A COMPARISON OF PREDICTED AND ACTUAL AUDIENCE REACTION TO FOUR EDUCATIONAL TELEVISION PROGRAMS

by
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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	vi
LIST OF ILLUSTRATIONS	xi
LIST OF APPENDIXES	xii
Chapter I. INTRODUCTION	1
Nature of the Problem Need for the Study Review of Related Research	
II. STUDY DESIGN AND METHODOLOGY	23
Study Design Methodology	
III. AN EVALUATION OF THE QUANTITATIVE PREDICTIONS OF THE A EXPERTS	57
Introduction The First Mode of Analysis The Second Mode of Analysis The Third Mode of Analysis The Fourth Mode of Analysis	
IV. AN EVALUATION OF THE QUALITATIVE PREDICTIONS OF THE A AND B EXPERTS . .	79
Introduction Classification of A and B Expert and Viewer Cues The First Qualitative Mode of Analysis The Second Qualitative Mode of Analysis	

Page

V. SUMMARY AND CONCLUSIONS 104

The Experiment and Results
Conclusions
Suggestions for Additional Experimentation

APPENDIXES 118

BIBLIOGRAPHY 295

LIST OF TABLES

Table		Page
1.	CBS Study - Ranking of Contestants by Program Managers and Listeners	10
2.	The Viewers - Numbers of and Sex	38
3.	The Viewers - Ages and Average Age	38
4.	The Viewers - Education	39
5.	The Viewers - Set Ownership and Average Number of Hours of Viewing per Week . .	39
6.	The Viewers - Program Preferences by Rank Order	40
7.	The Experts - Ages, Educational and Commercial Broadcasting Experience, and Post-Graduate Training	45
8.	Example Table - (Main Item) - Predictive Ability of "A" Experts	67
9.	Summary of "A" Expert Predictive Ability of the Eight Main Items and of the Four Programs	70
10.	Summary of "A" Expert Predictive Ability at the Four Time Periods	72
11.	Summary of "A" Expert Consistent Bias to Over or Underestimate Viewer Reaction. .	76
12.	(Program) - (Category or Sub-catetory). . .	85
13.	Summary of A and B Expert Predictive Ability of the 13 Program Categories and the Four Programs Based on the Number of Positive and Negative Responses	90
14.	Summary of A and B Expert Predictive Ability of the Rank Order of Viewer Positive Cues	96
15.	Summary of A and B Expert Predictive Ability of the Rank Order of Viewer Negative Cues	97

Page

16. Summary of A and B Expert Predictive Ability of the Rank Order of Both Viewer Positive and Negative Cues . . . 99

17. A Comparison of the Rank Order of the "Most Noticed" Program Aspects or Categories 102

18. Tuning Reaction: Predictive Ability of A Experts 150

19. Interest Level: Predictive Ability of A Experts 152

20. Learning - Facts: Predictive Ability of A Experts 154

21. Learning - General Ideas: Predictive Ability of A Experts 156

22. Learning - Something Useful: Predictive Ability of A Experts 158

23. Entertainment: Predictive Ability of A Experts 160

24. Enjoyment: Predictive Ability of A Experts 162

25. Understanding - Following: Predictive Ability of A Experts 164

26. Summary of A Expert and Viewer "Agreement" and "Disagreement" 168

27. Tuning Reaction - Standard Deviations of A Experts and Viewers 170

28. Interest Level - Standard Deviations of A Experts and Viewers 171

29. Learning - Facts -- Standard Deviations of A Experts and Viewers 172

30. Learning - General Ideas -- Standard Deviations of A Experts and Viewers . . 173

31. Learning - Something Useful -- Standard Deviations of A Experts and Viewers . . 174

32. Entertainment - Standard Deviations of A Experts and Viewers 175

		Page
33.	Enjoyment - Standard Deviations of A Experts and Viewers	176
34.	Understanding - Following -- Standard Deviations of A Experts and Viewers . .	177
35.	Atom - Total Program	194
36.	Atom - What the Viewers Felt They Acquired	195
37.	Atom - Interest of Information	197
38.	Atom - Informational Details	199
39.	Atom - Organization - Definition of Purpose	201
40.	Atom - Organization - Development	202
41.	Atom - Organization - Opening	203
42.	Atom - Organization - Closing	203
43.	Atom - General Production Comments	205
44.	Atom - Visualization	207
45.	Atom - Camera and Photography	209
46.	Atom - Music, Lighting, Sound	211
47.	Atom - General Talent Comments	212
48.	Atom - TV Speaking Personality	214
49.	Atom - Communicativeness	216
50.	Atom - Authority	218
51.	Black On White - Total Program	219
52.	Black On White - What the Viewers Felt They Acquired	221
53.	Black On White - Interest of Information .	223
54.	Black On White - Informational Details . .	225
55.	Black On White -- Organization - Definition of Purpose	227

Page

56. Black On White -- Organization - Development 228

57. Black On White -- Organization - Opening . . 229

58. Black On White -- Organization - Closing . . 229

59. Black On White - General Production Comments 231

60. Black On White - Visualization 233

61. Black On White - Camera and Photography . . 235

62. Black On White - Music, Lighting, Sound . . 237

63. Black On White - General Talent Comments . . 239

64. Black On White - Communicativeness 241

65. Fish To Furs - Total Program 244

66. Fish To Furs - What the Viewers Felt They Acquired 245

67. Fish To Furs - Interest of Information . . . 247

68. Fish To Furs - Informational Details 249

69. Fish To Furs -- Organization - Definition of Purpose 252

70. Fish To Furs -- Organization - Development . 253

71. Fish To Furs -- Organization - Opening . . . 254

72. Fish To Furs -- Organization - Closing . . . 254

73. Fish To Furs -- General Production Comments. 256

74. Fish To Furs - Visualization 258

75. Fish To Furs - Camera and Photography 260

76. Fish To Furs - General Talent Comments . . . 263

77. Fish To Furs - TV Speaking Personality . . . 265

78. Fish To Furs - Communicativeness 267

79. Fish To Furs - Authority 269

Page

80. Sod House - Total Program 271

81. Sod House - What the Viewers Felt They Acquired 272

82. Sod House - Interest of Information 273

83. Sod House - Informational Details 275

84. Sod House — Organization - Definition of Purpose 278

85. Sod House — Organization - Development . . 279

86. Sod House — Organization - Opening 279

87. Sod House — Organization - Closing 280

88. Sod House - General Production Comments . . 281

89. Sod House - Visualization 283

90. Sod House - Camera and Photography 284

91. Sod House - Music, Lighting, Sound 286

92. Sod House - General Talent Comments 288

93. Sod House - TV Speaking Personality 289

94. Sod House - Communicativeness 291

95. Sod House - Authority 293

LIST OF ILLUSTRATIONS

Graph		Page
1.	Tuning Reaction: Comparison of A Expert and Viewer Means	135
2.	Interest Level: Comparison of A Expert and Viewer Means	137
3.	Learning - Facts: Comparison of A Expert and Viewer Means	139
4.	Learning - General Ideas: Comparison of A Expert and Viewer Means	141
5.	Learning - Something Useful: Comparison of A Expert and Viewer Means	143
6.	Entertainment: Comparison of A Expert and Viewer Means	145
7.	Enjoyment: Comparison of A Expert and Viewer Means	147
8.	Understanding - Following: Comparison of A Expert and Viewer Means	149

LIST OF APPENDIXES

		Page
A.	QUESTIONNAIRES; VIEWERS, A EXPERT AND B EXPERT	119
B.	THE FIRST QUANTITATIVE MODE OF ANALYSIS . .	134
C.	THE SECOND AND THIRD MODES OF QUANTITATIVE ANALYSES	150
D.	THE FOURTH QUANTITATIVE MODE OF ANALYSIS .	166
E.	DESCRIPTIONS OF THE FOUR PROGRAMS	178
F.	THE FIRST AND SECOND QUALITATIVE MODES OF ANALYSES	194

CHAPTER I

INTRODUCTION

Nature Of The Problem

The purpose of this study was to determine the ability of a group of persons experienced in educational television (designated as experts) to predict actual reaction of a panel of viewers to four educational television programs.

The accomplishment of this purpose was achieved in part by seeking answers from the experts to the following questions:

1. To what extent can ETV experts predict the reactions of the viewers before, during and after exposure to the four ETV programs? This query solicited prediction responses on these items:

    a. Tuning reaction (Would viewers tune in and remain tuned to the programs?)
    b. Interest level (Would viewers be interested and remain interested?)
    c. Learning - facts, general ideas, something useful (Would viewers feel they would learn and were learning facts, etc.?)

d. Entertainment - enjoyment (Would viewers be entertained by or enjoy the programs?)

e. Understanding - following (Would viewers feel they understood and followed the programs?)

2. To what extent can the experts predict the comments of the viewers, both positive and negative, about the various aspects of the content, production and talent of the four programs?

In organizing the means to execute the purpose of this study, two problems immediately appeared. It was necessary that they were resolved before proceeding further. Because of their importance, these problems will be discussed at this point.

The first problem was to determine precisely the limits of qualifications of those used as experts. The conclusion was that such persons should be representative of producer - directors most commonly found in ETV stations at the time of this experiment (1955). Such persons ordinarily would be possessed of considerable knowledge of ETV. Since they would have developed further skill through practical application of their knowledge, it was concluded also that they could be designated properly as experts for the purpose of this study. In the course of the experiments, these experts were used for two different purposes. One group of four was designated as the B Experts. While

this group was used primarily to test procedures and instruments to be used by the Viewers and A Experts, it also was used to obtain qualitative reactions of viewers generally. The second group of four was designated as the A Experts. This group was the one primarily used to predict reactions of the actual viewers used in this study. A more detailed description of the experts used is given on pages 37 - 46.

The second problem was to define the nature of the ETV viewer. This problem was and will continue to be more difficult to resolve. The selection of a truly representative group of ETV viewers for testing purposes is difficult if not impossible due to the lack of knowledge regarding the ETV viewer. Even if his nature were known, the cost of assembling a representative sample would be tremendous. Even research organizations doing program evaluations for sponsors of national network programs find it economically impossible to aim for truly representative audience samples.

The difficulty of defining the ETV viewer can be made more clear by citing the steps that must be taken to arrive at a definition. First to be considered is the total population which has receivers capable of receiving a given ETV program. This population is reduced by the number of persons otherwise occupied at the time of broadcast. The remainder is reduced further by those who are not interested in the particular program. To build a

sample which is truly representative of this final remaining population is, of course, impossible from a practical ETV research standpoint where budget is always a difficult obstacle. Finally, even if a truly representative sample could be created for one ETV program, such a sample would not be completely reliable for another ETV program which might appeal to different interests.

Because of the above reasons and the fact that this study was conducted under a "typically" low ETV research budget, there is the possibility that the viewer groups which were used were not the ideal or best available samples of viewers. However, as pointed out in Chapter II on pages 35 - 37, the viewers used in this study did resemble the so-called ETV viewer as defined by existing ETV research. It should be noted that the findings of this study were strengthened by the fact that a profile description of the actual viewers used was given to the A Experts participating in this study before these experts attempted to predict audience reaction to each of the programs. From such profile descriptions, these experts knew the qualities and characteristics of the Viewers such as number, sex, age, education, set ownership, average hours of weekly viewing and program preferences. Consequently the predictions were of value because they were based upon definitely defined groups of viewers rather than upon mere guess or speculation as to what might

have been the character of the audiences for each of the four programs.

Need For The Study

In ETV, as in commercial broadcasting, there is a need to estimate audience reaction to proposed programs prior to investing large amounts of time and money in these programs. The pretesting of commercial programs has shown the value of getting audience reaction to the program idea, its talent, script, format and devices. (20, pp.218-20). These items can be tested and alterations made at relatively low cost at the prebroadcast point. In fact, commercial broadcasters have established the value of continuing testing during the first important broadcast weeks and even after the program has become established. From the point of view of an ETV producer or distributor, an evaluation or even an estimate of audience reaction to a sample or pilot program from a proposed, high-budget ETV program series would be of value before more time and money were put into additional programs.

Usually audience panels are used in the testing of commercial programs, even though the cost for such commercial testing is high. In ETV, as in local commercial broadcasting, little pretesting using audience panels is done because of the budget, time and research personnel required. (However, the cost of pretesting an

ETV program using the methodology reported in this study is quite modest. The method requires a minimum of time and can be used by relatively inexperienced research personnel.) It is only natural that an ETV producer turns to his own expert opinion, either consciously or unconsciously, or to the opinion of a small number of other available experts on his staff or from outside his production organization to predict audience reaction to his new program series. Certainly it is easier for the producer to assemble this small group of experts to predict audience acceptance of his program than it is for the producer to assemble a larger group of people who are chosen as being somewhat representative of his target audience.

The question arises, however, whether this expert opinion can be relied upon to reflect the opinions of actual audience members. Or perhaps it is better asked to what <u>extent</u> expert opinion is reliable and in what areas of program evaluation it is <u>most reliable</u>. Therefore, this study was undertaken to further the understanding of the role of expert opinion in the evaluation of ETV programs. It is the aim of this study to move us closer to an understanding of the value of expert opinion in program analysis. Certainly this one study does not answer all questions regarding the role of expert opinion in ETV, but it does advance knowledge in this area and it does provide a basis for future research.

In terms of contribution to knowledge, there appeared to be no other study to date which compared predicted and actual audience reaction to ETV programs. In fact, there appeared to be only one other study in the area of broadcasting which compared expert and audience reaction. This was the Columbia Broadcasting System study which is reported later in this chapter along with the other related research.

Review Of Related Research

The purpose of this section is to report other research which relates to this study. A survey of the literature in the areas of broadcasting, speech, social psychology, public opinion and advertising indicates that no other comparison has been done of predicted and actual audience reaction to ETV programs. In fact, as mentioned above, only the one study conducted by the Columbia Broadcasting System paralleled this study.

Because of the close relationship between this study and a study conducted by the Survey Research Center of the University of Michigan, that study is reported in this section. There is reported here also the literature which has relation to or bearing upon the research procedures used in this study. This is done in order to make the procedures more meaningful and with the thought that such literature might provide suggestions for future research involving procedures similar to those used in this study.

Columbia Broadcasting System Study

In October of 1946, the Program Analysis Division of the CBS Research Department published a report, "Experts Vs. Listeners." (12) The study was done in conjunction with the CBS Program Managers' Clinic, September, 1946 and made use of a radio talent program broadcast on August 6, 1946. The study claims only partial answers to the following "brazen" questions:

> 1. How different are the tastes and preferences of most program managers — who choose and schedule programs for the listeners — from the tastes and preferences of the ordinary person?
>
> 2. What is their astuteness in predicting the reactions of an average listener group? (12, p. 1)

Methodology

Seventy-seven program managers of CBS affiliated stations and a regular listener group (from 75 to 100 persons) listened to the same program. The experts listened to a recording of the broadcast. The reactions of the program managers and the listeners were recorded by an electronic machine. This machine is capable of recording the simultaneous reaction of from 75 to 100 people, which with certain pre-selection, CBS considers to be a cross-section of listeners. A red push button for the left hand and a green button for the right transmit to the recording apparatus of the machine personal second-by-second dislikes and likes, or a neutral reaction if no

button is pushed. The machine is called the Stanton-Lazarsfeld Program Analyzer. There are two versions of the Program Analyzer. The version used in this study records the reactions of up to 100 persons and is nicknamed "Big Annie." The other version records the reactions of up to 40 persons and is known as "Little Annie."

At the conclusion of the program the viewers filled out a personal opinion questionnaire. The experts filled out an identical questionnaire plus another spe-ial prediction questionnaire to gain their estimates of "the probably responses of a cross-section of listeners."

Findings

The Managers' "Own" Reactions ("Big Annie" Test).

> 1. In spite of certain similarities, the Reaction Profile for the program managers was largely a reverse of the Reaction Profile for the listeners. Where the trend line for the program managers was up, the trend line for the viewers was mostly down, and vice versa, ...
>
> 2. While the performances of the contestants tended to receive the most, and the M.C.'s interviews the least approval from the listeners, the managers' approval generally peaked for the M.C. parts.
>
> 3. Only in one instance did the experts and listeners agree in their personal reactions: The outstanding low spot for both groups was the comedy routine of contestant No. 2 (Sunny Sparks). (12, pp. 2-3)

The following Table compares how the listeners and the program managers ranked the five contestants in terms of reactions by the listeners and reactions by the managers,

which were recorded by the "Big Annie" machine. The Table also shows under "Prediction Questionnaire", how the managers ranked the contestants when they were using the prediction of audience reaction questionnaire. This second column under "Program Managers" is included to facilitate comparison of the managers' own reactions as measured by "Big Annie" and their predictions of audience reaction as measured by the post-listening questionnaire. The findings related to the managers "audience reaction" predictions are reported on page 11.

TABLE I

CBS STUDY - RANKING OF CONTESTANTS BY PROGRAM MANAGERS AND LISTENERS

Contestants	By Listeners	By Program Managers	
	"Big Annie" Test	"Big Annie" Test	Prediction Questionnaire
Gloria Benson	1	3	1
Norman Paris	2	1	3
Beatrice Fung Oye	3	4	4
Jimmy Ames	4	2	2
Sunny Sparks	5	5	5

The Managers' "Own" Reactions (Listeners' Questionnaire).

1. When asked what contributed most to their enjoyment of the show, the managers listed the M.C. first and the amateur performers as second. The listeners listed them the other way around.

2. The caliber of most of the contestants was considered 'good' by the listener panel, but was rated only 'fair' by the majority of the expert panel.

3. While the listener panel and the expert panel differ in their evaluation of the program's major elements (the contestant performances and the M.C. interviews), they both agree on the proportion of the program taken up by the two elements as 'just about right.'

4. In evaluating the program as a whole, both panels expressed a degree of satisfaction that was higher than average for all previously tested commercial and sustaining shows. (12, pp. 3-6)

The Managers' "Audience Reaction" Predictions.

1. The responses of the program managers in their capacity of experts agree more closely with the reactions of the listener panel than did their personal reactions. As a group, the program managers predicted correctly that most listeners would be satisfied with the program as a whole and that the listeners would rate the program above average.

2. At the same time, it is notable that nearly one-half of the managers underrated the program's appeal for the cross-section of listeners.(12, pp. 6-10)

3. The managers failed to predict the appeal of the contestants on the program. A majority of the experts classified the contestants as "fair," while most of the listeners thought the contestants were "good."

4. The managers predicted correctly that the listeners would react favorably to the M.C.

5. The managers predicted correctly, although with a narrow margin, that the contestants would rate

higher with the listeners than the M.C. interviews with talent scouts.

6. The program managers were also partly off in their attempt to rank the contestants on the basis of actual appeal to a cross-section of listeners. (12, pp. 6-10)

With reference to this last finding (6.), the managers were close to the listeners' ranking of the contestants as shown on page 10 in Table 1 under "Prediction Questionnaire." The managers were wrong only on one contestant, Jimmy Ames, as far as order was concerned.

In general the personal tastes and preferences of the program managers were at least somewhat different on five out of seven major points tested. But in predicting the reactions of the listener group, the program managers were at least close to three out of six major items tested. One might conclude that while the tastes and preferences of the CBS program managers were different for the most part from those of the listeners, the managers were able sometimes to forget their preferences and place themselves in the shoes of the listeners. The question remains, however, as to whether or not the managers were reliable predictors of the reactions of the listeners. While the CBS study gave no definite answer, it seems to imply that the managers were only "fair" predictors and perhaps were not reliable enough.

The Survey Research Center Study

In 1955, the Educational Television and Radio Center, Ann Arbor, Michigan (an independent agency of the Ford Foundation) commissioned Dr. Stephen B. Withey of the Survey Research Center, University of Michigan, Ann Arbor to conduct a study which was entitled, "A Pilot Study of Public Reaction to Certain Educational Television Programs." (22)

In addition to field interviews in Pittsburgh regarding public reaction to programs broadcast by that city's ETV station, WQED, the SRC study dealt with actual audience reaction to four ETV programs distributed by the Educational Television and Radio Center. Questionnaires were filled out by volunteer groups before, during and after exposure to the four ETV programs. After the screenings, group discussions of the programs were recorded. The volunteer groups were recruited in and around Ann Arbor and no single group numbered more than nine persons.

