMED ABOUT THE ACTIVITIES OF THE COMMUNITY, KAMU-TV WILL PRODUCE A DAILY THIRTY MINUTE SUMMARY OF UNIVERSITY AND BRYAN-COLLEGE STATION NEWS,
Hands remove NET logo, revealing "Campus and Community Today" program sheet	INFORMATION AND SPORTS ACTIVITIES. CALLED "THE CAMPUS AND COMMUNITY TODAY," THIS PROGRAM WILL FEATURE NEWS COLLECTED FROM THROUGHOUT THE BRYAN-COLLEGE STATION AREA EACH DAY, AND PREPARED IN THE KAMU-TV NEWSROOM ON THE TEXAS A&M CAMPUS. THAT'S "CAMPUS AND COMMUNITY TODAY," PRESENTED

Hands close folder

Dis 2 on "Channel 15"
key card
Pop-on "December 15"

LIVE TO THE CHANNEL 15 VIEWERS IN FULL COLOR EVERY EVENING, MONDAY THROUGH FRIDAY. CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Fad out

Television Announcement Script

Subject: "Viewpoint"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION TAKES TO THE AIR TO PROVIDE THE RESIDENTS OF BRYAN AND COLLEGE STATION WITH AN ENTIRELY NEW TYPE OF TELEVISION PROGRAMMING. KAMU-TV, FULL COLOR CHANNEL 15, IS
Hands open folder, revealing NET logo	AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL PROVIDE ITS VIEWERS WITH A WIDE VARIETY OF STIMULATING, INFORMATIVE, AND ENTERTAINING PROGRAMS. IN AN EFFORT TO PROVIDE THE BRYAN-COLLEGE STATION RESIDENTS WITH THE LATEST INFORMATION ON EVERY IMPORTANT ACTIVITY, TOPIC OF DISCUSSION, AND MATTER OF CONCERN IN THEIR COMMUNITY, CHANNEL 15 WILL PRESENT A WEEKLY, HALF-HOUR
Hands remove NET logo, revealing "Viewpoint" program sheet	PROGRAM IN FULL COLOR, CALLED "VIEWPOINT." THE PURPOSE OF THIS PRESENTATION WILL BE TO SUMMARIZE AND DISCUSS THE EVENTS AND ACTIVITIES WHICH HAVE TAKEN PLACE IN OUR COMMUNITY, WITH THE PEOPLE WHO WERE INVOLVED IN THOSE EVENTS THEMSELVES. "VIEWPOINT,"

Hands close folder	A WEEKLY SUMMARY OF COMMUNITY EVENTS, IN FULL
Dis 2 on "Channel 15" key card	COLOR ON KAMU-TV. CHANNEL 15 IS COMING
Pop-on "December 15"	DECEMBER 15TH. WATCH FOR US. WE'LL BE
	LOOKING FOR YOU.
Fad out	

Television Announcement Script

Subject: "This Week"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION TAKES TO THE AIR TO BRING THE RESIDENTS OF BRYAN AND COLLEGE STATION AN ENTIRELY NEW KIND OF PROGRAMMING. KAMU-TV,
Hands open folder, revealing NET logo	FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL PROVIDE YOU WITH A WIDE VARIETY OF INFORMATIVE, STIMULATING AND ENTERTAINING VIEWING. IN ITS EFFORT TO KEEP ITS VIEWERS INFORMED OF THE SIGNIFICANT ACTIVITIES OCCURRING IN THE BRYAN-COLLEGE STATION COMMUNITY, KAMU-TV WILL PRESENT A THIRTY MINUTE PROGRAM EACH WEEK, ENTITLED
Hands remove NET logo, revealing "This Week" program sheet	"THIS WEEK." INCLUDED IN THIS PROGRAM WILL BE INTERVIEWS, CONVERSATIONS AND ON-THE-SCENE COVERAGE OF THE MOST SIGNIFICANT EVENTS OCCURRING EACH WEEK ON THE TEXAS A&M UNIVERSITY CAMPUS AND THROUGHOUT THE BRYAN-COLLEGE STATION COMMUNITY. "THIS WEEK," A FULL COLOR PROGRAM SEEN EACH WEEK ON KAMU-TV.