The relationship of this study to the SRC study was that this author worked with Dr. Withey on that portion of the SRC study which dealt with audience reaction to the four ETV programs. With full consent of the SRC and the Educational Television Center, this author made full use of the data obtained from the viewer panels. Further data were collected independently, by the author, to supplement

the material indicated above and to complete the particular design to be described in the following chapter. In other words, after collaborating in the SRC study, the author designed this study, obtained expert prediction of audience reaction to the same four ETV programs, and then compared the actual and the predicted audience reaction to the programs in order to determine the predictive ability of the experts.

The methodology of the SRC study, relevant to this study, is described in detail in Chapter II, "Study Design and Methodology." The findings of the SRC study are reported in Chapters III and IV, which are comparisons of the quantitative and qualitative predictions and reactions to the four ETV programs.

Methodology

Important methodological suggestions are made in this study (and in Dr. Withey's study) regarding a low cost, simple technique for evaluation of ETV programs. Consequently, a survey of the literature relating to this technique is included here. This survey not only makes the methodology used in this study more meaningful but it is of value to future research in the area of ETV program analysis.

Pretesting

As mentioned before on pages 5-7, there is a need

for ETV producers, as well as for commercial producers, to gain an estimate of audience reaction to various elements of a new program series before investing large amounts of time, money and energy in the series. Therefore a brief report is made here regarding various pretesting techniques which have been employed in the past and were being used at the time of this writing.

Seehafer and Laemmar (20, pp. 220-28) give an excellent overview of the methods of testing and pretesting commercial radio and television programs. The two more popular methods are the Stanton-Lazarsfeld method and the Schwerin System. The Stanton-Lazarsfeld Program Analyzer has been previously described under the CBS study.

The method used in this study somewhat resembles the Schwerin System. Seehafer and Laemmar describe it as follows:

> Under the Schwerin System, about 300 persons are invited to a studio for each test session. This audience has been roughly pre-selected to provide adequate representation of all important groups. After being oriented and filling out detailed questionnaires on their personal and listening characteristics, the audience members hear (or see) a recording of the program and react to it at frequent intervals, using a score-sheet method. This is followed by a discussion period in which audience members volunteer their comments on what they have heard (or seen); the test director phrases these comments back for the whole audience to vote on.
>
> The data thus collected are tabulated. Profiles which show the ups and downs of audience liking throughout the program are reported to the client, along with liking scores that tell what groups in the audience liked and didn't like the program or various portions of it. Material gathered from the discussion sessions is also used

> to interpret why listeners liked or disliked various portions of the program. (20, p. 222)

In an extensive study concerning the TV version of Quiz Kids, Schwerin compared home viewer and studio viewer reactions to the same program. The results of this and a large number of other studies indicated to the Schwerin Research Corporation that they could evaluate programs in testing studios and necessarily did not have to go to the additional expense and inconvenience of testing in homes.

The Hopkins televote machine used by Dr. George Gallup, the Dr. Forrest Whan machine and a machine distributed by the General Electric Company, operate somewhat similarly to the Program Analyzer. They can be used for pretesting programs. Questionnaires also may be used, along with group interviews, to provide more qualitative information.

Research firms or psychologists have been employed also to pretest programs. General Mills employed one such psychologist, Dr. Martin L. Reymert, Director of the Moosehart Laboratory, Illinois, to analyze parents' and children's acceptance of Jack Armstrong programs. Reymert not only analyzed individual programs, but also made analyses of outlines for new series of adventures. He frequently had a script of a program read to a small group of children to get their reactions.

Test programs are broadcast in test markets (test cities) by major sponsors to pretest the sales potential of a program. Regular advertising is carried on and any

increase in sales may be attributed to the program. Regional networks may be used similarly before a larger number of stations is purchased by the sponsor.

Group Interview

The group interview is a relatively new research technique. There is still much to be learned about its use, but already it has been used with success in the area of program analysis. For this reason some of the more important known ideas about group interviews are reported here. It is an important part of the methodology of this study and it has value to future ETV research in the area of program analysis.

The nature of group interview is best described by Merton, et al. (18, pp. 3-5) He identified five distinguishing characteristics of the "focused interview" which applied to the group interview as well. They can be paraphrased as follows:

1. The group must have had a common experience.

2. A content analysis of the experience has been done prior to the discussion.

3. The analysis defines an interview guide or the major areas of inquiry and hypotheses.

4. The discussion should focus on the experience and the participants' subjective definitions of the experience.

5. This enables tests of hypotheses to be made and provides fresh hypotheses for more analytical research.

Merton (18, pp. 11-17) sets forth four criteria which can be applied to the group interview. They were: "range," "specificity," "depth," and "personal context." He also indicated interviews should be as nondirectional as possible to "uncover a diversity of relevant responses." While unstructured questions should predominate, particularly during the discussion's beginning, Merton pointed out that semistructured, and in a few cases, structured questions may be needed to meet all the criteria. Further he sets forth the need for retrospection or reflection to facilitate participant focus on the subject. (18, pp. 21-29)

Merton (18, pp. 136-37) suggested that the size of the group should be large enough to get variety of opinion, yet small enough for adequate participation and control. Edmiston (10) added that groups should be large enough to insure continuous discussions, yet small enough for complete recording of the ideas expressed so that consistency of opinion can be checked.

Most authors seemed to agree that the size of the group depends upon the subject under discussion, the objectives of the research and the characteristics of the population from which the participants are selected. However, in general terms, Merton (18) suggested 10 to 12

persons per group, Abrams (1) suggested eight and Smith (21) suggested 10. In general the above authors suggested that the size of the group may vary from three or four up to 20 or more persons depending upon homogeneity of participants, depth of comment required, number and range of comments desired in the alloted time, interest of topic, and the mental agility of the group.

In regard to the composition of the group, there was general agreement that the more socially and intellectually homogeneous the group, the more productive it becomes. When possible, Merton (18, pp. 137-39) suggested matching participants by education, occupation and age, and that education and status are the most important requirements for homogeneity. Edmiston (10) emphasized that participants should be representative of the population from which they are drawn. Smith (21) felt that sexes and ages can be mixed. Abrams (1), in contrast, found it best not to mix sexes and ages.

Both Merton (18, pp. 139-40) and Smith (21) agreed that a circular or semicircular pattern, with the interviewer seated as one of the group, tends to affect favorably the spontaneity and quality of discussion.

The need for complete and accurate reporting of comments and identification of these comments with specific respondents was emphasized by most authors. Merton's (18, p. 140) survey indicated that a stenographer on the margin of the group is not distracting, and that chairs

should be numbered to facilitate identification. He also indicated that electronic recording is successful when an observer records the sequence of speakers. To ask persons to identify themselves tends to damage discussion. (Experience gained in this study indicated that a recording machine and technician on the margin of the group did not damage discussion.)

In addition to providing data from several persons, Merton (18, pp. 141-47) listed three main advantages of the group interview over the individual interview or questionnaire. It tended to release inhibitions, widen the range of response and activate forgotten details. Additionally, Abrams (1) added the following advantages of the group interview: its length permits tapping respondents' preconscious (thoughts which are "out of mind" at the time, but can be recalled with little or no effort), it gets at thoughts and not just responses, it permits more flexible procedures, it enables respondents to express personally contradictory attitudes, and is often more valid in predicting public opinions than the material obtained in individual interviews. Smith (21) further supplemented the list of advantages by mentioning that respondents tend to try hard to contribute and that trained social scientists can do the interviewing.

Merton (18, pp. 147-53) listed the following disadvantages of the group interview; responses may be more related to the "interplay of personalities and status

claims in the group than to the subject," responses may be irrelevant, the "leader effect" may cause certain respondents to monopolize the discussion or to structure the responses of the other respondents, continuity can be broken by unrelated comments, and some persons are reluctant to speak before others.

Abrams (1) added that the verbatim record does not lend itself to quantitative analysis and that groups rarely constitute a satisfactory statistical sample. And further, Smith (21) added that some people talk too much and others too little and that intensive exploration of individuals is not feasible in group interview.

In regard to the uses of the group interview, Smith (21) suggested it be used when one wants to get as much depth as possible quickly and when the subject is new and just being opened up for research. Merton (18, pp.3-5) mentioned its usefulness in research regarding mass communications and propaganda analysis. Edmiston (10) stated its usefulness in quickly getting a group's "central tendency of thinking," and in getting student opinions about a course or faculty reactions to an evaluation study. The technique, of course, has been valuable in advertising and marketing research.

Merton (18, pp. 153-69) made valuable procedural suggestions regarding opening and conducting the group interview. He covered such items as: "facilitating reports by entire group," "controlling loquacious

interviewees," "activating reticent interviewees," "the dead silence or pregnant silence," "regulating group interaction," "ascertaining response frequencies," and counteracting the leader effect."

Abrams (1) listed the qualities of the good interviewer and his responsibilities. Merton (18, pp. 178-83) also discussed the role of the interviewer.

When certain more quantitative data are needed, both Abrams (1) and Merton (18, pp. 171-78) suggested that a questionnaire can be used at the beginning and/or ending of a group interview. Secret ballots on key discussion points can be taken at the end of the discussion or a show of hands can be used during the discussion shortly after a new point has been raised.

CHAPTER II

STUDY DESIGN AND METHODOLOGY

This chapter consists of two parts designated as (1) the study design and (2) the methodology followed in this study. The study design is a brief overall description of the experiment. The methodology section is a more detailed account of how this experiment was developed and conducted and an explanation of the rationale behind the key steps involved in conducting the experiment.

Study Design

The design of the experiment was essentially quite simple. The first step was to select four representative programs from four program series distributed by the Educational Television and Radio Center. The second step was to get actual audience reaction to each program. This was achieved by showing each program to three or four groups of individuals. There were from 8 to 9 persons in each group. These persons were designated as the "Viewers." These Viewers were asked to state their reactions to each program before, during and after its showing by means of a questionnaire. This questionnaire primarily solicited quantitative data, but two questions called for qualitative

data. A discussion by the Viewers was then initiated and from the discussion further qualitative data were obtained. The third step was to obtain predictions of experts as to what they believed had been the reactions of the Viewers to each program. This was accomplished in this manner. Four experts, designated as "A Experts," were first given a general profile as to the make up and characteristics of the individuals comprising each viewer group, but without any information regarding their reactions. These experts evidenced their predictive opinions before, during and after the respective programs were shown by means of a questionnaire quite similar to the questionnaire submitted to the Viewers. An additional two pages of open-ended questions were added to the questionnaire submitted to the A Experts in order to secure their predictions as to what had been the qualitative reactions of the Viewers. The fourth step was to procure predictions of experts as to what they believed would be the reactions of viewers generally to each program with emphasis upon qualitative predictions. This was done by another group of four experts, designated as "B Experts," to whom a different form of questionnaire was submitted. Their predictions of audience reactions were made only after the respective programs were shown to them. These B Experts were used also to test the instruments and procedures to be used in this study and to suggest improvements in them before they were applied to and used by the Viewers and A Experts.

The fifth step was to tabulate the quantitative and qualitative reactions of the Viewers and also the quantitative and qualitative predictions of the A Experts and the qualitative predictions of the B Experts. The sixth and final step was to compare the reactions of the Viewers (a) with the quantitative predictions of the A Experts and (b) with the combined qualitative predictions of both the A and B Experts. From these comparisons, certain conclusions then were drawn as to the ability of the Experts to predict what would be the audience reactions to the ETV program under consideration.

Methodology

The methodology followed in this study consisted of steps utilized in conducting the study. These steps stated in a somewhat chronological order were (1) Selection of Programs, (2) Development of Procedures and Instruments, (3) Description of the Viewers, (4) Description of the A and B Experts, (5) The Viewer Procedure, and (6) The A Expert Procedure.

Selection of Programs

Selection of programs to be used in this study began with the development of criteria for their selection. The criteria were developed by Dr. Stephen B. Withey of the Survey Research Center, University of Michigan, Ann Arbor, Michigan and by the author who was then Director of

Distribution for the Educational Television Center, Ann Arbor, Michigan. The number of programs was to be four - a number small enough to meet the budget limitations of the study and yet large enough to allow for some variety of topic and format. These four programs were to be typical of programs included in four program series and which series were also to be typical of those series distributed by the ETRC in 1955. The series and programs selected were to be typical in format, topic and standards of excellence of the total ETRC library at that time. We did not want the best or the worst. There needed to be some room for differences of opinion among the viewers who reacted to the programs.

The sheer number of programs available at the time of the experiment (over 1,000 programs organized into over 100 program series) made the selection of the four programs difficult. However, arrangements were made with the ETRC to screen as many programs as possible during a two-week period. Over 30 half-hour programs from an equal number of program series were screened. The programs selected were:

Program:	From the program series:
"How Big Is An Atom?".....	The Atom
"Black On White".....	Art And Artists; Great Britian
"From Fish to Furs".....	Before There Was A U.S.A.
"The Sod House Frontier"...	The Great Plains Trilogy

(Because of the large number of references made to these programs and therefore, to simplify these references, the following short titles will be used hereinafter: "Atom," "Black on White," "Fish to Furs" and "Sod House.")

It will be noted that in the area of topics, one program ("Atom") was chosen from science, one ("Black on White") from art and two ("Fish To Furs" and "Sod House") from history.

So that there would not be too much disparity in the format, all programs employed only one person as a principal speaker. In one case ("Fish To Furs"), the speaker appeared almost constantly. In another case ("Atom"), the speaker was supplemented by visual demonstration material. In still a third case ("Sod House"), the speaker was supplemented by both visual examples and dramatic material. In the fourth case ("Black On White") the speaker was never seen, though he talked constantly.

A detailed description of each program and the series from which it comes is given in the Appendix on pages 178-193. Therefore, only a brief description of each program is given here.

"Atom" was a lecture-demonstration by Dr. Edward Teller, an outstanding atomic physicist associated with the development of the H-bomb and Manhattan project. (He was not so identified in the program and only two viewers recognized him.) Teller used a great number of visual aids and some film inserts to illustrate his points. The

purpose of the program was to show how science has determined the size of atoms. San Francisco's ETV station, KQED, produced the program.

"Black on White" can be classified as an "art film." It featured the cartoons and caricatures of outstanding British artists, which were tied together by film inserts of symbolic scenes and objects and by a voice-over narrator. Extensive background music and sound effects were used throughout the program. Because the program was impressionistic, it was difficult to define the exact purpose. BBC-Television produced the program for the ETRC.

"Fish To Furs" was a straight lecture with little or no visualization. Reverend John Francis Bannon, S.J., Director of the Department of History at St. Louis University, was the instructor for the telecourse. The purpose of the program was to teach early North American history during the time when the French first became interested in southeastern Canada. The program was produced by the St. Louis ETV station, KETC.

"Sod House" was an informal, illustrated lecture with many photographs and actual pioneer objects, and featured a 10 minute pantomime scene of life in a sod house. Dr. James C. Olson, Superintendent of the Nebraska State Historical Society and lecturer in history at the University of Nebraska, was the speaker. The purpose of the program was to explain pioneer life in the Great Plains states. The University of Nebraska produced this program.

Development Of Procedures And Instruments

After selecting the four programs to be used, the next step was to develop a simple, low cost technique for getting audience reaction, and subsequently expert prediction of actual audience reaction.

Selection of Criteria

This began with the selection of criteria for the procedure and instruments to be used. These criteria, developed by the ETRC, Dr. Stephen B. Withey and the author, were as follows:

1. The procedures and instruments should provide the ETV producer with information which is accurate enough to serve as the basis of important policy decisions regarding the program being tested and the series from which the program came.

2. The procedures and instruments should be low in cost, so as to be within the reach of most ETV producers.

3. The procedures and instruments should be simple enough for relatively inexperienced research personnel to use effectively.

4. The procedures and instruments should enable quick tabulation and evaluation of the data to provide the ETV producer with information about the program as soon as possible so that changes can be made, if necessary, in the program tested and in subsequent programs.

5. The procedures and instruments should be as unstructured as possible. They should have minimum structuring for several reasons. First, research in social psychology suggests that more valid information is yielded when instruments, such as questionnaires and group interview, are not overly structured. Second, because so little was known about how viewers would react to ETV programs, it was felt that minimum structuring at this early time would be prudent and also would increase understanding of audience reaction. This would facilitate future ETV research in program analysis by suggesting the kind of things ETV audiences would notice and about which such ETV audiences would comment.

After the development of the above criteria, a list of possible items was drawn up about which an ETV producer or ETV station program manager might desire to have answers. These related directly to any ETV program which a producer or program manager might want to test. This list was compiled to suggest items to be tested by means of a questionnaire. These items logically fell under the headings of "content," "production," and "talent." This list was then shown to ETV experts at the ETRC and the University of Michigan. From the ETRC they were: Robert Hudson, Program Coordinator; Glenn Starlin, Program Associate and now Chairman, Department of Speech, University of Oregon; and Lyle Nelson, Assistant to the President, ETRC and now Director of University Relations, University

of Michigan. From the University of Michigan they were: Garnet Garrison, Director of Broadcasting; Edward Stasheff, Professor of Speech, Department of Speech; Edgar Willis, Professor of Speech, Department of Speech; Hazen Schumacher, Assistant Director of Television, Office of Television; and Merril McClatchey, Producer-Writer, Office of Television.

From the suggestions made by these experts and with consideration of the previously mentioned criteria, the first procedure and instrument were drawn up for test purposes.

The B Expert Procedure

While it would have been desirable to have used a preliminary panel of viewers to test the propriety and sufficiency of the procedure and instruments to be used and applied later to the Viewers and A Experts, the budget did not permit assembling such a group at this time for that purpose. Consequently it was necessary to select and use a panel of four available ETV experts to accomplish two things: (1) To test the procedure and instruments and (2) to predict generally what would be the reaction of any viewer audience to the four selected programs with emphasis upon qualitative predictions.

These experts are referred to as the "B Experts" because they are secondary to another group of experts, the "A Experts" who made their predictions, based in part on prior knowledge of the actual Viewers used. A description

of the B Experts is given later in this chapter on pages 37-46.

The procedure followed with the B Experts is uncomplicated. The B Experts were assembled around a motion picture screen in the Conference Room of the Office of Television at the University of Michigan. The author greeted the experts and oriented them about the nature of the experiment. It was emphasized during the orientation and throughout the screening that they were to predict audience reaction and to avoid expressing their own personal opinions. The B Experts were then given a brief "program listing" type of description of the first program. This program was then projected by a 16 mm. projector in its entirety and the experts filled out the test questionnaire. This questionnaire is located in Appendix A on pages 132-133. It simply required the B Experts to jot down their predictions under the following questions:

1. What do you predict the audience will get out of viewing this program? (information, speaker and production)
2. INFORMATION OR CONTENT. What will be audience reaction to content?
3. SPEAKER. What will be audience reaction to the speaker?
4. PRODUCTION TECHNIQUES. What will be audience reaction to the production techniques?

Under all but the first question, the B Experts were asked to list what they thought would be "aids" and what would be "barriers" to favorable audience reaction.

This procedure was followed throughout the screening of the other three programs, with brief breaks between programs and a longer "coffee break" after the second program.

The experience with and knowledge gained from the B Expert sessions suggested several improvements in the procedure and instruments to be applied later to the Viewers and the A Experts.

For the purpose of this study, the term "Quantitative Data" means the kind of data, such as answers to questionnaires, which can be tabulated and measured numerically. The term "Qualitative Data" means the kind of data which would tend to show the things that motivated the Viewers and A Experts to make their answers and which would indicate the reasons for such answers.