Hands close folder	CHANNEL 15 IS COMING DECEMBER 15TH. WATCH
Dis 2 on "Channel 15" key card Pop-on "December 15"	FOR US. WE'LL BE LOOKING FOR YOU.
Fad out	

Television Announcement Script

Subject: "N. E. T. Journal"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	KAMU-TV, FULL COLOR CHANNEL 15, BEGINS BROADCASTING ITS PROGRAMS TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION COMMUNITY ON MONDAY, DECEMBER 15TH. KAMU-TV IS AFFILIATED WITH
Hands open folder revealing NET logo	N. E. T., THE NATIONAL EDUCATIONAL TELEVISION NETWORK, AND WILL DRAW FROM THE BEST AWARD-WINNING N. E. T. PRODUCTIONS THE NETWORK HAS TO OFFER.
	AS AN EXAMPLE, KAMU-TV WILL PRESENT THE WELL-
Hands remove NET logo, revealing "NET Journal" program sheet	KNOWN ONE HOUR TELEVISION SERIES, "N. E. T. JOURNAL," EACH WEEK ON CHANNEL 15. EXPLORING SUCH WIDELY DIVERSE SUBJECTS AS WOMEN'S FASHIONS, DRUG ABUSE AND POP ART. THIS AWARD-WINNING PROGRAM TAKES THE VIEWER ON AN IN-DEPTH INVESTIGATION OF A NEW AND DIFFERENT
Hands close folder	TOPIC EACH WEEK. "N. E. T. JOURNAL," ONE OF THE EXCELLENT PROGRAMS TO BE SEEN ON KAMU-TV.
Dis 1 on "Channel 15" key card Pop-on "December 15"	CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.
Fad out	

Television Announcement Script

Subject: "Spectrum"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION BEGINS BROADCASTING TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION AREA. KAMU-TV,
Hands open folder revealing NET logo	FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL BRING TO ITS VIEWERS A WIDE VARIETY OF ENLIGHTENING AND ENTERTAINING PROGRAMS. AS AN EXAMPLE, KAMU-TV WILL PRESENT THE AWARD WINNING NATIONAL EDUCATIONAL TELE-
Hands remove NET logo, revealing "Spectrum" program sheet	VISION SERIES, ENTITLED "SPECTRUM," EACH WEEK ON CHANNEL 15. DESIGNED TO PROVIDE THE VIEWER WITH AN IN-DEPTH LOOK AT A NEW SUBJECT EACH WEEK, THIS THIRTY MINUTE DOCUMENTARY COVERS SUCH VARIED TOPICS AS POLITICS, ENTERTAINMENT, ECONOMICS AND WORLD TRADE.
Hands close folder	"SPECTRUM," ANOTHER PROGRAM DESIGNED TO KEEP THE VIEWER BETTER INFORMED ABOUT THE
Dis 2 on "Channel 15" key card Pop-on "December 15"	WORLD AROUND HIM: A REGULAR PROGRAM EACH WEEK ON KAMU-TV. CHANNEL 15 IS COMING DECEMBER
Fad out	15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Television Announcement Script

Subject: "Conversations"

VIDEO	AUDIO
	ANNCR:
Fad 1 MCU program folder with KAMU-TV logo on the cover	BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION BEGINS BROADCASTING TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION AREA. KAMU-TV,
Hands open folder revealing NET logo	FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL BRING TO ITS VIEWERS A WIDE VARIETY OF ENLIGHTENING AND ENTERTAINING PROGRAMS. AS AN EXAMPLE, KAMU-TV WILL PRESENT THE AWARD WINNING N. E. T. SERIES, ENTITLED
Hands remove NET logo, revealing "Conversations" program sheet	"CONVERSATIONS," EACH WEEK ON CHANNEL 15. DESIGNED TO KEEP THE VIEWER UP-TO-DATE ON A WIDE VARIETY OF TOPICS, "CONVERSATIONS" FEATURES INTERVIEWS, DISCUSSIONS AND DEBATES BETWEEN PROMINENT PEOPLE IN FIELDS RANGING FROM POLITICS AND ENTERTAINMENT TO SPORTS
Hands close folder	AND SCIENCE. "CONVERSATIONS," JUST ONE OF A WIDE VARIETY OF PROGRAMS TO BE SEEN EACH WEEK
Dis 2 on "Channel 15" key card Pop on "December 15"	ON KAMU-TV. CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.
Fad out	