While the answers of the B Experts did yield valuable and usable qualitative data, it was felt that quantitative data were also needed from the Viewers and from the A Experts. It was also felt that this quantitative data should be solicited before and during, as well as after the screenings, to provide a Viewer profile of audience reaction and an A Expert profile of predicted audience reaction. These profiles then would provide an excellent basis for comparison of predicted and actual audience reaction.

It was further concluded that a half-hour group discussion should follow each of the Viewer showings to yield more and richer qualitative data. This discussion

technique developed for the Viewers is briefly reported on pages 50-3 in this chapter.

It was concluded also that the A Expert questionnaire should be organized on an unstructured basis around the headings of "content," "production," and "talent." To get the qualitative predictions of the A Experts as to audience reaction, it was decided that a slightly more structured version of the B Expert questionnaire should be used. As a result, the A Expert questionnaire was designed so that a part thereof took the place of the Viewer discussions and of a few general open-ended questions on the last page of the Viewers' questionnaire. (See Appendix, p. 122). The above decision was based on several reasons. First, it was reasonable to assume that all qualitative viewer discussion comments, which were unstructured for the most part, could be classified under "content," "production," and "talent." Second, it was not reasonable to ask for more than a half day of the time of the A Experts. At least one full day would have been required if discussion had been used. And third and most important, the emphasis in estimating the predictive ability of the A Experts would be based primarily on the quantitative data of the Viewer reaction profiles and of the A Expert prediction profiles, and not on the qualitative data.

With these decisions resolved, the questionnaires for the Viewers and the A Experts were then drawn up. The Viewers' questionnaire is described in this chapter on pages

49-50 and a copy of it is in the Appendix on pages 119-122. The A Expert questionnaire is described on pages 53-56 and a copy of it is on pages 123-131 of Appendix A.

Since the procedures and instruments to be used in this study have now been developed, descriptions of the Viewers and the A Experts upon whom they were to be applied should now be given.

Description Of The Viewers

While the procedures and instruments for the Viewers and A Experts were being developed, consideration was given as to the viewers to be used.

Before describing the actual Viewers who constituted the viewer panels, it is important to reemphasize that the A Experts did know the nature of the audience segment whose reactions they were predicting. Therefore their success in predicting the reaction of this particular group of people can be measured. We can, therefore, speculate regarding their possible success in predicting the reactions of a potential audience if we accept the possibility that the nature of this audience can be defined.

It should also be emphasized that it is more difficult to determine what will be the nature of the ETV viewer and ETV audiences generally than it is to determine the nature of the ETV control grups used for this study in connection with the four preselected programs.

This problem of defining the ETV viewer was discussed in Chapter I, on pages 3 and 4. However, within the framework of existing ETV research, the Viewers used in this study do resemble "the ETV viewer" as defined by such existing research.

Let us now consider the Viewers who made up the panels used in this study. The Viewers were volunteers. The budget of this study did not permit choosing the viewers by any random sampling procedure. However, some attempt was made to get people with a variety of backgrounds and other characteristics. They were more or less equally balanced as far as men and women were concerned, and their ages ranged from the late teens to the sixties. However, there was a heavy weighting of people with college and even post-graduate education. But it is noteworthy that Dr. Withey (22, p. 25) found that in a random choice of families in Pittsburgh, among those that subscribed to WQED Program Previews (a program listing and information bulletin published by Pittsburgh's ETV station), there was also a heavy weighting of college persons.

Along this line, Dr. Ryland Crary (9, pp. 10-13) summarizes the findings of six studies (2, 11, 15, 17, 19, 22) which sought in part to define the ETV viewer. Crary states:

> . . . economic status and educational backgrounds are not very effective clues to educational television interests.

> Yet since educational and commercial television are different, it is obvious that some ground for choice can be established. Therefore, it is well to note the Schramm generalization: 'It seems that the kind of audience we are dealing with here is largely one that we can call - - without any uncomplimentary overtones - - a culture audience.' Or as Adams concludes, 'In a word, the "viewer" emerges as a more "cultured" or culture-oriented individual than his counterpart, the "non-viewer," even though educationally, economically, and in other respects he does not significantly differ from him.' (9, p. 13)

Experience with the Viewers used in this study ties them closely to the "ETV viewer" defined by Crary. To amplify this general statement, the following Tables, 2 to 6, summarize certain demographic information about these Viewers, particularly the Table dealing with the program preferences of the Viewers, (See Table No. 6, p. 40).

Description of the A and B Experts

Again while the procedures and instruments for the Viewers and the A Experts were being developed, consideration was also given to the selection of the A and B Experts. The criteria developed for the selection of the experts were as follows:

1. The number of experts used in any group in this study should not exceed four; otherwise there would be no point in using experts, and ETV producers might just as well use a larger number of viewers. In other words, if expert prediction of audience reaction is to be used, it is practical only if the predictions of a few experts can approach the actual reaction of a much larger number of viewers. As pointed out before, the four A Experts were used primarily

TABLE 2

THE VIEWERS - NUMBERS OF AND SEX

Programs	Total Viewers	Male	Female
Atom	31	15	16
Black On White	23	10	13
Fish To Furs	33	14	19
Sod House	24	10	14
	111	49	62

TABLE 3

THE VIEWERS - AGES AND AVERAGE AGE

Programs	Ages							Average Age
	10	20	30	40	50	60	?	
Atom	9	3	5	5	5	2	2	30
Black On White	0	1	7	9	4	1	1	30.8
Fish To Furs	1	5	13	10	3	1	0	33.6
Sod House	1	2	6	7	3	4	1	30.4
Totals	11	11	31	31	15	8	4	31.2

TABLE 4

THE VIEWERS - EDUCATION

Programs	Elementary	High School	College	Post-Graduate
Atom	2	12	7	10
Black On White	1	6	6	10
Fish To Furs	0	9	7	17
Sod House	1	10	10	3
Totals	4	37	30	40

TABLE 5

THE VIEWERS - SET OWNERSHIP AND AVERAGE NUMBER OF HOURS OF VIEWING PER WEEK

Programs	Set Ownership		Average Hours Viewed
	Yes	No	
Atom	14	17	3.83
Black On White	11	12	7.9
Fish To Furs	16	17	6.64
Sod House	20	4	12.0
	61	50	7.59

TABLE 6

THE VIEWERS - PROGRAM PREFERENCES BY RANK ORDER

Types Of Programs	Atom	Black On White	Fish To Furs	Sod House
Drama	1	1	1	2
Classical Music	4	8	5	3
Information - Education	2	4	2	5
News	3	2	3	3
Comedy - Drama	4	4	5	5
Comedy - Variety	*6	3	3	1
Mystery - Action	*6	6	7	7
Popular Music	*6	6	9	8
Sports - Others	*6	9	8	9

* It is interesting to note that the Viewers of Atom checked off an equal number of preferences for these four program types.

for the comparison of predicted and actual audience reaction because the A Experts based their predictions on prior knowledge of the actual viewers used. The predictions of the B Experts, however, did amplify and further enrich the qualitative predictions of the A Experts.

2. These experts should be representative of producer-directors most commonly found in ETV stations at the time of this experiment (1955). At that time there were fifteen ETV stations in operation. Available information obtained through association with the ETRC as to operating personnel of these stations indicated that the producer-directors fell into two classifications within the generic term of expert.

One classification was the Authoritative Expert. This individual might be an executive producer, a program manager, or in some cases a station manager with a production background. He was characterized by his recognition in the field of educational broadcasting because of successful productions, writings, research and teaching and because of his years of experience in educational and commerical boradcasting which was more than ten years in most cases.

The other classification was the Practical Expert. This individual was usually a younger person in his twenties or early thirties with some graduate work. He may have had a few years of practical experience in educational broadcasting or in commercial broadcasting or in both. He was ordinarily working under the supervision of an authoritative expert. It should be emphasized, however, that there was not much appreciable difference between the practical experts' experience and the experience of their counterparts in smaller and some medium sized commercial

stations at that time. In terms of broad education, grounding in ETV theory and techniques and practical application thereof, there was justification to consider and designate these persons as experts from a practical point of view.

The question then arose as to which class of expert should be used in this study. This problem was resolved by deciding that the practical expert should be used. There were several reasons for this decision. First, there were many more practical experts than there were authoritative experts. While most ETV stations would rarely have more than one or two authoritative experts, such stations would have from four to fifteen practical experts. Second, it was logical to assume that opinions of an expert nature by the staff of an ETV station ordinarily would be the bases for resolving most program and production problems and also for estimating audience reactions. It was equally reasonable to believe that such station would not incur the expense of calling in outside experts from other ETV operations except in exceptional or unusual cases. Third, in addition to the explanation stated in paragraph 1 above, another conclusion was that opinions and predictions by only one or two experts, no matter how qualified or experienced they might be, would not be enough. Since ordinarily most ETV stations had only one or two authoritative experts on their staffs, the result was evident that most of the members on the

panels used in this study should be such as have been designated as practical experts. Fourth and finally, it was logical to assume that most ETV programs were directly in the hands of the practical experts and that in most instances the executive authoritative expert could and would actually do little more than guide and indirectly control most ETV programs from a policy standpoint.

The following general statement describes the experts used in this study and shows them to satisfy the above criteria for practical experts.

The eight Experts, all male, were volunteers and were typical of most producer-directors in the University of Michigan's production center at the time of this study. They ranged in age from 25 to 35, with an average age of 27.1 years. Their experience in educational broadcasting ranged from two to 15 years, with an average of six years. Their experience in commercial broadcasting ranged from zero to five years, with an average of 2.1 years. Their post-graduate work ranged from one to seven years, with an average of 3.23 years. As a group they ranked their total broadcast experience specialities as follows:

1. Production
2. Talent
3. Programming
4. Writing
5. Promotion-Publicity
6. Management
7. Sales

Table 7 which gives a summary of the qualifications of the A and B Experts, further amplifies what has been said above.

This section will be complete if the uses made of these experts are brought into focus briefly as is detailed in "The B Expert Procedure" on pages 31-35 and in "The A Expert Procedure" on pages 53-56. One group of four was arbitrarily designated as the B Experts. Another group of four was arbitrarily designated as the A Experts. The persons assigned to each group had substantially the same qualifications. In any event, all of the eight persons were within the classification of practical experts as adopted for the purposes of this study.

The differentiation between the two groups lies not in any matters of qualification, but in the use made of each group of experts to achieve the production of a desired result within the framework of the study design. For instance, the A Experts based their predictions of actual audience reactions upon knowledge of the specific characteristics of the panels of Viewers of each of the four programs. The questionnaire which they used was quite similar to that questionnaire used by the Viewers. On the other hand, the B Experts made their predictions as to what general audience reactions might be without any knowledge concerning the Viewers used in this study. Their questionnaire was different from that used by the A Experts. It should be recalled also that the methodology

TABLE 7

THE EXPERTS - AGES, EDUCATIONAL AND COMMERCIAL BROADCASTING EXPERIENCE, AND POST-GRADUATE TRAINING

Experts	Ages	Years Of Educational Broadcasting Experience	Years Of Commercial Broadcasting Experience	Years Of Post-Graduate Work
"A" Experts	29	2	0	3
	25	4	4	1
	26	5	5	2
	25	2	0	2
Means	26.25	3.75	2.25	2
"B" Experts	28	6	0	1
	35	15	3	3
	29	4	5	7
	30	10	0	6
Means	28	8.75	2	4.25
A and B Expert Means	27.1	6	2.1	3.23

adopted for this study required that the functions of the B Experts be performed prior to the time that the Viewers and A Experts proceeded to perform their functions. This was done because a test of proposed procedures and instruments was deemed necessary before applying them to the Viewers and A Experts. Since the budget did not permit use of viewer panels for these test purposes, use of the B Experts to accomplish this testing was the best solution of the problem.

Since the programs have been selected, the procedures and instruments have been developed and the make up and characteristics of the Viewers and the Experts have been determined, this study now proceeds to the application of the procedures upon the Viewers and the A Experts and to descriptions thereof.

The Viewer Procedure

The viewing sessions were held in the evening in the Conference Room and studio of the Office of Television at the University of Michigan. The programs, which were kinescoped or filmed for television, were projected by means of a television film chain and were transmitted by a closed-circuit arrangement to a television set which the Viewers watched to see the programs.

The viewer panels, numbering around eight to nine persons, were seated in a semi-circular fashion around the TV set, with the discussion leader seated as one of the

group. The arrangement was rather informal, with comfortable chairs, ash trays and a coffee table. A microphone was openly displayed on the coffee table and was connected to a tape recording machine located on the margin of the group, but in sight. The machine, of course, was to be used to record the group discussion following the screening.

A technician handled the television equipment and an assistant the tape recording equipment. The discussion leader handled questionnaire administration, group discussion and was in charge of the screening. The discussion leaders for the various screenings were Dr. Stephen B. Withey and Dr. Charles F. Cannell of the Survey Research Center and the author.

The Viewers were met at the door of the studio building and during the first few minutes, the Viewers were invited to wander around the studio and to satisfy their curiosity about the equipment: cameras, mike booms, lights, control room, etc.

When the panel was seated around the set, the procedure for the evening was outlined. The remarks were not rehearsed but went something along this line:

> The Educational Television and Radio Center is distributing films for educational television stations. They have asked the Survey Research Center to carry out some research on viewer reaction to some of their programs. Some of their films deal with music, some with Shakespeare, others with science, history and so forth. Some are programs for kids, others for adults. We might also assume that some are good and others are not so good.

Tonight you are going to see one film. You will see ..... . It is a film about . . . (brief description as one might find in a program announcement).

When the film is over we will have a group conversation about the film . . . . What we liked about it . . . what we didn't enjoy . . . ideas for making it better . . . and so forth.

We also have a questionnaire that we would like you to fill out. This first page should be filled out when you get the form. Then if you turn the page you will see this column which should be answered right away too. This second column and the rest of the questionnaire should be answered later but you can read the questions so that you know what is coming and what to expect.

After the film has been going for about ten minutes, it will stop. The set will not have broken down. Nothing will have gone wrong. We simply want to get your reactions to the picture at that point. When the picture stops, we will turn on the lights and we would like you to fill out the second column on this second page. The same thing will happen again at twenty minutes------the picture will stop, we will turn on the lights for a few seconds . . . then after you have checked your reactions at that point we will go on with the rest of the program.

At the end of the program there will be one more column to check and the last page of the questionnaire has some questions which we would like you to answer. On this page (turn to it as demonstration), simply write out your ideas . . . don't try and write a composition . . . just jot down the ideas that come to your mind. They don't even have to be in complete sentences.

When everybody is through we can then go on with the discussion on the film. We won't hold you past nine o'clock. Are there any questions?

The above monologue gives an accurate picture of what the Viewers were told about the procedure at the beginning of their screenings. At this point, however, more explanation of the questionnaire procedure is called for.

The procedure, prior to group discussion, involved a self-filled-out questionnaire. (See Appendix A, pp. 119-122) There were four time periods at which the questionnaire was used. They were:

1. Before the program was shown, the members of the viewer panel for that evening were asked to fill out the first sheet of the questionnaire which asked for certain facts about their age, education, etc. The first part of the second page was also checked. It involved seven questions covering their interest and expectancies regarding the program they were about to see.

The items were: "If you were at home would you turn on this show?"
"Are you interested?"
"Do you expect to learn some facts?"
"Do you expect to learn something you can use?"
"Do you expect to learn some general ideas?"
"Do you expect to be entertained?"
"Do you expect to enjoy this show?"

Boxes were provided for check marks according to the choice of answer desired by the respondent. Most of them were simply: Yes Not Sure No.

2. These items, with slight change in wording appropriate for the timing, and one addition, were checked

again after the program had been on for about ten minutes. The program was stopped and the items filled out in a couple of minutes. The program then continued as before. The additional item was: "Are you following and understanding the program?"

3. Another interruption in the program was made at about the 20 minute point and the same items were checked again according to the feelings of the individual at that point.

4. When the program was over, the same questions, with appropriate rewording, were checked again. Also two other questions were asked requesting general reactions. These were to be written down without attention to compositional form or style and a blank page was provided for this purpose.

These questions were: "What did you get out of the film?"
"Describe your reaction briefly to the film, the information, the speaker and the way it was directed and presented."

The questionnaires were collected when they had been completely filled out. The discussion was then initiated somewhat as follows.

The discussion leader did not want to structure the discussion too much but simply wanted to get the group

members to talk about what they had just seen. So, he would say:

> Say you had just seen this picture at home and a friend or someone in the family came in and asked you what you had been doing. You tell him you have been watching TV - an educational program. Let's imagine he asks you how it was . . . how did you like it . . . what would you tell him? Let's go around the group and see what you might say in such a circumstance. How about you, sir?

The first two or three people would usually pick up this cue and give their reactions. Sometimes this would be enough to start the group off on some point of general discussion. The leader would let this group conversation run its course as the material was recorded on the tape recorder. (Individuals were told that a recording was being made.)

In order to make sure that everyone was brought into the conversation at some point the original question was again raised if everyone had not given some contribution to the discussion after a few minutes. The discussion leader might say:

> That's very interesting indeed, but perhaps, before we go on, we should get the first ideas of those who haven't had a chance yet. How about you . . . ? What would you say, <u>if</u> someone asked you how you liked it?

Usually little more was needed. As topics were mentioned others would pick them up and agree or disagree or go off on another tangent of opinion. At two or three points, however, the leader would need to introduce again some stimuli to discussion. These might be:

It's hard to figure what you get out of a program like this. What would you say you get out of it? What do you know now that you didn't know before?

or

Who do you think would be most interested in a program like this?

or

Say the producer of this program was here. He'd be interested in your feelings and ideas. What might you tell him about his program so that it could be made better in your opinion?

or

Are there any other ideas that you had while you were watching the program . . . good points or bad points . . . or things you wondered about?

And so it went for approximately a half-hour. When the discussion period was over, the panel members were thanked and assured of the value of their participation.

Great care was taken to make sure no particular "pitch" was given the interviewer-respondent and discussion leader-panel member relationship. The situation was permissive, friendly and easy-going. The interviewer or leader avoided being seen as a representative of a particular point of view. Praise and criticism of the programs were well received. Interest or indifference were equally understood and accepted. There was no "right" answer other than what the Viewer offered freely and spontaneously. Only the topic of the Viewer's attention was structured and usually this was done only <u>after</u> the Viewer had volunteered the focus of attention that existed foremost

in his mind.

When all of the programs had been viewed by the viewer panels, the facts disclosed by questionnaires were coded and the results were tabulated in both a quantitative and qualitative fashion.

The recordings of the discussions were then replayed and summary notes were made on each discussion. The tapes were run again and the notes checked to insure complete coverage of the points that were raised by each group of Viewers. These points were organized as positive or negative items under the main headings of "content," "production" and "talent."

The A Expert Procedure

After the Viewers had seen all of the programs, the A Expert showing was held in the evening in the Screening Room of the Educational Television and Radio Center. The arrangement was informal with refreshments available throughout the evening and a break after the second program. The programs were projected by a 16 mm. projector onto a screen. The budget did not permit the use of a television film chain.

These experts were greeted and assembled comfortably in front of the screen. They were oriented on the nature of the experiment. It was emphasized at this point, and before each program, that they were to <u>predict</u> audience reaction and that they were to avoid expressing

their personal opinions. They then filled out a questionnaire giving certain demographic information such as age, educational broadcasting experience, etc.

The questionnaire (see Appendix A, pp. 123-131) for the first program was distributed and explained. On the first page, there was first stated a brief description of the program that they were about to see. This description was the same as that given to those Viewers who had previously seen this program. Also, on the first page was a description of those Viewers. The attention of the experts was then carefully focused upon the description and characteristics of these Viewers. They were advised that they would be asked to predict what had been the reaction of these Viewers to this particular program. There was then an oral discussion at some length of that panel of Viewers.

The A Experts next turned to the questions in the first column of the second page, which were identical to those of the viewers except the word "you" was dropped and "viewers" was inserted. For example, "If you were at home would you turn on this show?" became, "If the viewers were at home would they turn on this show?" (These word changes were made throughout the A Expert questionnaire wherever their predictions were solicited at the 10 minute, 20 minute and end of show points.) The A Experts were instructed to check again the description of the program and the information about the Viewers and then to mark their

predictions in the appropriate boxes.