Television Announcement Script

Subject: Mobile Unit

VIDEO	AUDIO
	ANNCR:
Fad film chain: van leaving Bagley Hall	BEGINNING DECEMBER 15TH, YOU'LL BE SEEING A LOT OF THIS VEHICLE AROUND THE BRYAN-COLLEGE STATION AREA. ITS THE FULL COLOR MOBILE TELEVISION PRODUCTION UNIT, BELONGING TO
Van circling System Administration Building	TEXAS A&M UNIVERSITY'S NEW EDUCATIONAL TELEVISION STATION, KAMU-TV, CHANNEL 15. KAMU-TV WILL HIT THE AIR DECEMBER 15TH, AND ITS PRIMARY PURPOSE WILL BE TO INFORM AND ENLIGHTEN ITS VIEWERS IN THE BRYAN-COLLEGE
Van pulls to stop	STATION COMMUNITY. ONE OF THE BEST WAYS TO KEEP UP WITH WHAT'S HAPPENING IN THE COMMUNITY IS TO BE WHERE THE ACTION IS AS IT
ECU left-right pan across I.D. strip on side of van	TAKES PLACE. SO THE NEXT TIME YOU'RE AT A LOCAL SPORTING EVENT, TAKING IN A CONCERT, OR ATTENDING ANY EVENT OF PUBLIC SIGNIFICANCE, LOOK AROUND, AND YOU'LL PROBABLY SEE THE
Dis 2 on "Channel 15" key card Pop on "December 15"	CHANNEL 15 MOBILE UNIT. KAMU-TV, FULL COLOR CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR
Fad out	US. WE'LL BE LOOKING FOR YOU.

APPENDIX E

Radio Announcement Script

Subject: "N. E. T. Playhouse"

ANNCR:

STARTING DECEMBER 15TH, A NEW TELEVISION STATION BEGINS SERVING THE BRYAN-COLLEGE STATION RESIDENTS WITH AN ENTIRELY NEW TYPE OF PROGRAMMING. KAMU-TV, CHANNEL 15 WILL TAKE TO THE AIR IN FULL COLOR AS AN AFFILIATE WITH N. E. T., THE NATIONAL EDUCATIONAL TELEVISION NETWORK.

IN ITS EFFORT TO PROVIDE ITS VIEWERS WITH THE FINEST EVENING ENTERTAINMENT POSSIBLE, KAMU-TV WILL PRESENT THE AWARD WINNING DRAMATIC SERIES, "N. E. T. PLAYHOUSE," ONCE EACH WEEK OVER CHANNEL 15. INCLUDED IN THIS ANTHOLOGY SERIES ARE PRESENTATIONS RANGING FROM CLASSIC TO CONTEMPORARY, FEATURING TRAGEDY AND COMEDY FROM THE PENS OF THE FINEST PLAYRIGHTS THROUGHOUT HISTORY. "N. E. T. PLAYHOUSE," ANOTHER EXCELLENT PROGRAM, BROUGHT TO YOU EACH WEEK ON CHANNEL 15. THIS IS MEL CHASTAIN, STATION MANAGER OF KAMU-TV, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: "The Toy That Grew Up"

ANNCR:

BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION TAKES TO THE AIR TO PROVIDE THE RESIDENTS OF BRYAN AND COLLEGE STATION WITH AN ENTIRELY NEW TYPE OF TELEVISION PROGRAMMING. KAMU-TV, FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL PROVIDE ITS VIEWERS WITH A WIDE VARIETY OF STIMULATING, INFORMATIVE AND ENTERTAINING PROGRAMS.

ONE SERIES THAT IS CERTAIN TO ATTRACT A STRONG AND LOYAL AUDIENCE WILL BE THE WEEKLY PROGRAM, ENTITLED "THE TOY THAT GREW UP." THIS SERIES TAKES A NOSTALGIC LOOK AT THE ERA OF SILENT FILMS, FEATURING ALL THE GREAT STARTS OF THE GOLDEN AGE OF HOLLYWOOD, FROM CHARLIE CHAPLIN TO LON CHANEY.

FOR A DIFFERENT SILENT FILM, SHOWN IN ITS ENTIRETY EACH WEEK, WATCH "THE TOY THAT GREW UP" ON CHANNEL 15.