The first 10 minutes of the program were seen and the A Experts completed the second column of the second page. They were invited to refer back to the description of the Viewers if necessary. The same procedure was followed at the 20 minute point and at the end of the program.

After completing page three and the last column identical to that of the Viewers except for the appropriate word changes, the A Experts turned to pages four and five. Again they were invited to refresh their memories regarding the Viewers and then to check the appropriate boxes and to jot down their written predictions. Pages four and five were used to obtain the qualitative predictions of the A Experts. The questions asked were:

"1. How did most viewers react to the program as a whole?"

"2. How did most viewers react to the content of the program? Why?"

a. Content Items (specific information either seen or heard).

b. Organization and Communicativeness (development, open, close, transitions, amplification, clarity, etc.)"

"3. How did most viewers react to the speaker? Why? (appearance, personality, voice, clarity or communicativeness, other)"

"4. How did most viewers react to the overall production of the program? Why? (Visualization: Pics, photos, TC's, graphs; Pace; Camera: the way things are shown; Music & Sound; Lighting; Set; Other)".

Directly under all questions, the following possible responses were listed with boxes for a check mark: Very Favorable, Favorable, Moderately, Mildly, Unfavorably.

Below the check-off boxes, approximately three inches of space were allowed for the experts to jot down their predictions under the headings, "Viewers will like . . ." and "Viewers will dislike . . ."

A fifth item, "What will Viewers predict is the potential audience or audiences for this program?" was disregarded because of an insufficient amount of Viewer reaction on this point.

The above procedure was followed for the remaining three programs. At the conclusion of the viewing session the A Experts were thanked and assured of the value of their contribution.

The questionnaires were then coded and the results were tabulated in both a quantitative and qualitative fashion.

CHAPTER III

AN EVALUATION OF THE QUANTITATIVE PREDICTIONS OF THE A EXPERTS

Introduction

This chapter presents an evaluation of the ability of the A Experts to predict the actual quantitative reactions of the viewer panels to the four programs used in this study. This evaluation is based on the data derived from the check-off portion of the questionnaires of the A Experts and Viewers. (See Appendix A, pp. 123-31 and pp.119-122) These data were the predicted answers (averaged scores) of the A Experts to the eight main quantitative items measured at the four time periods and the actual answers (averaged scores) of the viewer panels to the same eight items at the same four time periods. The eight items measured were:

1. Tuning Reaction
2. Interest Level
3. Learning - Facts
4. Learning - General Ideas
5. Learning - Something Useful
6. Entertainment

7. Enjoyment
8. Understanding - Following

The four time periods were:

1. Before the Show
2. 10 Minutes
3. 20 Minutes
4. End of Show

Before an evaluation of the predictive ability of the A Experts could be made, it was necessary first to compare the predictions of these experts with the reactions that were actually obtained from the viewer panel members. There are several ways of comparing these predictions and actual reactions. The following modes of analysis were used:

1. The average scores obtained by the A Experts and by the Viewers

2. An analysis of the significance of differences from the point of view of producer or director reaction

3. Consistent bias by the A Experts in direction of error either over or underestimating Viewer reaction

4. The amount of disagreement among the A Experts as compared to disagreement among the Viewers

Before discussing each of the above four modes of analysis, it should be pointed out that only that material which directly related to the problem of this study (to determine the ability of the A Experts to predict the Viewers reactions) will be reported in this chapter. All

other material which relates primarily to the comparison of predicted and actual reaction is relegated to the Appendixes B, C and D (pp. 134-177). This was done to make this chapter more to the point and easier to follow.

The rest of this chapter explains (a) how the data were evaluated under each of the four modes of analysis and (b) presents under each mode an evaluation of the data. The sub-headings, "Explanation" and "Results" are used under each of the four modes.

The First Mode of Analysis

Explanation

The first mode of analysis for comparing predicted and actual viewer reaction was to show by graph and table the averaged scores obtained by the A Experts and by the Viewers. In addition to the graphs and tables, a restatement of the list of questions asked of the Viewers and asked of the A Experts precedes each table and graph for each of the eight main items (Tuning Reaction, Interest Level, etc.).

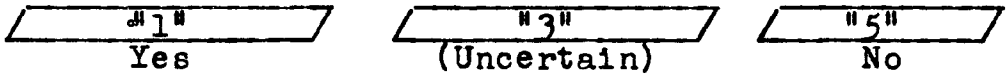
It will be noted that the graphs for all eight main items used a five point scale, although the first two main items (Tuning Reaction and Interest Level) had only four possible responses to be checked by the A Experts or the Viewers and the remaining six items had only three responses to be checked. For example:

"If you were at home would you turn on this show?"
"If the viewers were at home would they turn on this show?"



and:

"Do you expect to learn some facts?"
"Did viewers expect to learn some facts?"



A five point scale was used on the graphs to facilitate comparison of the graph of one main item with the graph of another. It should be noted, however, that the resulting mean scores were still usable because the distance between each possible response was psychologically the same. For example and regarding the first two main items (Tuning Reaction and Interest Level), with four possible responses, the distance between each response was 1.33. And the distance between each response for the remaining six main items was 2.0. In other words the first two items were coded numerically as shown above as: "1," "2.33," "3.66" and "5." The remaining six items were coded as shown above as: "1," "3" and "5."

The reason for not using five responses, in the first place, for each main item was to keep the questionnaire as simple as possible in terms of the Viewers and

A Experts, who had only a matter of seconds to check-off their responses when the programs were stopped at the 10 and 20 minute points. In the second place, simplicity was desirable for coding, tabulating and evaluating convenience. It will be remembered that one of the requirements for the questionnaire was that relatively inexperienced research personnel should be able to use the questionnaire. So, in other words, the responses were held to as few as possible to speed up the check-off time of the Viewers and A Experts and to yield quantitative data which could be quickly handled and which would be fairly clear cut; simply, "yes," "no" or "uncertain" in most cases. The first two items (Tuning Reaction and Interest Level), however, were given four responses because it was felt more shading of opinion was necessary.

It is interesting to note that in the Stanton-Lazarsfled method and the Schwerin System, the two more popular methods of testing commercial programs, little more than like, dislike or neutral reaction is solicited from audience panels during program evaluations.

Results

The primary function of this mode of analysis was to show by graphs and tables the averaged scores of the Viewers and of the A Experts separately. While an inspection of these mean scores reveals the patent differences, such mere facts do not yield in and of themselves specific answers to the predictive ability of the A Experts. Such

answers result later from analyses of the facts themselves. This analysis is essential in the first instance because it does provide a convenient collection and arrangement of the numerical facts in systematized form. This analysis does provide the bases for the three following modes of analysis by providing the specific data needed for comparison and evaluation purposes. Because this analysis does not directly produce conclusions required by the purpose of this study, the graphs and tables are placed in Appendix B on pages 134-149.

It is interesting, however, in passing to glance at the graphs which present comparative profiles of the A Expert predictions and the Viewers reaction to each program under each main item (Tuning Reaction, etc.). The table showing the mean scores of the Experts and Viewers at each time point for each program under each main item is placed immediately under the graph to which it relates.

The Second Mode of Analysis

Explanation

The second mode of comparison of predicted and actual viewer reaction was an analysis of the significance of differences of the mean scores of the A Experts and of the Viewers from the point of view of an ETV producer or director.

Although differences between experts and viewers may not be statistically significant (possibly due to the

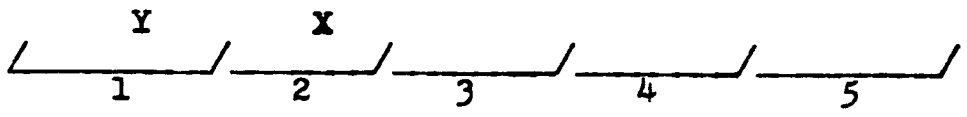
small number of experts or even the small number of viewers), it is also true that certain differences would be significant for a producer or director whether they were statistically significant or not.

Let us assume that a group of experts is called in and paid to make a prediction of viewer reaction. Presumably such a thing is done so that administrative decisions regarding distribution, reshooting, etc., can be made. How close would an expert have to come to be worth his pay? The answer is not clear and will have to be supplied arbitrarily.

If a 5-point scale is the measure and prediction of evaluation and reaction, one might regard 2.5 points of difference as the maximum deviation that would be acceptable. In such a case all an expert could do under favorable circumstances is separate like from dislike and could offer no help on the degree of feeling. He could not be counted on to predict the amount of enthusiasm or antagonism with any reliability. However, we would not expect or require him to predict viewer reaction with complete accuracy. A certain amount of error certainly can be tolerated.

It would seem that an expert should be able to predict two gradations of liking and two gradations of dislike if he is worth hiring, since a liked production, but one short of more enthusiastic attention, might well be improved at moderate expense before release. Thus, if

a 5-point scale pictorially looks as follows:



then an expert prediction "X" could be one unit in error, if viewer reaction was at point "Y." In other words, this would mean that the experts predicted reaction a little above neutral while viewer reaction was strong approval, but short of wholesale enthusiasm. This would seem to be too much error. The tolerable error, it would seem, should be within a scale unit or less than 1.0. For purposes of this study we would therefore arbitrarily choose the figure, 0.8 units.

However, since reaction is being measured and predicted at four occasions during the showing and since averages are being used for both expert and viewer measures, it would seem that a slightly more rigid requirement might be set for averages over the four time periods. Presumably we "hired" several experts in order to improve the prediction. Again there is no good criterion that would firmly establish a sensible cutting point for expert accuracy. But if we claim that a predicted average certainly should fall within one scale unit, then a permissible tolerance of 0.5 would suggest itself for these average predictions.

These two tolerances were used as a basis of analysis for evaluating the predictions of the A Experts from the point of view, not of statistical significance,

but of the practical utility of predictions for the producer or director or distributor using the program.

The following Table (Table 8, page 67) is an example of the type of table used to show the predictive ability of the A Experts regarding certain predictions under each main item (Tuning Reaction, etc.). It shows the following things:

1. The differences between the mean scores of the A Experts and those of the Viewers are shown at each time point ("Before Show," "10 minutes," etc.) for each program ("Atom," "Black On White," etc.). As described above, "prediction" of an individual time point was based on the difference between the A Experts' and Viewers' mean scores being less than 0.8. Thus if the number (the difference between mean scores) appearing on the table was less than 0.8, the A Experts were credited with a "prediction" of that individual time point.

2. Whether the A Experts were over or underestimating Viewer reaction at an individual time point is shown. An asterisk was attached to a number (the difference between mean scores) if the A Experts were overestimating Viewer reaction at that time point and the absence of an asterisk means an underestimation. This was the third mode of analysis and is discussed more fully on pages 74-7 of this chapter.

3. The difference between the total averaged scores of the A Experts and those of the Viewers at all four

time points is shown. As described above, "prediction" of an individual program under a particular main item (Tuning Reaction, etc.) was based on the difference between the total mean score of the A Experts and that of the Viewers, not exceeding 0.5.

4. The number of time points predicted out of a possible number of four for each program is shown. "Prediction" of an individual program under a particular main item, also required that the A Experts "predict" three out of four time points.

5. Therefore, an individual program prediction was based on the criteria set forth under the above points three and four and is shown on the table by the words "yes" (for a "prediction") and "no" (for a failure to "predict") under "Program Prediction?." For example, if the A Experts were within the tolerance of 0.8 in the "Before Show," "10 Minute" and "End of Show" time points for the program, "Atom," and the difference between the A Experts' total averaged score for all four time points and that of the Viewers was less than 0.5, and the A Experts had "predicted" three out of four time points, then the A Experts were credited with a "prediction" of that particular program.

6. Finally, the table shows whether the A Experts "predicted" a particular time point under all four programs. This finding is considered secondary to the prediction of a particular program and therefore, only the

three out of four requirement is used and the total averaged score requirement is not used. For example, if the A Experts were within the tolerance of 0.8 at the Before Show time point for "Atom," "Black On White" and "Sod House," then they were given credit for the "prediction" of that particular time period.

TABLE 8

EXAMPLE TABLE
(MAIN ITEM) - PREDICTIVE ABILITY OF "A" EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	____	____	____	____	____	____	____
Black On	____	____	____	____	____	____	____
Fish To	____	____	____	____	____	____	____
Sod House	____	____	____	____	____	____	____
Time Point Prediction?	____	____	____	____	____	____	____

* - Overestimation

The above Table, therefore, shows the predictive ability of the A Experts under a main item (Tuning Reaction, etc.) with reference to:

1. Individual time points
2. Over or underestimation of Viewer reaction
3. Individual programs
4. Particular time periods for all four programs

Then to determine the predictive ability of the A Experts of the main item (Tuning Reaction, Interest Level, Learning - Facts, etc.), these Experts were required to "predict" three out of four of the individual programs. For example, if under "Program Prediction?" for the main item, Tuning Reaction, the A Experts had at least three "yeses" (had "predicted" "Atom," "Black On White" and "Sod House"), then they were credited with a "prediction" of that particular main item.

On an overall basis, if the A Experts had "predicted" six out of eight or 75 per cent of the main items, they were given credit for a <u>total program prediction</u>. (A total program prediction should not be confused with an individual program prediction under any one of the eight main items.) See page 70 for the Summary Table of this evaluation.

And finally, though secondary to the "total program prediction," the predictive ability of the A Experts of the <u>total time periods</u> was determined by requiring the "prediction" of six out of eight of the time periods for

each of the eight main items. See page 72 for a Summary Table of this evaluation.

Results

The Tables related to the predictive ability of the A Experts for all eight main items are located in Appendix C on pages 150-165. They are not reported here because of their bulk and because their findings are supplementary to the findings reported in two Summary Tables presented on pages 70 and 72 . In both of these Tables the word, "yes," means the A Experts were given credit for a "prediction" and the word, "no," means the contrary.

The first Summary or Master Table (Table 9, page 70), shows the predictive ability of the A Experts with reference to each main item and each program. If the A Experts were given credit for an individual program prediction under a main item the word, "yes," is shown and "no" for the contrary. If these Experts "predicted" three out of four individual programs (three or more "yesses"), they were credited with a "prediction" ("yes") of the given main item (Tuning Reaction, etc.). On the other hand, if the A Experts were given credit for an individual program prediction in six out of eight of the eight main items, they were given credit ("yes") for a total program prediction. In both cases, "Main Item Prediction" and "Total Program Prediction," the number ("0," "2," "6," etc.) associated with either of the above

TABLE 9

SUMMARY OF "A" EXPERT PREDICTIVE ABILITY OF THE EIGHT MAIN ITEMS AND OF THE FOUR PROGRAMS

Main Items	Atom	Black On White	Fish To Furs	Sod House	Main Item Prediction ?
Tuning Reaction	Yes	Yes	No	Yes	Yes (3)
Interest Level	Yes	Yes	No	No	No (2)
Learning - Facts	No	No	No	No	No (0)
Learning - General Ideas	Yes	Yes	Yes	No	Yes (3)
Learning - Something Useful	Yes	No	No	Yes	No (2)
Entertainment	No	No	No	No	No (0)
Enjoyment	Yes	Yes	No	No	No (2)
Understanding - Following	Yes	Yes	No	Yes	Yes (3)
Total Program Prediction ?	Yes (6)	No (5)	No (1)	No (3)	

"predictions" indicates the number of predictions.

The results of the third mode of analysis, as summarized in the above Table, indicated that the A Experts from a practical, but not statistical, point of view "predicted" the reactions of the Viewers to only three out of eight main items.

Those main items were: Tuning Reaction
Learning - General Ideas
Understanding - Following

The results also indicated that the A Experts could be given credit for only one "total program prediction" out of a possible four. The one "prediction" was "Atom."

The second Summary Table (Table 10) shows the predictive ability of the A Experts at each of the four time points when all eight main items are considered. If the A Experts were credited with a "prediction" of a particular time point for all four programs under a particular main item the word "yes," appears on the following Table. "no" indicates the contrary. And if the A Experts "predicted" six out of eight of the particular time points under the eight main items shown on the Table, they would be credited with a "prediction" (yes) of a total time period. The number associated with the "Total Time Period Prediction" indicates the number of "predictions."

The results of the third mode of analysis as shown in the above Table indicated that the A Experts did "predict" Viewer reaction at only one of the four time periods

TABLE 10

SUMMARY OF "A" EXPERT PREDICTIVE ABILITY AT THE FOUR TIME PERIODS

Main Items	Before Show	10 Minutes	20 Minutes	End of Show
Tuning Reaction	Yes	Yes	No	Yes
Interest Level	Yes	No	Yes	No
Learning - Facts	Yes	No	No	No
Learning - General Ideas	Yes	Yes	No	Yes
Learning - Something Useful	Yes	Yes	No	Yes
Entertainment	No	No	No	No
Enjoyment	Yes	No	No	Yes
Understanding - Following	-	Yes	Yes	Yes
Total Time Period Prediction?	Yes (6)	No (4)	No (2)	No (5)

on a "total time period" basis. That one time period was Before Show. They, however, were close to "prediction" at the 10 Minute and End of Show periods.

Since the A Experts did not "predict" Viewer reaction to (1) the eight main items, (2) the four programs, and (3) the four time periods, the conclusion was that the A Experts were not reliable predictors of Viewer reaction, at least from a practical point of view.

It, however, was interesting to note the rank order of the predictive ability of the A Experts to the eight main items, the four programs and the four time periods.

For the eight main items it was:

1. Tuning Reaction
1. Learning - General Ideas
1. Understanding - Following
4. Interest Level
4. Learning - Something Useful
4. Enjoyment
7. Learning - Facts
7. Entertainment

For the four programs it was:

1. "How Big Is An Atom?"
2. "Black On White"
3. "The Sod House Frontier"
4. "From Fish To Furs"

For the four time periods it was:

1. Before Show
2. End of Show
3. 10 Minutes
4. 20 Minutes

Also it was interesting to speculate on why the A Experts were better predictors of one main question than another, or of one program than another, or one time period than another. Why did they come closer to the Viewer tuning

reaction, the Viewer feelings about learning some general ideas, and the Viewer feelings about understanding and following the information than to the Viewer feelings about learning some facts and about the entertainment value of the programs? And why were they closer to the Viewer reactions to "Atom" than to "Fish To Furs?" Or why were the A Experts better predictors of the Viewer expectancies and final reactions than they were of the Viewer reactions during the programs? The data of this study did not suggest the answers. But some interesting questions are suggested for future tests.

The Third Mode Of Analysis

Explanation

The third mode of comparison was that of the consistent bias by the A Experts in the direction of error, either over-or underestimating Viewer reaction. When the mean scores of the A Experts and the mean scores of the Viewers were compared it was noted whether the means of the A Experts were greater (underestimation of Viewer reaction) or lower (overestimation of Viewer reaction) than those of the Viewers. As pointed out in the First Mode of Analysis, the more favorable responses were coded with lower numerical values than the less favorable responses. When the difference between a mean score of the A Experts and the mean score of the Viewers was determined and when it was recorded in a table, an asterisk was

attached to that difference when it represented an "overestimation." When there is no asterisk attached to a difference, this means an "underestimation" of Viewer reaction. (See Table 8, p. 67)

The number of overestimations and underestimations made by the A Experts was noted for each main item. This helped to establish the A Experts tendency to either over- or underestimate Viewer reaction to a main item. The numerical value of the average overestimation and of the average underestimation to a main item was also noted.

Results

The data related to this mode of analysis are contained in the tables related to the A Expert predictive ability of a main item used in the Second Mode of Analysis. (See Appendix C, Tables 26-33, pp. 150-165)

The following Table (Table 11) summarizes the consistent bias of the A Experts to either over- or underestimate Viewer reaction to the eight main items. Under "Expert Bias," the words "over" or "under" are used to indicate the A Experts' tendency to over- or underestimate Viewer reaction to a main item. The number of time points over- and underestimated for each main item are listed under "Time Points Overestimated" and "Time Points Underestimated." The final two columns list the average over-and underestimation of the A Experts to each main item.