THIS IS KAMU-TV STATION MANAGER MEL CHASTAIN, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: "N. E. T. Festival"

ANNCR:

BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION TAKES TO THE AIR TO BRING THE RESIDENTS OF BRYAN AND COLLEGE STATION AN ENTIRELY NEW KIND OF PROGRAMMING. KAMU-TV, FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL PROVIDE YOU WITH A WIDE VARIETY OF INFORMATIVE, STIMULATING AND ENTERTAINING VIEWING.

AS AN EXAMPLE, ONE OF THE PROGRAMS CHANNEL 15 WILL PRESENT WILL BE THE WEEKLY FEATURE, ENTITLED "N. E. T. FESTIVAL." THIS EXCELLENT SERIES, FEATURING CREATIVE ARTISTS OF BOTH THE PAST AND PRESENT, HIGHLIGHTS PERFORMING GROUPS IN ALL AREAS OF THE THEATRE, MASTER WORKS OF ALL PERIODS, AND UNUSUAL FILM STUDIES OF PLACES, PEOPLE, AND EVENTS. THAT'S "N. E. T. FESTIVAL," ANOTHER EXCELLENT PROGRAM SERIES ON CHANNEL 15.

THIS IS MEL CHASTAIN, STATION MANAGER FOR KAMU-TV, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: "The Advocates"

ANNCR:

KAMU-TV, FULL COLOR CHANNEL 15, BEGINS BROADCASTING ITS PROGRAMS TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION COMMUNITY ON MONDAY, DECEMBER 15TH. KAMU-TV IS AFFILIATED WITH N. E. T., THE NATIONAL EDUCATIONAL TELEVISION NETWORK, AND WILL DRAW FROM THE BEST AWARD WINNING N. E. T. PRODUCTIONS THE NETWORK HAS TO OFFER.

AS AN EXAMPLE, KAMU-TV WILL PRESENT A NEW PUBLIC TELEVISION SERIES, ENTITLED "THE ADVOCATES," EACH WEEK ON CHANNEL 15. TAKING A LOOK AT A NEW TOPIC IN THE PUBLIC EYE EACH WEEK, THE PROGRAM PITS TWO WELL-KNOWN LAWYERS AGAINST EACH OTHER IN A COURTROOM-STYLE DEBATE OVER SUBJECTS RANGING FROM LEGALIZED GAMBLING TO DRUG ABUSE. THE "ADVOCATES," A MOST STIMULATING PROGRAM, COMING TO CHANNEL 15.

THIS IS MEL CHASTAIN, KAMU-TV STATION MANAGER, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: "The Forsyte Saga"

ANNCR:

BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION BEGINS BROADCASTING TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION AREA. KAMU-TV, FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL BRING TO ITS VIEWERS A WIDE VARIETY OF ENLIGHTENING AND ENTERTAINING PROGRAMS. IN AN EFFORT TO PROVIDE ITS VIEWERS WITH THE FINEST IN DRAMATIC PRESENTATIONS, KAMU-TV WILL PRESENT THE BRITISH SERIES, "THE FORSYTE SAGA," EACH WEEK ON CHANNEL 15. STARRING ACADEMY AWARD WINNING BRITISH FILM ACTOR KENNETH MORE, AND A DISTINGUISHED CAST, "THE FORSYTE SAGA" BRINGS A GREAT FAMILY HISTORY TO TELEVISION. THAT'S "THE FORSYTE SAGA," ANOTHER EXCELLENT PROGRAM TO BE SEEN ON CHANNEL 15.

THIS IS MEL CHASTAIN, STATION MANAGER OF KAMU-TV, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: "Creative Person"

ANNCR:

KAMU-TV, FULL COLOR CHANNEL 15, BEGINS BROADCASTING ITS PROGRAMS TO THE RESIDENTS OF THE BRYAN-COLLEGE STATION COMMUNITY ON MONDAY, DECEMBER 15th. KAMU-TV IS AFFILIATED WITH N. E. T., THE NATIONAL EDUCATIONAL TELEVISION NETWORK, AND WILL DRAW FROM THE BEST AWARD-WINNING N. E. T. PRODUCTIONS THE NETWORK HAS TO OFFER. AS AN EXAMPLE, KAMU-TV WILL PRESENT THE N. E. T. SERIES, "CREATIVE PERSON," EACH WEEK ON CHANNEL 15. FOCUSING ON THE PRIVATE VISION OF A DIFFERENT ARTIST EACH WEEK, THIS PROGRAM SPANS THE ART WORLD FROM FILM MAKERS TO POETS, AND FROM MUSICIANS TO INDUSTRIAL DESIGNERS. THAT'S "CREATIVE PERSON," ANOTHER OUTSTANDING SERIES, COMING TO CHANNEL 15. THIS IS MEL CHASTAIN, STATION MANAGER OF KAMU-TV, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

Radio Announcement Script

Subject: Local Dramatic Productions

ANNCR:

BEGINNING DECEMBER 15TH, A NEW TELEVISION STATION TAKES TO THE AIR TO BRING THE RESIDENTS OF BRYAN AND COLLEGE STATION AN ENTIRELY NEW KIND OF PROGRAMMING. KAMU-TV, FULL COLOR CHANNEL 15, IS AN N. E. T., NATIONAL EDUCATIONAL TELEVISION NETWORK STATION, AND WILL PROVIDE YOU WITH A WIDE VARIETY OF INFORMATIVE, STIMULATING AND ENTERTAINING VIEWING.

IN AN EFFORT TO PROVIDE ITS VIEWERS AN OPPORTUNITY TO SEE THE FINEST IN DRAMATIC EFFORTS BY LOCAL ACTORS, DIRECTORS, AND WRITERS, KAMU-TV WILL PRESENT SPECIAL TELEVISION BROADCASTS OF DRAMATIC PRODUCTIONS DONE BY LOCAL DRAMATIC GROUPS AND ORGANIZATIONS. THIS SERIES OF PRODUCTIONS WILL FEATURE BOTH CLASSIC AND CONTEMPORARY WORKS, RANGING FROM DRAMA TO COMEDY. THESE LOCAL DRAMATIC PRODUCTIONS ARE ANOTHER EXAMPLE OF THE OUTSTANDING SERIES OF PROGRAMS TO BE OFFERED BY CHANNEL 15 TO ITS VIEWERS.

THIS IS MEL CHASTAIN, STATION MANAGER OF KAMU-TV, REMINDING YOU THAT CHANNEL 15 IS COMING DECEMBER 15TH. WATCH FOR US. WE'LL BE LOOKING FOR YOU.

APPENDIX F

Newspaper Announcement Release

Subject: "Sesame Street"

"Sesame Street", the new daily one hour television program series designed for pre-school age children, will be carried by KAMU-TV, Channel 15, according to Mel Chastain, Station Manager of the new facility. KAMU-TV will begin broadcasting February 15, and will carry "Sesame Street" twice each day, with the initial airing early each afternoon, and a repeat showing later that afternoon. "Nearly all educational television stations are broadcasting the program at least twice each day," Chastain noted, "in order to give children who must take naps or attend nursery school a chance to see it."

Designed to equip three, four and five-year old children with knowledge that will be useful to them when they start school, "Sesame Street" uses many familiar elements of commercial television children are used to seeing, such as puppets, animated cartoons, regular hosts, songs and games, live action films, and guest stars such as Carol Burnett and Burt Lancaster.

Commercials, which research has shown to be extremely popular and effective with young children, are also a big part of the program, but the products advertised on "Sesame Street" are colors, numbers, shapes and letters of the alphabet.

The "board of advisors" for the series is a large group of pre-school age children who view each program prior to its release to the stations. The reactions of the children are carefully monitored by a research staff, and only those program segments which are stimulating and attention-holding are retained in each program. Though each program is one hour in length, it is composed of many individual segments, each of which is kept short and fast-moving, to hold the pre-schooler's attention.

The 26-week test project with a budget in excess of eight million dollars is funded by the U. S. Office of Education, the Carnegie Corporation, the Ford Foundation, the Office of Economic Opportunity, the Corporation for Public Broadcasting, and several other public and private organizations. Each program in the series is produced entirely in color.

KAMU-TV, which will begin broadcasting February 15, will operate over Channel 15. Midwest Video Corporation will carry the station over Channel 12 on the cable.