TABLE 11

SUMMARY OF "A" EXPERT CONSISTENT BIAS TO OVER OR UNDERESTIMATE VIEWER REACTION

Main Items	Expert Bias	Num. of Time Points Over-estimated	Num. of Time Points Under-estimated	Average Over-estimation	Average Under-estimation
Tuning Reaction	Under	4	12	.35	.79
Interest Level	Under	2	14	.27	.89
Learning - Facts	Under	1	15	.77	1.25
Learning - General Ideas	Over	11	5	.52	.42
Learning - Something Useful	Under	3	13	.22	.69
Entertainment	Under	1	15	.04	1.39
Enjoyment	Under	4	12	.35	.93
Understanding - Following	Under	5	7	.10	.69
Totals and Averages		31	93	.33	.88

The above Summary Table indicates that the A Experts clearly tended to underestimate Viewer reaction to the eight main items. They underestimated reaction to all of the main items, except Learning - General Ideas. They underestimated Viewer reaction at 93 out of 124 time points or in almost 77 per cent of the cases. Also when the A Experts did underestimate, they tended to be farther from Viewer reaction than when they overestimated Viewer reaction.

One might hypothesize for future tests that ETV experts tend to underestimate viewer reactions, at least to the eight main items tested here.

The Fourth Mode Of Analysis

The fourth and final mode of quantitative analysis was a consideration of the amount of agreement or disagreement among the A Experts as compared to the amount of agreement or disagreement among the Viewers. The standard deviation of the A Experts and the standard deviation of the Viewers were found at each time point under each main item. The deviations of the Experts were then analyzed with regard to agreement or disagreement among themselves under each main item. The deviations of the Viewers were analyzed next in the same manner. After such analyses were made separately, the resulting agreement or disagreement as between the A Experts and the Viewers was finally compared.

Because this mode of analysis does not reflect or directly pertain to the predictive ability of the A Experts, the detailed comparisons of agreement and disagreement among the A Experts, among the Viewers, and as between the A Experts and the Viewers are shown in Appendix D on pages 166-177.

However, the conclusion reached under this mode of analysis was that neither the A Experts nor the Viewers were in "general agreement" among themselves in most of the cases compared. But the analysis did show that the A Experts were inclined and did tend to be more in "agreement" among themselves than did the Viewers.

CHAPTER IV

AN EVALUATION OF THE QUALITATIVE PREDICTIONS OF THE A AND B EXPERTS

Introduction

This chapter presents a combined evaluation of the ability of the A and B Experts to predict the actual qualitative reactions of the Viewer panels to the four programs. As explained in Chapter II on pages 33-34, the A and B Experts were combined in this evaluation of the qualitative data because both groups (and the Viewers also) responded in an unstructured fashion to the same main categories; namely, the total program, its content, production and talent. The data, therefore, from each group (including the Viewers) were comparable.

The evaluation presented in this chapter is based on data derived from the last two pages of the A Expert questionnaire, the entire B Expert questionnaire and from the last page of the Viewer questionnaire and the Viewers recorded group discussions. (See Appendix A, pp. 130-131, pp. 132-3 and p. 122) These data were primarily the written comments of the A and B Experts and Viewers. The spoken discussion comments of the Viewers were used secondarily to amplify the written comments of the Viewers.

This was because a given Viewer comment could not be identified consistently with a given Viewer voice alone. The number of spoken comments, therefore, had to be noted rather than the number of Viewers making the same comment. A written comment, of course, could be identified with a specific Viewer or number of Viewers making the same comment.

The comments of the A and B Experts were translated into cues regarding the total program, its content, production and talent. By "cue" is meant a particular content, production or talent item, either good or not so good, about which comment was made. In other words, several of the Experts and several of the Viewers commented in various ways about the accent of one of the program's speakers. The "cue" in this case was "the speaker's accent."

The predictive cues of the A and B Experts then were subjected to content analysis. The categories of this analysis are described later in this chapter on pages 82-85, under the sub-heading, "Classification of Expert and Viewer Cues." To make the cues used in this analysis more meaningful, a detailed description of each program is placed in Appendix E on pages 178-93. This includes a general description of the series from which the program comes, a general description of the program itself and a brief outline of the content of the program.

As a result of the content analysis, the data were ready then for a comparison between the predictions (cues) of the A and B Experts and the reactions (cues) of the Viewers. Although there may be several ways to compare the predictions of the A and B Experts and the reactions of the Viewers and to evaluate these predictions and reactions, the following two modes of qualitative analysis were, however, chosen for use:

First Mode of Qualitative Analysis. A comparison of the number of A and B Experts commenting positively and negatively with the number of Viewers commenting positively and negatively about different aspects of a program was the first qualitative mode.

Second Mode of Qualitative Analysis. A rank order comparison of the cues of the A and B Experts and the Viewers regarding various aspects of a program was the second qualitative mode.

Once the two modes of analysis were applied to the qualitative data, it was then possible to come to some conclusions regarding the predictive ability of the A and B Experts. Each of the two modes is explained later in this chapter along with the results of the two modes. As with the quantitative data, only the material which directly relates to the problem of this study or the determination of the predictive ability of the Experts will be reported in this chapter. All other material, which is concerned primarily with listing of and making tabular

comparisons of predicted and actual reactions but which does not relate to the actual evaluation of these reactions, is placed in Appendix F on pages 194-294.

The rest of this chapter reports the categories used in the content analysis of the data, how the data were evaluated under the two modes of analysis and the results of these two modes of analysis.

Classification Of A And B Expert And Viewer Cues

To facilitate comparison of Expert and Viewer cues, the data from each program were considered under the following four main headings or categories:

Total Program
Content
Production
Talent

The sub-categories under the above headings were developed to be broad enough to cover a relatively small number of comments, yet specific enough to make the resulting cues meaningful and comparable.

Under Total Program, all comments which summarized a respondent's reaction to the entire program were considered. Such comments as, "Good film," "The program was dull," were so classified. Only the A Experts and Viewers were asked to respond to this category; therefore, the B Experts are excluded from this comparison.

The comments related to Content were considered under the following sub-categories:

What the Viewers Felt They Acquired

Interest of Information

Informational Details

Organization

The Viewers were asked what "they felt they got" from viewing a program. The B Experts were asked to predict these feelings. These comments were classified under "What the Viewers Felt They Acquired." Examples were, "Will learn how pioneers lived," and "impressed by hardships endured by pioneers." The A Experts were not questioned on this sub-category and are excluded from this comparison.

The comments which indicated the interest value of the content were considered under "Interest of Information." The sub-category, "Informational Details," was used for comments which related to specific content items seen or heard. Such comments as, "How are sod house roofs supported?" and "The woman didn't churn the butter fast enough" were classified as "Informational Details."

Under Organization, comments were considered which related to the definition of the purpose or central theme of the program, to the development of the program or its progression or unfolding, and to the opening and to the closing of the program.

Production comments were considered under the following sub-categories: General Production Comments
Visualization
Camera and Photography
Music, Lighting, Sound

General Production Comments included those which expressed an overall reaction to the production of the program. Visualization comments related to the way in which the content or ideas were visually expressed. Camera and Photography comments related to the mechanics of camera work and to the photographic process. The relatively few comments about the music and sound effects and the way the programs were lighted were lumped together under that one sub-category.

Talent comments were classified under the following sub-categories: General Talent Comments
TV Speaking Personality
Communicativeness
Authority

General Talent Comments were those which expressed an overall reaction to the speaker. TV Speaking Personality is a broad term used here to cover all aspects of speaking ability, exclusive of communicativeness and authority. Representative comments about one speaker were, "Pleasing, friendly manner," "Quite animated," and "Too jumpy."

Communicativeness also is a broad term used here to cover all factors contributing to a speaker being

understood. Authority relates to the acceptance of the speaker as an expert in his area. Some comments about one speaker were, "Had the facts," "Too young," and "Not too sympathetic to the subject."

First Mode Of Qualitative Analysis

Explanation

As noted before, the first mode simply compares the specific number of A and B Experts and Viewers responding positively and negatively to the different categories and sub-categories just discussed above. No finer distinction is made because the responses solicited from the Experts and Viewers tended to be non-structured. Also the variety of these responses prevents any more detailed comparison.

This comparison is briefly presented in the following Table (Table 12).

TABLE 12

(PROGRAM) - (CATEGORY OR SUB-CATEGORY)

Response	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive	-	-	(-)
Negative	-	-	(-)
?	-	-	
Totals	-	-	

For each of the four programs ("Atom," etc.), 13 of the above Tables were used to compare the positive and negative responses of the A and B Experts and those of the Viewers. The 13 Tables were for one main category (Total Program) and for 12 sub-categories under the remaining three main categories (Content, Production and Talent). Comparisons and Tables were made of the following:

1. Total Program

   Under Content:

2. What the Viewers Felt They Acquired
3. Interest of Information
4. Informational Details
5. Organization

   Under Production:

6. General Production Comments
7. Visualization
8. Camera and Photography
9. Music, Lighting, Sound

   Under Talent:

10. General Talent Comments
11. TV Speaking Personality
12. Communicativeness
13. Authority

The possible responses in this mode of analysis were "positive," "negative" or "?". The "?" signifies the number of Experts or Viewers who did not comment or who

gave no indication of positive or negative response. The two columns, "Number of Experts" and "Number of Viewers," simply list the number of Experts and Viewers responding positively or negatively or not responding at all. Under "Number of Viewer Discussion Comments," are listed the number of comments, as opposed to the number of Viewers, commenting positively or negatively. This mode of analysis, of course, compares only the number of Experts and Viewers and not the number of comments made by the Experts or Viewers. As previously mentioned, specific comments from the tape recorded discussions could not be identified consistently with the voice quality of a specific Viewer. Therefore, the number of Viewer discussion comments could not be used in this mode of comparison of the number of Experts and Viewers, other than to add supporting data to the number of Viewers commenting positively or negatively. Because the data from the discussions of the Viewers only support the data about the number of Viewers commenting in writing, the discussion data are placed in parentheses. Care, however, was taken to avoid coding the same discussion cue more than once when it came from a specific Viewer more than once. So in many cases, the number of discussion comments may well be the number of Viewers commenting.

After completion of the comparisons of the number of A and B Experts and the number of Viewers commenting positively and negatively about the 13 various aspects of

a program, it then was possible to estimate the predictive ability of the A and B Experts of those program aspects. In many cases, it was relatively simple to estimate whether the A and B Experts "did predict" or "failed to predict." If the majority of the Experts responded positively and the majority of the Viewers also responded positively (or vice versa), then the A and B Experts were credited with a "prediction" of that particular aspect of a program. If, however, the majority of the responses of the Experts were in opposition to the majority of the responses of the Viewers, then the Experts "failed to predict." In other cases, however, where the number of comments was small, or where the comments were divided, it was more difficult or impossible to estimate the predictive ability of the A and B Experts.

The next step in evaluating the predictive ability of the A and B Experts was to determine if they predicted Viewer reaction to a particular program when all 13 categories were considered. As in evaluating the quantitative data, consideration was given to how close the Experts should come to actual Viewer reaction to be worth their pay. "Prediction" of positive and negative reaction to all 13 of the categories would not be expected, even considering the simplicity of this mode of analysis. But it does seem reasonable to expect more than 50 per cent "prediction" or at least six of the categories. This number, however, is too small to be of value to most ETV

producers. They probably would need 75 per cent "prediction" or 10 categories. For the purpose of this study, nine categories or approximately 70 per cent "prediction" is set arbitrarily as the required number of categories for "prediction" of a program when the 13 categories are used. Special consideration was given to the category, Total Program.

Results Of The First Mode of Qualitative Analysis

All Tables related to the comparison of the A and B Expert positive and negative responses and the Viewer positive and negative responses are located in Appendix F on pages 194-294.

The following Table 13 summarizes the A and B Experts predictive ability on each of the 13 categories for each of the four programs. "Yes" means that the Experts were credited with a "prediction" of a particular aspect of a particular program. "No," of course, means they "failed to predict" a particular category. "?" means that no evaluation of predictive ability could be made due to an insufficient amount of comment or due to comment which was too widely divided.

The following Summary Table indicates that the A and B Experts did not predict the number of Viewers responding positively and negatively to any of the four programs. Even if all of the doubtful ("? ") categories are not considered, the A and B Experts did not reach a

TABLE 13

SUMMARY OF A AND B EXPERT PREDICTIVE ABILITY OF THE 13 PROGRAM CATEGORIES AND THE FOUR PROGRAMS BASED ON THE NUMBER OF POSITIVE AND NEGATIVE RESPONSES

Categories	Atom	Black On White	Fish To Furs	Sod House
Total Program	No	No	No	Yes
Content:				
What the Viewers Felt They Acquired	No	Yes	Yes	Yes
Interest of Information	?	No	No	No
Informational Details	No	?	No	No
Organization	?	?	Yes	No
Production:				
General Production Comments	No	Yes	Yes	?
Visualization	Yes	?	Yes	Yes
Camera and Photography	?	?	?	Yes
Music, Lighting, Sound	?	No	?	?
Talent:				
General Talent Comments	No	Yes	?	Yes
TV Speaking Personality	Yes	?	?	Yes
Communicativeness	Yes	?	No	No
Authority	?	?	No	?
Totals:				
Yes	3	3	4	6
No	5	3	5	4
?	5	7	4	3

"prediction" level of 70 per cent. It can be concluded, therefore, that the A and B Experts were not reliable predictors of this first mode of analysis of the qualitative data.

While one cannot yet support the generalization that ETV experts in general can not adequately predict viewer positive and negative reaction to various aspects of an ETV program, the above findings suggest this would be an interesting hypothesis for future testing.

It is interesting to note, however, the rank order of the predictive ability of the A and B Experts under this mode of analysis. If the doubtful ("?") categories are not considered it was:

1. Sod House
2. Black On White
3. Fish To Furs
4. Atom

In terms of the 13 categories or the various aspects of a program, the A and B Experts were closest to positive and negative reaction to:

What the Viewers Felt They Acquired

Visualization

They were furthest from reaction to:

Total Program

Interest of Information

Informational Details

Again one would not begin to generalize that all ETV experts are best at estimating positive and negative

reaction as to what viewers "felt they got" from an ETV program and to the visualization of that program. Nor would one generalize that ETV experts are worst at predicting reaction to a program as a whole and to such content related items as the interest of the information or the informational details. However, two questions are presented for future tests: (1) Are experts better predictors of these items, poor predictors of those items and only fair predictors of other items? (2) If so, why?

As might be expected, the weaker categories for comparative purposes were Camera and Photography; Music, Lighting and Sound; and Authority. This was due primarily to a lack of Viewer comment. If viewer comment is desired for these and such other sub-categories as a program's opening and closing, it is recommended that specific questions about these items be asked of the viewers.

Second Mode Of Qualitative Analysis

Explanation

To add depth to the simple, numerical, positive and negative comparison of the First Mode of Qualitative Analysis, representative positive and negative responses from the A and B Experts and from the Viewers as to various aspects of the programs are listed in rank order. This second mode of analysis compares the specific positive and negative cues of the Viewers with the cues which the A and B Experts predicted the Viewers would give.

Also this analysis suggests what sort of cues the Viewers noticed most in the four programs and how sensitive the A and B Experts were to these cues.

The rank order of the positive and negative cues of the A and B Experts and those of the Viewers are placed directly below the appropriate program aspects tables used in the First Mode of Qualitative Analysis. See Appendix F, pp. 194-294. The data are presented in the following manner:

Representative Responses - (Cues)

Experts - Positive:	Viewers - Positive:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
Experts - Negative:	**Viewers - Negative:**
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

When the above comparison was completed, it was possible to estimate the predictive ability of the A and B Experts of the rank order of the Viewer's cues. For purposes of this estimation, the following criteria were used:

1. The first was the mention of the same cues by the Experts and the Viewers.

2. The second was the mention of these cues by the Experts and Viewers in a similar rank order.

3. The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

Determination of the Expert predictive ability ("did predict" or "failed to predict") should be an overall estimation based on the above three criteria.

It was recognized that such an evaluation was subjective and that the reader might well give a different interpretation and evaluation of the Expert and Viewer cues. However, care was taken to be as objective as possible in this mode of analysis.

The predictive ability of the A and B Experts was thus determined for each of the categories used in the First Mode of Qualitative Analysis, except Total Program. This category was excluded because Expert comment was not solicited. Because the data were organized under positive cues and negative cues, the predictive ability of the A and B Experts on each of the 12 categories was considered under "positive cues" and "negative cues."

The next step in evaluating the predictive ability of the A and B Experts was to determine if they predicted the Viewer positive reaction and the Viewer negative reaction to a particular program when all 12 categories were considered. As in the First Qualitative Mode of Analysis, the level of "prediction" was set arbitrarily at 70 per cent or eight categories were required for a "prediction."

Finally, on a total basis, it was possible to estimate the A and B Expert predictive ability when the Viewer positive and negative cues under all 12 categories for all four programs were considered together. In other words, 70 per cent or 34 of the total 48 places for comparison and evaluation were required for a "prediction" of Viewer positive cues or negative cues for all four programs.

Results Of The Second Mode Of Qualitative Analysis

All of the comparative, rank order lists of A and B Expert and Viewer cues are associated with the appropriate tables of the First Mode of Qualitative Analysis. Those lists and tables are located in Appendix F on pages 194-294.

The following two Tables, 14 and 15, summarize the A and B Expert predictive ability of (1) the Viewer positive cues and (2) the Viewer negative cues. "Yes" means a "prediction" and "no" means a "failure to predict." "?" means that no evaluation of Expert predictive ability could be made because there was doubt regarding the estimate or because comments, and resulting cues, were too limited in number to justify an estimate.

TABLE 14

SUMMARY OF A AND B EXPERT PREDICTIVE ABILITY OF THE RANK ORDER OF VIEWER POSITIVE CUES

Categories	Atom	Black On White	Fish To Furs	Sod House
Content:				
What the Viewers Felt They Acquired	No	No	Yes	Yes
Interest of Information	Yes	Yes	?	Yes
Informational Details	No	?	Yes	No
Organization	Yes	Yes	Yes	No
Production:				
General Production Comments	Yes	Yes	Yes	Yes
Visualization	No	?	Yes	Yes
Camera and Photography	?	?	?	?
Music, Lighting, Sound	?	Yes	?	?
Talent:				
General Talent Comments	Yes	Yes	Yes	Yes
TV Speaking Personality	Yes	?	Yes	Yes
Communicativeness	Yes	Yes	Yes	Yes
Authority	Yes	?	No	?
Totals:				
Yes	7	6	8	7
No	3	1	1	2
?	2	5	3	3

TABLE 15

SUMMARY OF A AND B EXPERT PREDICTIVE ABILITY OF THE RANK ORDER OF VIEWER NEGATIVE CUES

Categories	Atom	Black On White	Fish To Furs	Sod House
Content:				
What the Viewers Felt They Acquired	Yes	No	Yes	?
Interest of Information	Yes	Yes	Yes	No
Informational Details	Yes	Yes	Yes	No
Organization	Yes	No	Yes	Yes
Production:				
General Production Comments	No	No	Yes	Yes
Visualization	Yes	?	Yes	No
Camera and Photography	No	?	?	Yes
Music, Lighting, Sound	?	Yes	?	?
Talent:				
General Talent Comments	Yes	?	Yes	?
TV Speaking Personality	Yes	?	Yes	?
Communicativeness	Yes	Yes	Yes	?
Authority	?	?	?	?
Totals:				
Yes	8	4	9	3
No	2	3	0	3
?	2	5	3	6

The following Table 16 further summarizes the A and B Expert predictive ability by combining and summarizing the findings of the two above Tables related to the Viewer positive and Viewer negative cues. The number of "yeses" ("predictions"), "nos" ("failures to predict") and "?" (doubtful evaluations) are listed under "Positive Cues" and"Negative Cues" for each of the four programs. Based on the "prediction" of eight of 12 categories a "yes" is listed for a total program "prediction" and "no" for a failure. However, another estimate of "prediction" ("yes" or "no") is placed in parentheses when the 70 per cent requirement is applied to the remaining number of categories after all "doubtful" categories are subtracted from the total 12 categories.