Newspaper Announcement Release

Subject: "What's New"

In an effort to provide programming specifically designed for every age bracket, KAMU-TV has scheduled the award-winning NET series, "What's New", according to Station Manager Mel Chastain. Produced with the 8 through 12 year old boy and girl in mind, the program is enjoyed by youngsters throughout the country on over 180 NET stations. The program, a daily half-hour presentation, introduces young boys and girls to a wide variety of interesting and challenging places and activities.

During a typical week-long series, for example, subjects and places investigated might include a visit to a movie set, a study of coin collecting, a tour of the terrain of Arizona, a behind-the-scenes tour of Dulles International Airport in Washington, D. C., and study of the history and art of photography. Many of the programs are presented in full color.

"With the addition of "What's New" to our daily program log," Chastain noted, "we now have offerings for every age level, each day of the week. "Sesame Street" is designed for the pre-schooler, "What's New" is appropriate to age 12, numerous public school and university level instructional programs will be programmed during the afternoon hours, and the evening programming will deal primarily with adult enrichment and entertainment."

KAMU-TV is slated to begin telecasting over Channel 15, February 15. All programming will be carried by Midwest Video Corporation on Channel 12 on the cable.

Newspaper Announcement Release

Subject: "Folk Guitar"

KAMU-TV, Channel 15, will carry the popular instructional series, "Folk Guitar", starting with its first week of broadcasting February 15, according to Mel Chastain, KAMU-TV Station Manager. The series, taught by Laura Weber, is composed of 27 lessons in beginning guitar, and includes instruction in basic chords, strums, music notation, music reading, and many folk songs. The lessons in the series begin with basic techniques and progress to more intricate folk styles, and should give the student the ability to play the guitar confidently, after completing the course.

Laura Weber, the featured personality in the series, is an experienced musician and teacher who has taught guitar for 18 years. Though the series itself can teach the beginner all the necessary techniques in accomplishing a professional style with the folk guitar, it is recommended that a study guide, published especially for use with the television series, be purchased by the serious guitar student who hopes to derive the greatest instructional benefit from the series. Study guides can be purchased for $1.50 each by mailing a request to KAMU-TV, Bagley Hall, Texas A&M University, College Station, Texas.

For review purposes, each "Folk Guitar" lesson will be aired twice each week.

KAMU-TV is slated to begin telecasting over Channel 15, February 15. All programming will be carried by Midwest Video Corporation on Channel 12 on the cable.

Newspaper Announcement Release

Subject: "The French Chef"

"The French Chef", winner of both the Emmy and Peabody Awards in the fields of television, will be featured twice each week on KAMU-TV, Channel 15, according to Station Manager Mel Chastain. The new facility, scheduled to begin broadcasting February 15, will air "The French Chef" each Thursday evening, with the program repeated the following Monday evening.

The popular series features the easy, simple and quick fundamentals of French gourmet cooking, prepared by the program hostess, Julia Child, the internationally recognized expert and collaborator on the best-selling book, "Mastering the Art of French Cooking." During each program, individual steps are demonstrated in the preparation of a famous French delicacy, ranging the gamut from Moussaka and Rattouille to French preparations for steaks and hamburgers.

The series is distributed through the National Educational Television Network, with which KAMU-TV is affiliated. "Station Managers from NET Stations across the country have told us "The French Chef" is one of the most popular programs among its regular viewers," Chastain noted. It is also among the programs most frequently requested by residents in the Bryan-College Station area who have watched educational television in other areas, he added.

The French Chef, with Julia Child, will be carried by KAMU-TV, beginning with the station's first week of broadcasting, starting February 15th. The station will be carried by the Midwest Video Corporation on Channel 12 on the cable.

Newspaper Announcement Release

Subject: Public School Programming

In an effort to explore the possibilities of the use of educational television in the elementary and secondary schools of the Bryan-College Station area, KAMU-TV is planning a cooperative venture with the public, private and parochial schools in the area. The project, which has completed its initial planning stages, involves the allocation of one afternoon per week of the KAMU-TV station schedule to the elementary and secondary schools, for use as an instructional, educational, informational and public announcement communication device.

As explained by Mel Chastain, Station Manager for KAMU-TV, the plan will enable the combined curriculum committees of the A&M Consolidated Schools, Bryan Public Schools, Allen Academy and St. Joseph School to select individual programs from the regularly scheduled evening offerings for repeat broadcasts during the afternoon reserved by the schools for service by KAMU-TV. For example, Shakespeare's "Macbeth", from the NET Playhouse evening schedule, might be replayed for an afternoon English Literature class. Similarly, programs from the "What's New" series might be selected for use in a science or history course, or a program from the series "The Advocates" might be scheduled for viewing by a high school civics class.

In addition to the full afternoon each week of programs

selected by the schools from existing KAMU-TV evening programming, KAMU-TV will provide 30 minutes of "live" studio time each week for use by the combined schools for any instructional, informational, educational or communicative need agreed upon by the area schools curriculum committees. "They may use the half hour one week to teach a specific course concept to the children in all the schools of the area," Chastain stated, "then use the half hour the next week for school announcements or in-service training purposes for the teachers." The curriculum committees themselves will determine the specific use to be made of each half-hour time block, as well as deciding the best time period during the afternoon to schedule the "live" half-hour.

The committees will also work out their own time sharing arrangement for use by the schools of the half hour each week. "They may choose to split up the half hour each week, with each school district receiving an equal number of minutes during the time available," said Chastain, "or they may prefer to rotate the entire program from school district to school district each week, with a different school using the entire 30-minute block one week, and another using it the following week, and so forth."

"It is our hope that the use by the Bryan-College Station schools of various types of involvement with KAMU-TV services and programming will provide us with a wide range of experience, so

that future cooperative efforts between KAMU-TV and the area schools can benefit from the knowledge gained in this initial venture," the Channel 15 Station Manager concluded.

KAMU-TV is scheduled to begin broadcasting February 15. Midwest Video will carry the station's broadcasts over Channel 12 on the cable.

Newspaper Announcement Release

Subject: University-Level Programming

The use by Texas A&M University departments and students of televised instructional material will take on an expanded perspective February 15, when KAMU-TV, this area's educational television station, begins broadcasting video taped instructional material four afternoons per week over its assigned Channel 15. Mel Chastain, KAMU-TV Station Manager, revealed today that several University departments will begin experimentation with the use of programs which were recorded originally for closed-circuit telecasts over A&M's five-channel campus network, repeating individual presentations over KAMU-TV. "This programming will enable students to view certain lectures and demonstrations over television in their own homes, dorm rooms or apartments," Chastain noted.

"We are hopeful that the KAMU-TV facilities can bring many of the more than 300 hours of university-level instructional materials, which have been recorded on video tape by the ETV staff, into the home, to enable the students to obtain this supplemental information at their places of residence, as well as in the classroom," he added. If successful, it will provide both the student and the professor greater flexibility in scheduling, viewing and studying information presented via television. If, for example, a student did not completely understand a portion of a live or video taped presentation shown in class, he could view the video tape a second

time that afternoon in his own dorm or apartment. The repeat technique could also be used for review purposes prior to examinations, Chastain said.

KAMU-TV is scheduled to begin broadcasting February 15. Midwest Video will carry the station's broadcasts over Channel 12 on the cable.

VITA

Melvin Leon Chastain was born June 15, 1939, in Baldwin, Kansas. His parents are Mr. and Mrs. H. N. Chastain, 228 Oxford Court, Naperville, Illinois. He graduated from Shawnee-Mission High School, Mission, Kansas in 1957. He received both the B.A. degree, in Radio-Television-Film (1961) and the M.A. degree, in Communicative Arts (1962) from the University of Denver.

His professional experience began in 1962 as production manager for the syndicated television series, "Science In Action," produced by the California Academy of Sciences. From 1963 to 1965, he was a producer-director and second-in-command of the Television Office of the University of California at Berkeley.

In 1965, he joined Texas A&M University as Program Director of its Educational Television Program, and as an Instructor in the Jounalism Department. He became ETV Director in 1967 and was promoted to Assistant Professor in 1968. He became Station Manager of KAMU-TV, the campus educational television station, in February, 1970. He is one of eight members of the Governor's ad hoc committee on Educational Television, is Vice-President of the Texas Educational Television Association, and is Chairman of the Facilities Committee of the Southeast Texas Information Network Association.

He, his wife, DonnaDee, and their children, DeeAnn and Scot, reside at 1112 Lamar Drive, Bryan, Texas.

The typist for this dissertation was Mrs. K. A. Manning.