The above three Tables indicate the A and B Experts did not "predict" the rank order of the Viewers' cues for the four programs except:

"Fish To Furs," positive and negative rank order

"Atom," negative rank order

This represented only three out of eight cases. And on a total basis, where the "prediction" of 34 categories was required, the A and B Experts did not "predict" either Viewer positive or negative rank order. These results, however, were tempered somewhat when the doubtful ("?") categories were eliminated from the analysis and the 70 per cent "prediction" requirement was used on the remaining categories. But due to the generous

TABLE 16

SUMMARY OF A AND B EXPERT PREDICTIVE ABILITY OF THE RANK ORDER OF BOTH VIEWER POSITIVE AND NEGATIVE CUES

Programs	Positive Cues			Total Program Prediction?	Negative Cues			Total Program Prediction?
	Num. of Yes	Num. of No	Num. of ?		Num. of Yes	Num. of No	Num. of ?	
Atom	7	3	2	No (Yes)	8	2	2	Yes (Yes)
Black On White	6	1	5	No (Yes)	4	3	5	No (No)
Fish To Furs	8	1	3	Yes (Yes)	9	0	3	Yes (Yes)
Sod House	7	2	3	No (Yes)	3	3	6	No (No)
Totals and Total Predictions?	28	7	13	No (Yes)	24	8	16	No (Yes)

(Yes) or (No) means "did predict" or "failure to predict" when the "doubtful" categories are eliminated from the evaluation of A and B Expert predictive ability.

criteria used in this mode of analysis, it could be concluded that the A and B Experts were not reliable predictors of the positive and negative cues of the Viewers.

Another factor which influences the above conclusion was that while the A and B Experts did anticipate many of the specific cues of the Viewers, the Experts rarely identified these cues in the same rank order.

Again it certainly cannot be generalized that ETV Experts in general cannot adequately predict specific viewer cues to various aspects of ETV programs, particularly when the subjective nature of this mode of analysis is considered. However, the results of this mode of analysis do suggest that the generalization could be used as a hypothesis in future testing.

The rank order of the predictive ability of the A and B Experts was interesting to note.

It was: 1. "Fish To Furs"
2. "Atom"
3. "Sod House"
4. "Black On White"

When the number of "predictions" for each of the 12 categories for all four programs were totaled, the A and B Expert predictive ability of these 12 categories was revealed in the following rank order.

It was: 1. Talent Communicativeness
2. Interest of Information
2. Organization

2. General Production Comments
2. General Talent Comments
6. TV Speaking Personality
6. Informational Details
6. Visualization

Viewer comment about Camera and Photography, Music Lighting Sound and Talent Authority, in most cases, was too limited for comparative purposes.

Again it was interesting to speculate on why the A and B Experts were better predictors of one program than another and of one aspect of a program (category) than of another. Our data, of course, did not provide the "why" for these questions.

A final evaluation which can be made under this Second Mode of Qualitative Analysis was to compare the amount of A and B Expert and Viewer comment about the 12 categories. This gave some sort of an index of what aspects of the four programs the A and B Experts thought the Viewers would comment about most and what the Viewers themselves actually did comment about most. This comparison is presented in the following Table 17, which lists the categories and then lists the rank order (in terms of amount of comment) which the Experts and the Viewers did attach to the categories. A rank order for the amount of Viewer discussion comment is included also. The category, What the Viewers Felt They Acquired, is eliminated from the comparison because the Viewers were specifically

TABLE 17

A COMPARISON OF THE RANK ORDER OF THE "MOST NOTICED" PROGRAM ASPECTS OR CATEGORIES

Program Aspects or Categories	Rank Order of A and B Experts	Rank Order of Viewers	Rank Order of Viewer Discussion Comments
Content:			
Interest of Information	5	1	2
Informational Details	10	5	1
Organization:			
Definition of Purpose	9	12	13
Development	7	6	6
Opening	12	13	9
Closing	14	14	14
Production:			
General Production Comments	1	3	4
Visualization	3	8	3
Camera and Photography	8	11	11
Music, Lighting, Sound	12	9	12
Talent:			
General Talent Comments	5	2	10
TV Speaking Personality	3	4	7
Communicativeness	2	7	5
Authority	11	10	8

asked to respond to this question and such was not the case with the other 11 categories. It will be noted further that four sub-categories under Organization are shown in Table 17. They are: Definition of Purpose, Development, Opening, and Closing. Finally, if it is assumed that the amount of comment about the different aspects of the programs is an index of which aspects were most noticed, then additional meaning can be attached to the following comparison.

The above Table (17) suggests that the A and B Experts were not very reliable predictors of the various aspects of the four programs commented about and noticed most by the Viewers. The rank order of the Viewers, however, may provide clues, subject to further testing of course, as to what aspects of an ETV program are most noticed by most viewers. Evaluation of the Viewers used in this study would suggest the following as the most noticed aspects of an ETV program:

1. The interest value of the total program and of the information presented was first.

2. Whether they liked or disliked the talent and in some cases why was second.

3. The completeness, correctness and clarity of the informational details presented was third.

4. There were also a relatively large number (over 50) discussion comments about speaker communicativeness and the development or logical progression of the program.

CHAPTER V

SUMMARY AND CONCLUSIONS

The Experiment And Results

The purpose of this study was to determine the ability of a group of persons experienced in educational television to predict the actual reactions of a panel of viewers to four educational television programs.

Four representative ETV programs from four representative ETV program series, distributed by the Educational Television and Radio Center, were selected.

Two groups of four experts each were used for purposes somewhat different in some respects. One group, designated as the B Experts, was used to predict actual reactions of public viewers generally to the four programs and without any reference to or consideration of any particular viewer groups. Another group, designated as the A Experts, was used to predict the actual reactions to the four programs by the Viewers hereinafter described.

The B Experts viewed each program without interruption. Then based solely on such viewing, they were asked to predict what the actual reactions of public viewers generally would be to each program. Since emphasis was to obtain qualitative predictions from these

experts, an open-ended questionnaire was answered by them. These Experts were used also to test and improve procedure and instruments before they were applied to the Viewers and A Experts.

The four programs were viewed separately over closed-circuit television by four panels of non-representative volunteers, designated as the Viewers. Each panel, composed of three or four groups, had its viewings at different times with the result that every program was viewed by a total ranging from 23 to 33 individuals. The reactions of the Viewers to eight items (Tuning Reaction, Interest Level, Learning - Facts, Learning - General Ideas, Learning - Something Useful, Entertainment, Enjoyment, and Understanding and Following the Meaning of the Program) were solicited by means of a check-off questionnaire before each program, at the 10 and 20 minute points and at the end of each program. Two open-ended questions sought their written reactions to the total program, its content, production and talent. Finally, the Viewers participated in 30-minute non-directed discussions.

Prior to the viewing of each program by the A Experts, these experts were given a general profile of the make up and characteristics of the individuals comprising each of the Viewer panels. They were not, however, given any information either about or as to what had been the reactions of the Viewers. A questionnaire, almost identical with that used by the Viewers, was answered by the A

Experts before, during and after each program was viewed. One difference was that a more detailed check-off and open-ended form was substituted for the Viewer group discussions.

The quantitative data of the Viewers and A Experts were coded and their mean scores compared at the four time points for each program under each of the eight items. From a producer's point of view, the practical significance of differences also was ascertained. Consistent bias by the Experts either to over- or under-estimate Viewer reaction was analyzed along with the amount of agreement or disagreement among the Experts and among the Viewers.

The qualitative data from the Viewer open-ended questions and discussions and the qualitative data from the A and B Expert questionnaires were subjected to content analysis under three main headings; Content, Production and Talent. These data were analyzed in two ways: (1) by the number of Experts and Viewers commenting positively or negatively about various aspects of the programs, and (2) by the rank order of the Expert and Viewer cues (items resulting from comments) related to various aspects of the programs.

The quantitative results were as follows: (1) The Experts from a practical standpoint failed to predict Viewer reaction to the eight main items, the four programs and the four time points. (2) The Experts tended to underestimate Viewer reaction consistently. And

(3) while the Experts tended to be in more general agreement among themselves than the Viewers, neither the Experts nor the Viewers were in general agreement among themselves in most cases compared.

The qualitative results were as follows: (1) The Experts did not predict the number of Viewer positive and negative reactions to the various aspects of the four programs. And (2) the Experts did not predict Viewer positive and negative cues related to various aspects of the four programs.

Conclusions

The conclusions of this study can be best expressed by stating the conclusions reached from the four analyses of the quantitative data and the two analyses of the qualitative data.

Quantitative Conclusions

It will be remembered that the quantitative data were derived from the check-off portion of the Viewer and A Expert questionnaires (see Appendix A, pp. 120-21 and pp. 128-29). These data were the predicted answers (averaged scores) of the A Experts and of the Viewers to the eight main items measured at the same four time periods for the same four ETV programs. The eight items measured were:

1. Tuning Reaction
2. Interest Level
3. Learning - Facts
4. Learning - General Ideas
5. Learning - Something Useful
6. Entertainment
7. Enjoyment
8. Understanding - Following

The four time periods were:

1. Before Show
2. 10 Minutes
3. 20 Minutes
4. End of Show

From this part of the study, the quantitative conclusions reached were as follows:

1. From a practical standpoint or from the point of view of an ETV producer or distributor, the A Experts were not reliable "predictors" of the quantitative reactions of the Viewers. This conclusion was based on the following findings:

   a. When the Second Quantitative Mode of Analysis (see pp. 62-74) was applied to the eight main items (using the 124 time points), the A Experts "predicted" the reactions of the Viewers to only three out of eight main items.

b. With the same mode of analysis, the A Experts "predicted" only one program out of four on a total program basis.

c. Again with this mode of analysis, the A Experts "predicted" only one out of four time periods on a total time period basis.

2. Again from a practical standpoint, the A Experts' consistent bias was to underestimate Viewer quantitative reaction. The A Experts underestimated Viewer reaction at 93 out of 124 time points and to all main items except one (Learning - General Ideas). When they did underestimate, they tended to be farther from Viewer reaction than when they overestimated Viewer reaction. These findings came from the Third Quantitative Mode of Analysis (see pp. 74-77).

3. Neither the A Experts nor the Viewers were in "general agreement" among themselves in most of the cases compared, but the A Experts tended to be more in "agreement" among themselves than did the Viewers. This conclusion is based on the results of the Fourth Quantitative Mode of Analysis (see page 77-78). The A Experts were in "agreement" among themselves at 77 out of 124 time points while the Viewers were in "agreement" among themselves at only 37 out of 124 time points. Under five out of eight main items, the A Experts were in "agreement" among themselves but the Viewers were in "agreement" among

themselves under only one main item. The one main item, under which both the A Experts and the Viewers were in "general agreement" was Interest Level. Only under Interest Level, are the findings of the Second and Third Modes of Analysis strengthened by "agreement" among both the Experts and the Viewers.

Qualitative Conclusions

The qualitative data were derived from the last two pages of the A Expert questionnaire, the entire B Expert questionnaire, and from the last page of the Viewer questionnaire and the Viewer recorded discussions (see Appendix A, pp. 130-31, pp. 132-33 and p. 122). These data were the written and spoken comments of the Viewers and the written comments of the A and B Experts. These comments were translated into "cues" or particular content, production or talent items, either good or not so good, about which comment was made. These positive and negative cues and the number of Experts and Viewers from which the cues came, were considered under 13 categories or 13 aspects of an ETV program. These categories were:

1. Total Program

   Under Content:

2. What the Viewers Felt They Acquired
3. Interest of Information
4. Informational Details

5. Organization

Under Production:

6. General Production Comments

7. Visualization

8. Camera and Photography

9. Music, Lighting, Sound

Under Talent:

10. General Talent Comments

11. TV Speaking Personality

12. Communicativeness

13. Authority

From this part of the study, the qualitative conclusions were as follows:

1. The A and B Experts did not "predict" the number of Viewer positive and negative reactions to the various aspects of the four programs. Out of 52 cases (the 13 categories under the four programs), where comparison and evaluation were made, the A and B Experts were credited with only 16 "predictions." This represents a "prediction" level of less than 30 per cent. These findings came from the First Qualitative Mode of Analysis (see pp.85 - 92).

2. The A and B Experts did not "predict" Viewer positive and negative cues related to the various aspects of the four programs. The A and B Experts "predicted" the rank order of the Viewer positive and negative cues in only three out of eight cases (positive

cues and negative cues under each of the four programs). When all 96 places for comparison and evaluation (12 positive and 12 negative categories under each of the four programs) were considered, the A and B Experts were credited with 52 "predictions." This represents a prediction level of less than 54 per cent. As justified earlier in this study, it seems that ETV experts ought to be at least "70 per cent right" in their qualitative "predictions" if they are to be of value to an ETV producer or distributor. These findings came from the Second Qualitative Mode of Analysis (see pp. 92-103).

3. The A and B Experts were not very reliable "predictors" of the Viewers' "most noticed" aspects (categories) of the four programs. Table 16 on p.102 of Chapter IV supports this conclusion.

General Conclusion

A general conclusion regarding the predictive ability of the Experts of both Viewer quantitative and qualitative reactions, was that the Experts were not reliable "predictors" of these reactions, at least from a practical point of view. This general conclusion should not, however, be projected and applied as yet to any larger population because of the number, make up and characteristics of the Viewers and Experts used in this study. Nevertheless the general conclusion does propose a working hypothesis for future experimentation.

Suggestions For Additional Experimentation

The following suggestions are listed for those interested in applying the methodology of this study to additional comparisons of expert and viewer reactions or in applying this methodology to the testing of viewer reaction to other ETV programs.

1. If possible, increase the number of viewer and expert panels and if possible, more purposefully select the members of these panels.

2. It is recommended that the eight main items (Tuning Reaction, etc.) be retained in the expert and viewer questionnaire. If, however, a less detailed evaluation of a program is desired, the number of items might be reduced.

3. Perhaps the use of a five or nine point rating scale would yield more definitive results and greater respondent satisfaction, than the three and four point scales used in this study. This, however, would yield data less "clear cut" than simply "yes," "no" or "uncertain" or "neutral."

4. If the number of check-off questions were reduced, it would be possible to record reaction every five minutes instead of every ten. Perhaps an interruption at the two or three minute point would provide a better evaluation of the all important program opening.

5. As explained in the second Chapter, the questionnaires and group discussion used to obtain the

qualitative data were designed to be as unstructured as possible. This was done because research in social psychology indicated that more valid information was yielded when instruments were not overly structured. And because so little was known about how viewers would react to ETV programs, it was felt that minimum structuring at this early time was prudent and would also increase understanding of audience reaction. However, as a result of the content analysis done in this study and the limited comment volunteered in certain cases, several sub-categories under the main categories of Content, Production and Talent should be given to the respondents if specific reaction is required. Otherwise, insufficient comment may result. Under Content, one might specify such items as: interest of information, informational details, definition of purpose, clarity of information, organization of ideas, and the program's open and close. Under Production, one might specify such items as: visual aids and their use, camera work, picture quality, sound quality and music, lighting and sound effects. Under Talent, the following items might be listed: talent's personality, mannerisms-gestures-movements, voice, communicativeness, authority.

It might be advisable to use a five or nine point rating scale under each main category (Content, Production, Talent). It, of course, would be possible to use a rating scale under each sub-category, but the increased

size of the questionnaire might tend to reduce the total number of written comments and certainly would increase the amount of time required to complete the questionnaire. This might seriously cut into the amount of valuable discussion time otherwise used by the viewers.

A more detailed questionnaire at the end of the program and prior to the discussion might, however, help to provide more focus in the discussion and certainly would facilitate the content analysis of the written comments.

6. As Dr. Withey (22, p. 65) indicates, "The word 'interest' is apparently a slippery word." It meant "curiosity about a topic" and "attention to" or "a mild state of excitement." Dr. Withey suggests using questions such as the following to measure interest:

> Would you like to know something more about ....?
> Would you enjoy being told something about .....?
> Do you feel that your curiosity is being aroused?
> Would you be disappointed if you could not see the rest of this show?

7. As previously mentioned, this study was primarily concerned with spontaneous and voluntary comments. However, if more focus is desired in the discussions, the use of the more specific questionnaire prior to the discussion might help. Also the interviewer could use some questions which tend to be more structured in order to obtain more focus on various aspects of the content, production and talent. However, the interviewer would need to exercise great discretion or he might completely destroy

the value of the non-directed group discussion interview as a research tool. In other words, the respondents might tend to respond to items which were not really foremost in their minds.

8. If a tape recorder is used to record the discussions, chairs should be numbered and an observer should keep accurate record of the sequence of speakers.

9. If one is interested in change of opinion due to discussion, a simple check-off questionnaire could be used.

10. More intensive content analysis of the test program and more care in defining the major areas of inquiry and the hypothesis for test, prior to the screening, would give more focus to the group interview and would facilitate the content analysis of the resulting data.

11. If a producer is planning to do a great deal of testing or pretesting, he should consider the purchase or rental and use of a device similar to the Program Analyzer used by CBS. (See pp.8 - 9). Such a device would, of course, facilitate analysis of programs. It will be recalled that the Program Analyzer is an electronic machine which records the simultaneous reaction of a group of people during the showing of a program.

This study has suggested several problems for future experimentation. Most of these problems are the content findings of this study. But the more important

problems suggested are as follows: (1) More research is, of course, needed to determine the general ability of ETV experts to predict audience reaction to ETV programs. (2) Should ETV experts be used to predict audience reaction in the first place? (3) If so, to what extent are their predictions reliable? (4) And in which aspects of ETV programs are these experts most sensitive to actual audience reaction? (5) Finally, much more about the "ETV viewer" in general and the "ETV viewer" of specific programs needs to be known.

APPENDIXES

APPENDIX A

QUESTIONNAIRES; VIEWERS, A EXPERT AND B EXPERT

VIEWER QUESTIONNAIRE

PRE-SHOWING QUESTIONNAIRE No. ____

Male ☐ Married ☐

Female ☐ Single ☐

Age _____
(nearest 5 years)

1. Do you have a television set? Yes ☐
No ☐

2. On an average, how many hours are you likely to watch television in a week?

/2/ /4/ /6/ /8/ /10/ /15/ /20/ /25/ /30/

3. What sort of program do you usually prefer?

/Comedy-Variety/ /Comedy-Drama/ /Drama/ /Mystery-Action/

/News/ /Popular Music/ /Classical Music/ /Informational-Educational/

4. Do you have any children who watch television? Yes ☐
No ☐

5. What was the last grade you completed in your education?

/1/ /2/ /3/ /4/ /5/ /6/ /7/ /8/ /9/ /10/ /11/ /12/

Elementary School High School

/Fr./ /So./ /Jr./ /Sr./ /1/ /2/ /3/ /4/

College Post-Graduate

CHECK SHEET

Before Show

If you were at home would you turn on this show?

☐ ☐ ☐ ☐

Sure Probably Probably not No

Are you interested?

☐ ☐ ☐ ☐

Very Mildly Dull Bored

Do you expect to. . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something you can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

10 Minutes

If you were at home would you keep on watching this show?

☐ ☐ ☐ ☐

Sure Probably Probably not No

Are you interested?

☐ ☐ ☐ ☐

Very Mildly Dull Bored

Do you expect to. . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something you can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

Are you following and understanding the program?

Yes ☐ ? ☐ No ☐

CHECK SHEET

20 Minutes

If you were at home would you keep on watching this show?

☐ ☐ ☐ ☐

Sure Probably Probably not No

Are you interested?

☐ ☐ ☐ ☐

Very Mildly Dull Bored

Do you expect to. . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something you can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

Are you following and understanding the program?

Yes ☐ ? ☐ No ☐

End of Show

If you were at home would you tune in another show in this series?

☐ ☐ ☐ ☐

Sure Probably Probably not No

Were you interested?

☐ ☐ ☐ ☐

Very Mildly Dull Bored

Did you. . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something you can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

Did you follow and understand the program?

Yes ☐ ? ☐ No ☐

POST-SHOWING QUESTIONNAIRE No. ____

What did you get out of the film?

Describe your reaction briefly to the film, the information, the speaker and the way it was all directed and presented.

A EXPERT QUESTIONNAIRE

PRE-SHOWING QUESTIONNAIRE

Age _____ (nearest 5 years)

1. How many years of educational broadcasting experience do you have?

2 3 4 5 6 7 8 9 10 11 12 13 14 15 ☐

2. How many years of commercial (include military) broadcasting experience do you have?

2 3 4 5 6 7 8 9 10 ☐

3. How many years of post graduate work do you have?

0 1 2 3 4 5 6 7 8 9 10 ☐

4. M.A. Yes ☐ No ☐ working towards ☐

   Ph.D. Yes ☐ No ☐ working towards ☐

5. Broadcasting experience specialties:

	None	Some	Alot	My Best
Management	___	___	___	_____
Programming	___	___	___	_____
Production	___	___	___	_____
Writing	___	___	___	_____
Promotion-Publicity	___	___	___	_____
Talent	___	___	___	_____
Sales	___	___	___	_____

No. ____

PRE-SHOWING QUESTIONNAIRE

Based on the following program description, how did the viewers (described below) react to the questions asked under "Before show" on the following page?

How Big Is An Atom? - This is a program for the series, "The Atom." This half hour program is about the nature of atoms with Dr. Teller as the speaker.

- -

The Viewers

1. Total Number of viewers: 31 (15 Male and 16 Female)

2. Ages:

10's:	9
20's:	3
30's:	5
40's:	5
50's:	5
60's:	2
?:	2

Average: 30 years

3. Education:

Elementary:	2
High School:	12
College:	7
Post Graduate:	10

4. Have TV set: 13
   No TV set: 17

5. Average number of hours viewed per week: 3.83 hours
   (1 did not respond)

6. Type of program preference, as measured by frequency of mention:

Drama
Information-Education
News
Comedy-Drama and Classical Music
Comedy-Variety and Popular Music and Mystery-Action
Sports-Other

No. ____

PRE-SHOWING QUESTIONNAIRE

Based on the following program description, how did the viewers (described below) react to the questions asked under "Before show" on the following page?

Black On White. - This is a program from the series, "Art and Artists: Great Britain." This half hour program is about the history of British cartooning and caricature.

- -

The Viewers

1. Total number of viewers: 23 (10 Male and 13 Female)

2. Ages:

20's:	1
30's:	7
40's:	9
50's:	4
60's:	1
?:	1

Average: 30.8 years

3. Education:

Elementary:	1
High School:	6
College:	6
Post Graduate:	10

4. Have TV set: 11
   No TV set: 12

5. Average number of hours viewed per week: 7.9 hours

6. Type of program preference, as measured by frequent mention:

Drama
News
Comedy-Variety
Information-Education
Mystery-Action
Classical Music
Sports-Other

No. ____

PRE-SHOWING QUESTIONNAIRE

Based on the following program description, how did the viewers (described below) react to the questions asked under "Before Show" on the following page?

From Fish to Furs. - This is a half hour program from the series, "Before There Was A U.S.A." This program is about early North American history with Father Bannon as the speaker.

- -

The Viewers

1. Total number of viewers: 33 (14 Male and 19 Female)

2. Ages:

10's:	1
20's:	5
30's:	13
40's:	10
50's:	3
60's:	1

Average: 33.6 years

3. Education:

Elementary:	0
High School:	9
College:	7
Post Graduate:	17

4. Have TV set: 16
   No TV set: 17

5. Average number of hours viewed per week: 6.64 hours
   (5 did not respond)

6. Type of program preference, as measured by frequent mention:

   Drama
   Information-Education
   Comedy-Variety and News
   Comedy-Drama
   Mystery-Action
   Classical Music
   Sports-Other
   Popular Music

No. ____

PRE-SHOWING QUESTIONNAIRE

Based on the following program description, how did the viewers (described below) react to the questions asked under "Before Show" on the following page?

The Sod House Frontier. - This is a program from the series, "Great Plains Trilogy." This half hour program is about the history of the Great Plains area; North and South Dakota, Nebraska and Kansas. Dr. Olson is the speaker.

- -

The Viewers

1. Total number of viewers: 24 (10 male and 14 female)

2. Ages:

10's:	1	
20's:	2	
30's:	6	
40's:	7	Average: 30.4 years
50's:	3	
60's:	4	
?:	1	

3. Education:

Elementary:	1
High School:	10
College:	10
Post Graduate:	3

4. Have TV set: 20
   No TV set: 4

5. Average number of hours watched per week: 12

6. Type of preference, as measured by frequent mention:

   Comedy-Variety
   Drama
   News and Classical Music
   Comedy-Drama and Information-Education
   Mystery-Action
   Popular Music
   Sports-Others

CHECK SHEET

Before Show

If viewers were at home would they turn on this show?

☐ Sure ☐ Probably ☐ Probably not ☐ No

Were viewers interested?

☐ Very ☐ Fairly ☐ Slightly ☐ No

Did viewers expect to . . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something they can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

10 Minutes

If viewers were at home would they keep on watching this show?

☐ Sure ☐ Probably ☐ Probably not ☐ No

Were viewers interested?

☐ Very ☐ Fairly ☐ Slightly ☐ No

Did viewers expect to . . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something they can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

Were viewers following and understanding the program

Yes ☐ ? ☐ No ☐

CHECK SHEET

20 Minutes

If viewers were at home would they keep watching this show?

☐ Sure ☐ Probably ☐ Probably not ☐ No

Were viewers interested?

☐ Very ☐ Fairly ☐ Slightly ☐ No

Did viewers expect to . . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something they can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

be entertained?

Yes ☐ ? ☐ No ☐

enjoy this show?

Yes ☐ ? ☐ No ☐

Were viewers following and understanding the program?

Yes ☐ ? ☐ No ☐

End of Show

If viewers were at home would they tune in another show in this series?

☐ Sure ☐ Probably ☐ Probably not ☐ No

Were viewers interested?

☐ Very ☐ Fairly ☐ Slightly ☐ No

Did the viewers . . . .

learn some facts?

Yes ☐ ? ☐ No ☐

learn something they can use?

Yes ☐ ? ☐ No ☐

learn some general ideas?

Yes ☐ ? ☐ No ☐

Were viewers entertained?

Yes ☐ ? ☐ No ☐

Did viewers enjoy this show?

Yes ☐ ? ☐ No ☐

Did viewers follow and understand the program?

Yes ☐ ? ☐ No ☐

POST-SHOWING QUESTIONNAIRE

1. How did most viewers react to the program as a whole?



Very Favorably Favorably Moderately Mildly Unfavorably

2. How did most viewers react to the content of the program? Why?



Very Favorably Favorably Moderately Mildly Unfavorably

a. Content Items (specific information either seen or heard)

Viewers will like . . .

Viewers will dislike . . .

b. Organization and Communicativeness (development, Open, Close, transitions, amplification, Clarity, etc.)

Viewers will like . . .

Viewers will dislike . . .

3. How did most viewers react to the speaker? Why?



Very Favorably Favorably Moderately Mildly Unfavorably

Why? (appearance, personality, voice, clarity or communicativeness, other)

Viewers will like . . .

Viewers will dislike . . .

4. How did most viewers react to the overall production of the program? Why?



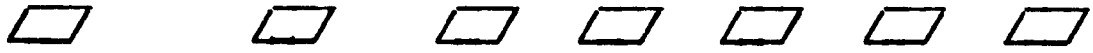
Very Favorably Favorably Moderately Mildly Unfavorably

Why? (Visualization: pics, photos, TC's, graphs, Pace, Camera; the way things are shown, Music & Sound, Lighting, Set, Other)

Viewers will like . . .

Viewers will dislike . . .

5. What will the viewers predict is the potential audience or audiences for this program?



Pre-school Elementary Jr.High High Young Adult Middle Aged Older Adult

B EXPERT QUESTIONNAIRE

EXPERT OPINION

Program _____ Expert _____

---

1. What do you predict the audience will get out of viewing this program? (Information, speaker and production)

2. INFORMATION OR CONTENT What will be audience reaction to content?

AIDS: (Audience reaction)

BARRIERS: (Audience reaction)

page 2 Program _____ Expert _____

3. SPEAKER

What will be audience reaction to the speaker?

AIDS: (Audience reaction)

BARRIERS: (Audience reaction)

4. PRODUCTION TECHNIQUES What will be audience reaction to production techniques?

AIDS: (Audience reaction)

BARRIERS: (Audience reaction)

APPENDIX B

THE FIRST QUANTITATIVE MODE OF ANALYSIS

Tuning Reaction

Questions

Before Show: Expert - If Viewers were at home would they turn on this show?

Viewer - If you were at home would you turn on this show?

Program Descriptions:

"How Big Is An Atom?" - This is a program from the series, The Atom. This half-hour program is about the nature of atoms with Dr. Edward Teller as the speaker.

"Black On White" - This is a half-hour program from the series, Art and Artists: Great Britain. This program is about the history of British cartooning and caricature.

"From Fish To Furs" - This is a half-hour program from the series, Before there Was a U.S.A. This program is about early North American history with Father Bannon as the speaker.

"The Sod House Frontier" - This is a program of the series, Great Plains Trilogy. This half-hour program is about the history of the Great Plains area; North and South Dakota, Nebraska and Kansas. Dr. Olson is the speaker.

10 Minutes: Expert - If Viewers were at home would they keep on watching this show?

Viewer - If you were at home would you keep on watching this show?

20 Minutes: Expert - If Viewers were at home would they keep on watching this show?

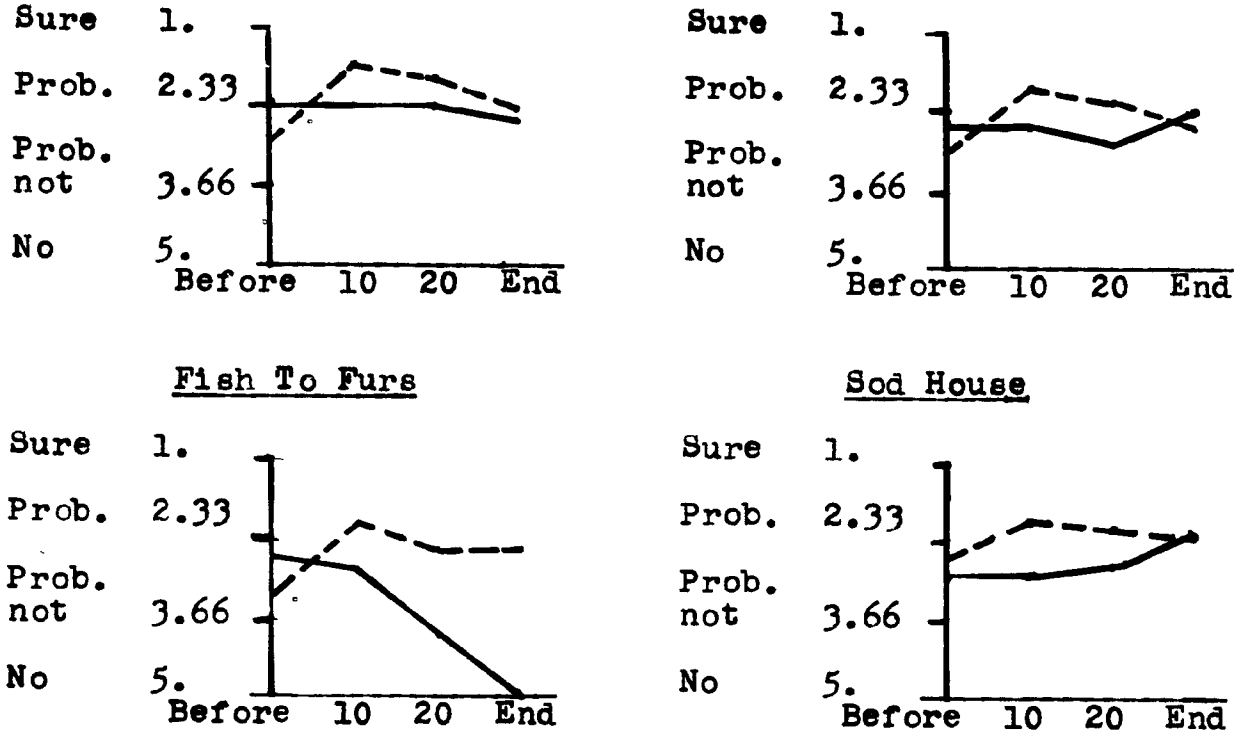
Viewer - If you were at home would you keep on watching this show?

End of Show: Expert - If Viewers were at home would they tune in another show from this series?

Viewer - If you were at home would you tune in another show in this series?

GRAPH 1

Tuning Reaction: Comparison of A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black On W.				
Ex.	2.33	2.33	2.33	2.66	Ex.	2.66	2.66	2.99	2.33
Vw.	2.84	1.72	1.95	2.45	Vw.	2.96	1.92	2.15	2.56
Fish To F.					Sod House				
Ex.	2.66	2.99	3.99	5.00	Ex.	2.99	2.99	2.66	2.33
Vw.	3.01	2.25	2.45	2.45	Vw.	2.66	1.92	2.21	2.27

Interest Level

Questions

Before Show: Expert - Were viewers interested?

Viewer - Are you interested?

Program Descriptions: (See Tuning Reaction, p.134)

10 Minutes: Expert - Were viewers interested?

Viewer - Are you interested?

20 Minutes: Expert - Were viewers interested?

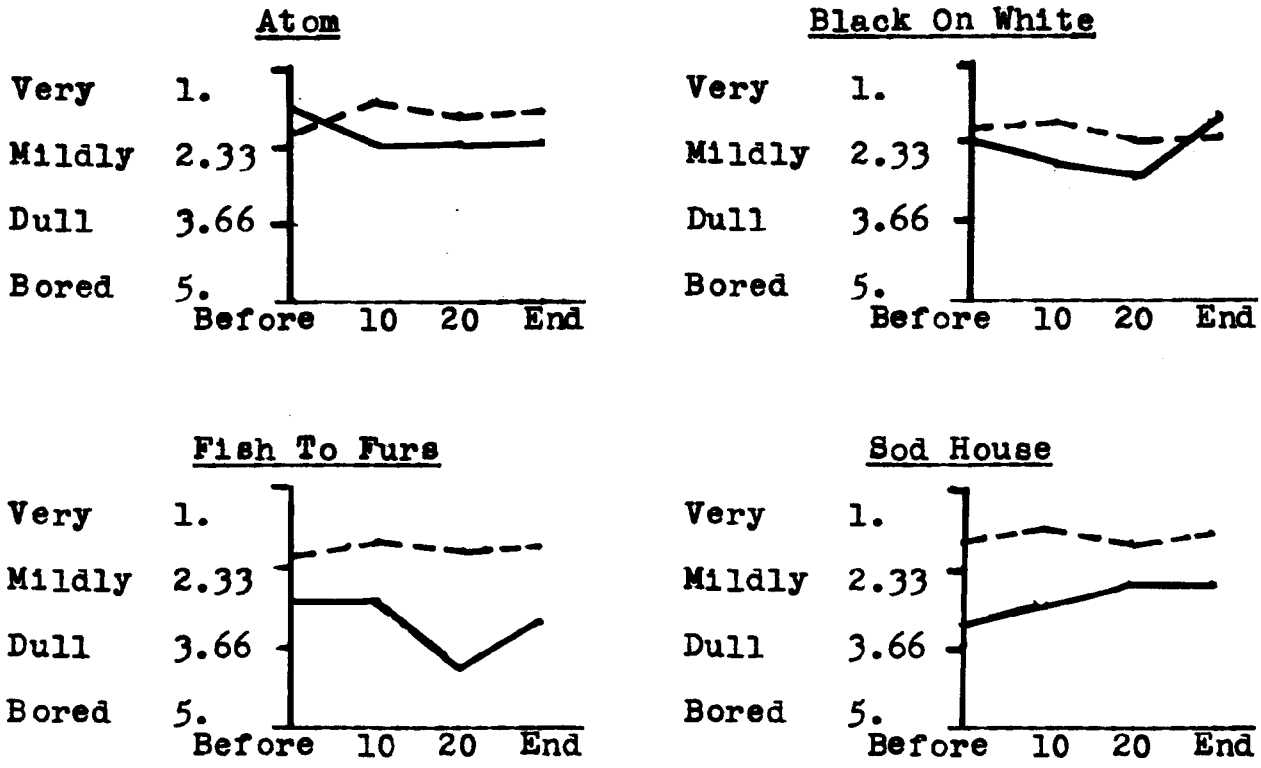
Viewer - Are you interested?

End of Show: Expert - Were viewers interested?

Viewer - Were you interested?

GRAPH 2

Interest Level: Comparison of A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black On W.				
Ex.	1.66	2.33	2.33	2.33	Ex.	2.33	2.66	2.99	1.99
Vw.	2.03	1.61	1.81	1.85	Vw.	2.20	1.97	2.33	2.15
Fish To F.					Sod House				
Ex.	2.99	2.99	3.99	3.32	Ex.	3.32	2.99	2.66	2.66
Vw.	2.24	1.85	2.03	2.00	Vw.	1.89	1.77	1.99	1.83

Learning - Facts

Questions

Before Show: Expert - Did viewers expect to learn some facts?

Viewer - Do you expect to learn some facts?

Program Descriptions: (See Tuning Reaction, p.134)

10 Minutes: Expert - Did viewers expect to learn some facts?

Viewer - Do you expect to learn some facts?

20 Minutes: Expert - Did viewers expect to learn some facts?

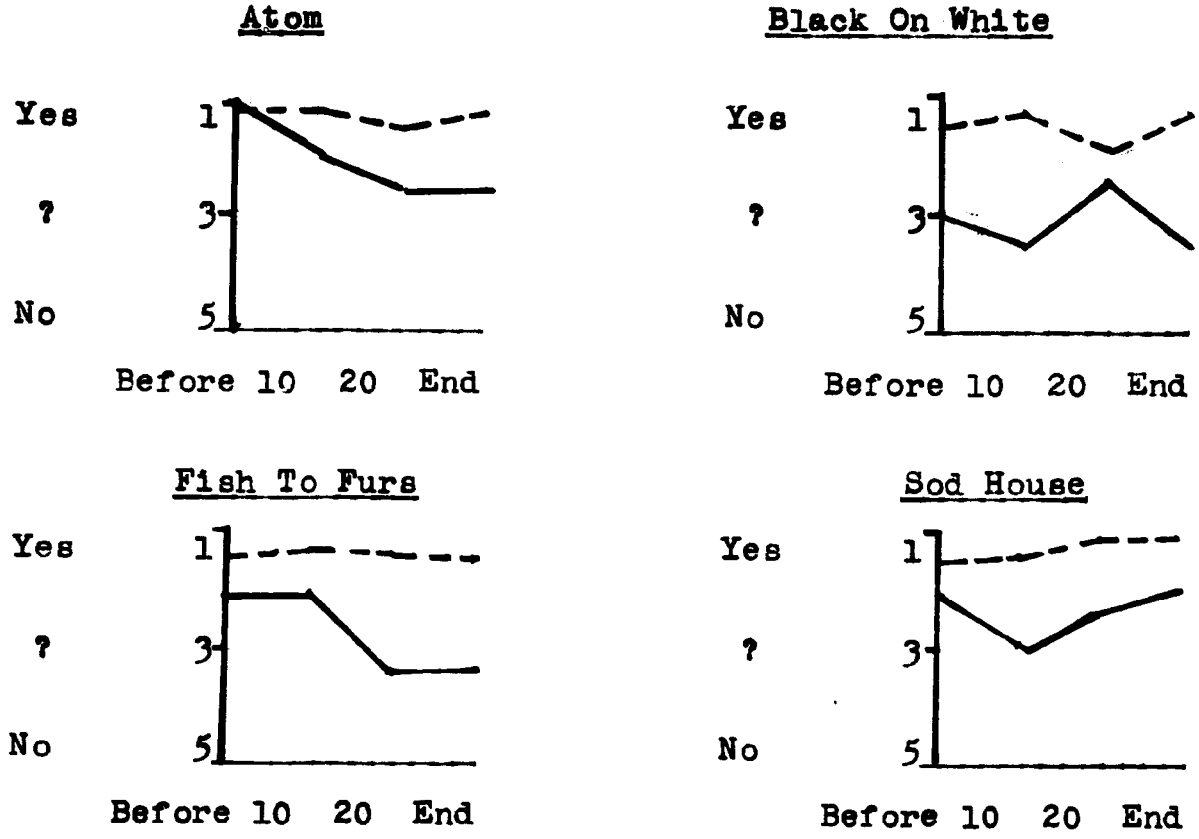
Viewer - Do you expect to learn some facts?

End of Show: Expert - Did the viewers learn some facts?

Viewer - Did you learn some facts?

GRAPH 3

Learning-Facts: Comparison of
A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black on W.				
Ex.	1.00	2.00	2.50	2.50	Ex.	3.00	3.50	2.50	3.50
Vw.	1.06	1,26	1.45	1.26	Vw.	1.38	1.26	1.96	1.35
Fish to F.					Sod House				
Ex.	2.00	2.00	3.50	3.50	Ex.	2.00	3.00	2.50	2.00
Vw.	1.42	1.36	1.44	1.55	Vw.	1.52	1.36	1.22	1.17

Learning - General Ideas

Questions

Before Show: Expert - Did viewers expect to learn some general ideas?

Viewer - Do you expect to learn some general ideas?

Program Descriptions: (See Tuning Reaction, p.134)

10 Minutes: Expert - Did viewers expect to learn some general ideas?

Viewer - Do you expect to learn some general ideas?

20 Minutes: Expert - Did viewers expect to learn some general ideas?

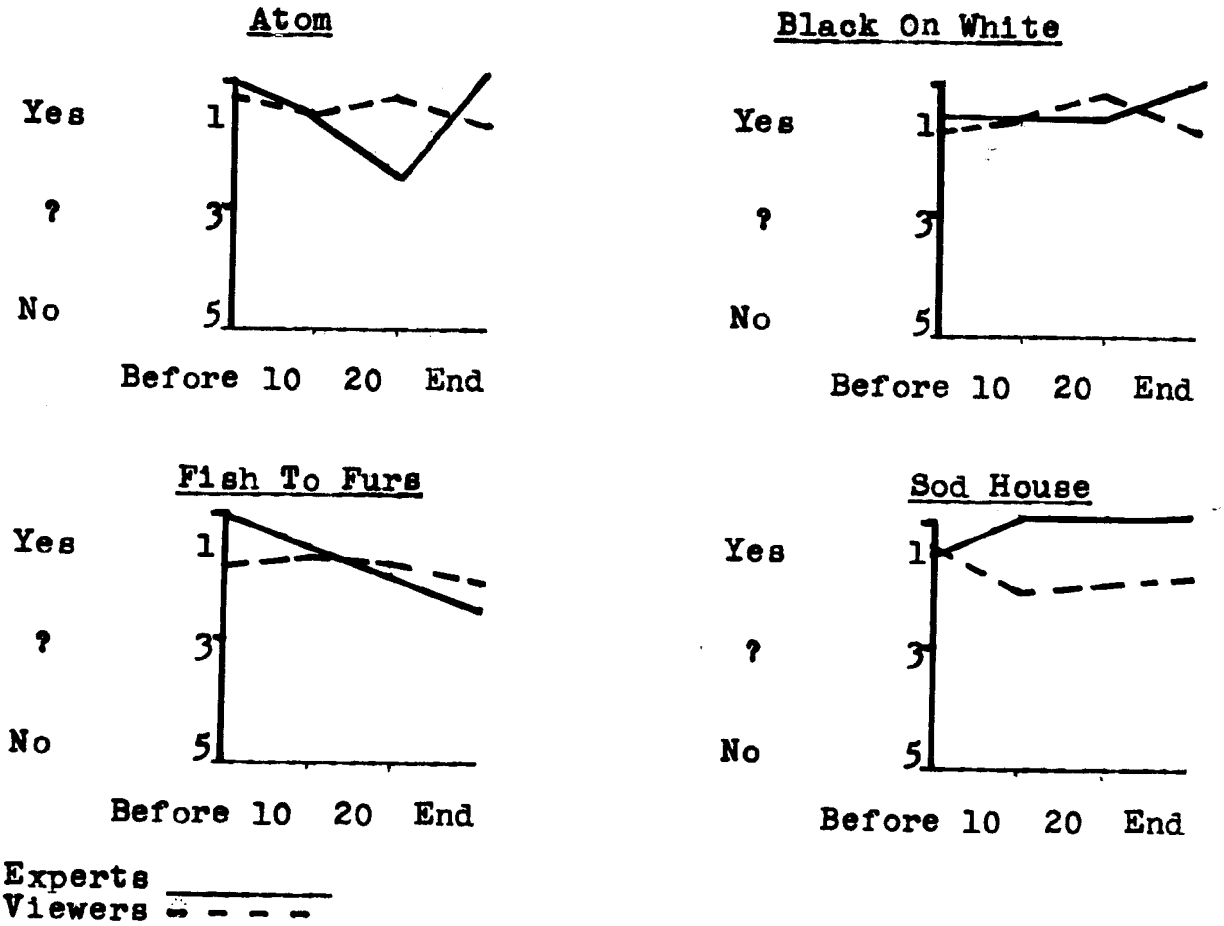
Viewer - Do you expect to learn some general ideas?

End of Show: Expert - Did the viewers learn some general ideas?

Viewer - Did you learn some general ideas?

GRAPH 4

Learning-General Ideas: Comparison of A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black on W.				
Ex.	1.00	1.50	2.50	1.00	Ex.	1.50	1.50	1.50	1.00
Vw.	1.32	1.52	1.32	1.67	Vw.	1.63	1.52	1.26	1.61
Fish to F.					Sod House				
Ex.	1.00	1.50	2.00	2.50	Ex.	1.50	1.00	1.00	1.00
Vw.	1.85	1.67	1.88	2.09	Vw.	1.36	2.09	1.96	1.91

Learning - Something Useful

Questions

Before Show: Expert - Did viewers expect to learn something they can use?

Viewer - Do you expect to learn something you can use?

Program Descriptions: (See Tuning Reaction, p.134)

10 Minutes: Expert - Did viewers expect to learn something they can use?

Viewer - Do you expect to learn something you can use?

20 Minutes: Expert - Did viewers expect to learn something they can use?

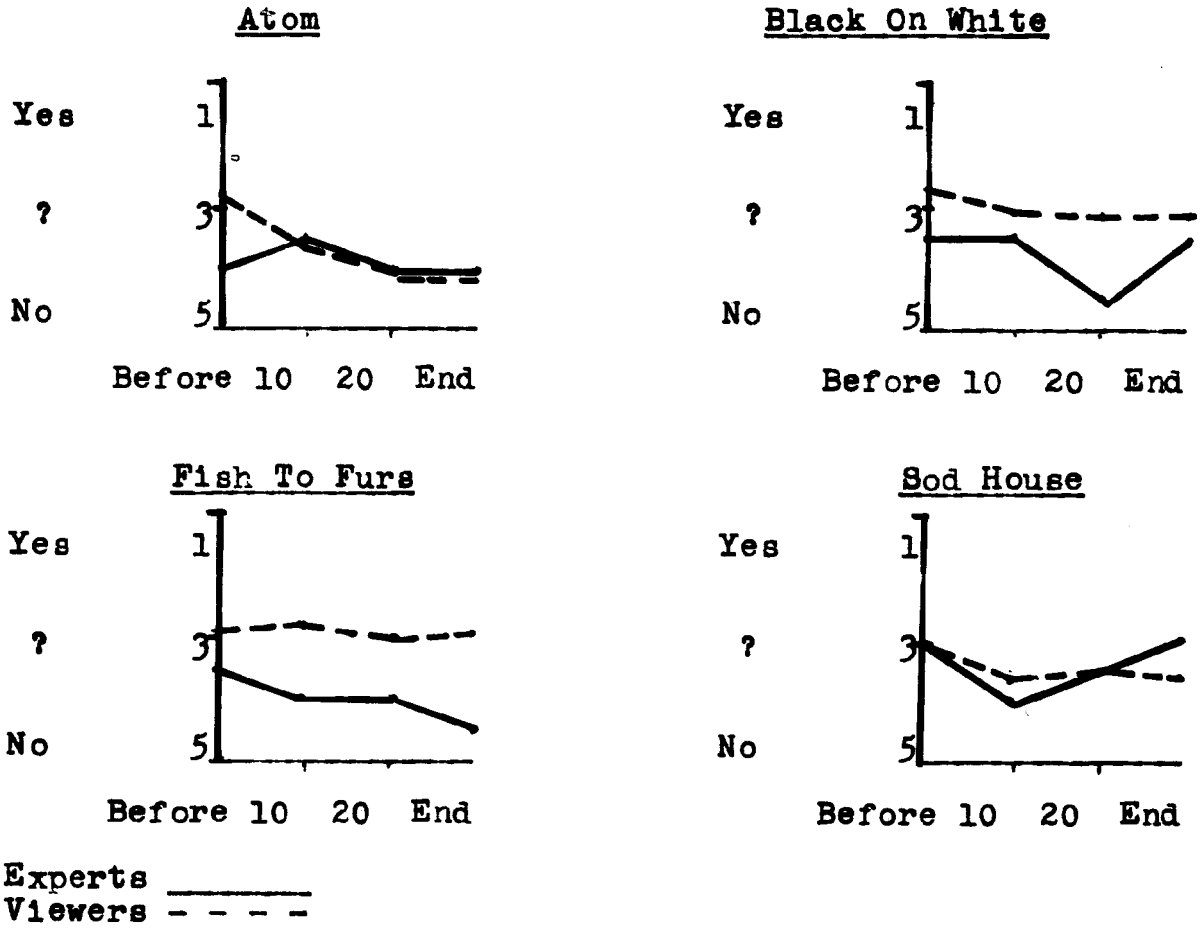
Viewer - Do you expect to learn something you can use?

End of Show: Expert - Did viewers learn something they can use?

Viewer - Did you learn something you can use?

GRAPH 5

Learning-Something Useful: Comparison of A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black on W.				
Ex.	4.00	3.50	4.00	4.00	Ex.	3.50	3.50	4.50	3.50
Vw.	2.81	3.58	3.97	4.03	Vw.	2.71	3.09	3.18	3.17
Fish to F.					Sod House				
Ex.	3.50	4.00	4.00	4.50	Ex.	3.00	4.00	3.50	3.00
Vw.	2.88	2.76	3.00	2.94	Vw.	3.00	3.55	3.46	3.55

Entertainment

Questions

Before Show: Expert - Did viewers expect to be entertained?

Viewer - Do you expect to be entertained?

Program Descriptions: (See Tuning Reactions, p.134)

10 Minutes: Expert - Did viewers expect to be entertained?

Viewer - Do you expect to be entertained?

20 Minutes: Expert - Did viewers expect to be entertained?

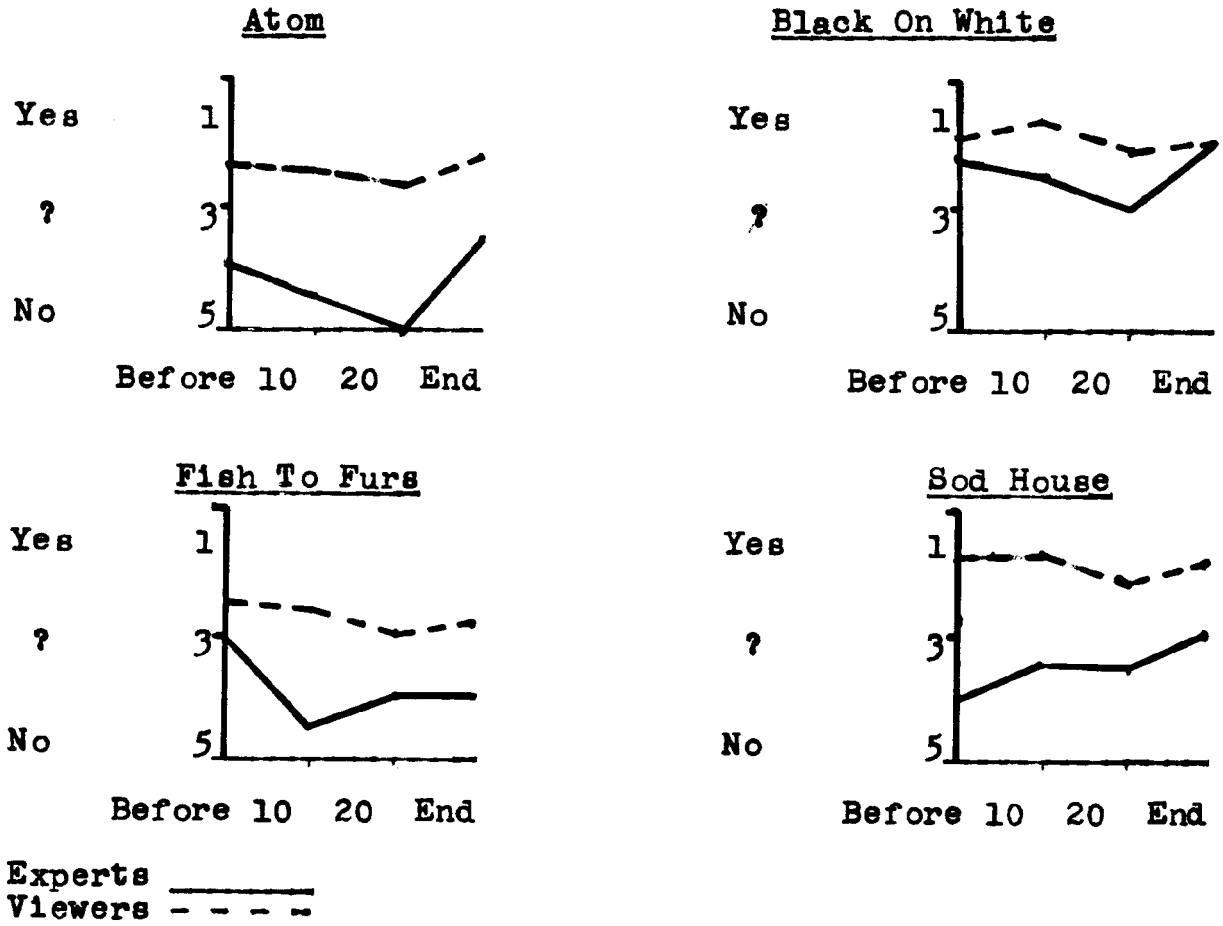
Viewer - Do you expect to be entertained?

End of Show: Expert - Were viewers entertained?

Viewer - Were you entertained?

GRAPH 6

Entertainment: Comparison of
A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black on W.				
Ex.	4.00	4.50	5.00	3.50	Ex.	2.25	2.50	3.00	2.00
Vw.	2.38	2.47	2.63	2.24	Vw.	1.86	1.64	2.13	2.04
Fish to F.					Sod House				
Ex.	3.00	4.50	4.00	4.00	Ex.	4.00	3.50	3.50	3.00
Vw.	2.45	2.58	3.00	2.76	Vw.	1.67	1.70	2.08	1.78

Enjoyment

Questions

Before Show: Expert - Did viewers expect to enjoy this show?

Viewer - Do you expect to enjoy this show?

Program Descriptions: (See Tuning Reaction, p.134)

10 Minutes: Expert - Did viewers expect to enjoy this show?

Viewer - Do you expect to enjoy this show?

20 Minutes: Expert - Did viewers expect to enjoy this show?

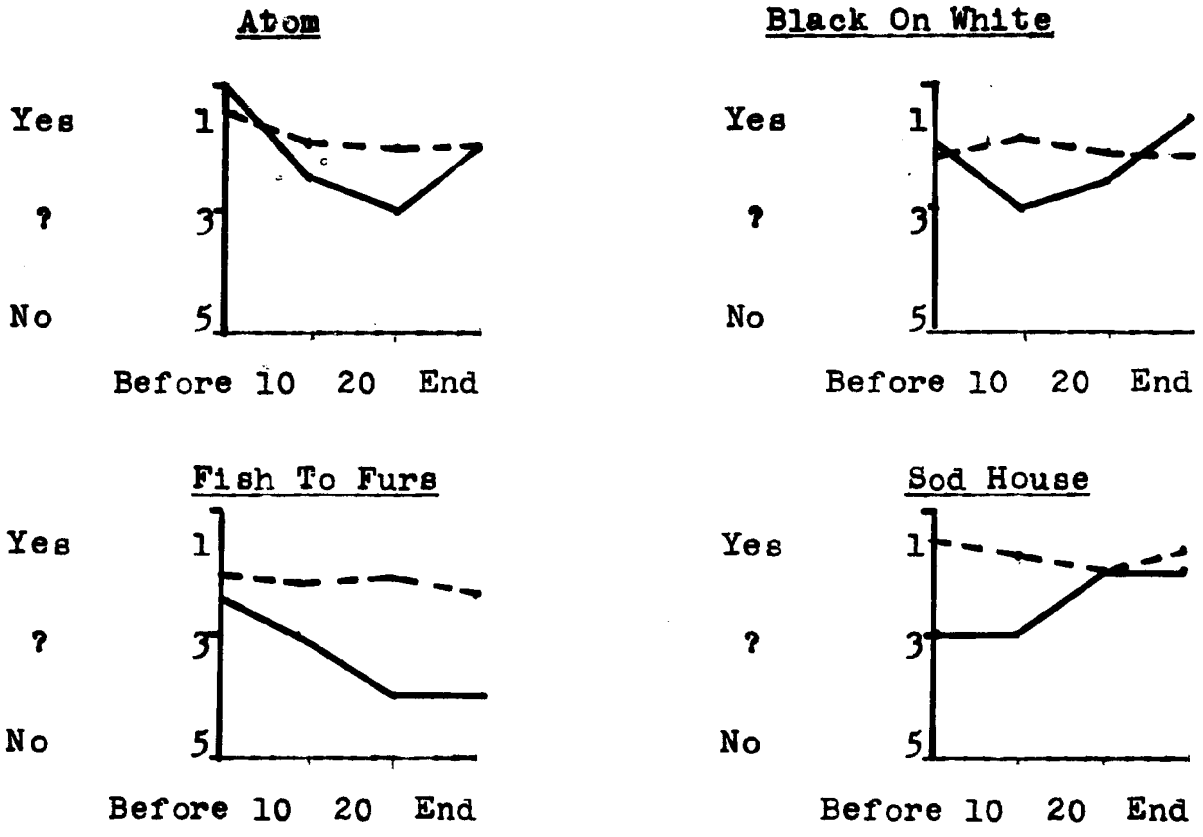
Viewer - Do you expect to enjoy this show?

End of Show: Expert - Did the viewers enjoy this show?

Viewer - Did you enjoy this show?

GRAPH 7

Enjoyment: Comparison of
A Expert and Viewer Means



A Expert and Viewer Means

Programs	Before	10 Min.	20 Min.	End	Programs	Before	10 Min.	20 Min.	End
Atom					Black on W.				
Ex.	1.00	2.50	3.00	2.00	Ex.	2.00	3.00	2.50	1.50
Vw.	1.55	1.97	2.03	2.03	Vw.	2.11	1.78	2.05	2.22
Fish to F.					Sod House				
Ex.	2.50	3.00	4.00	4.00	Ex.	3.00	3.00	2.00	2.00
Vw.	2.09	2.19	2.13	2.39	Vw.	1.50	1.67	2.00	1.58

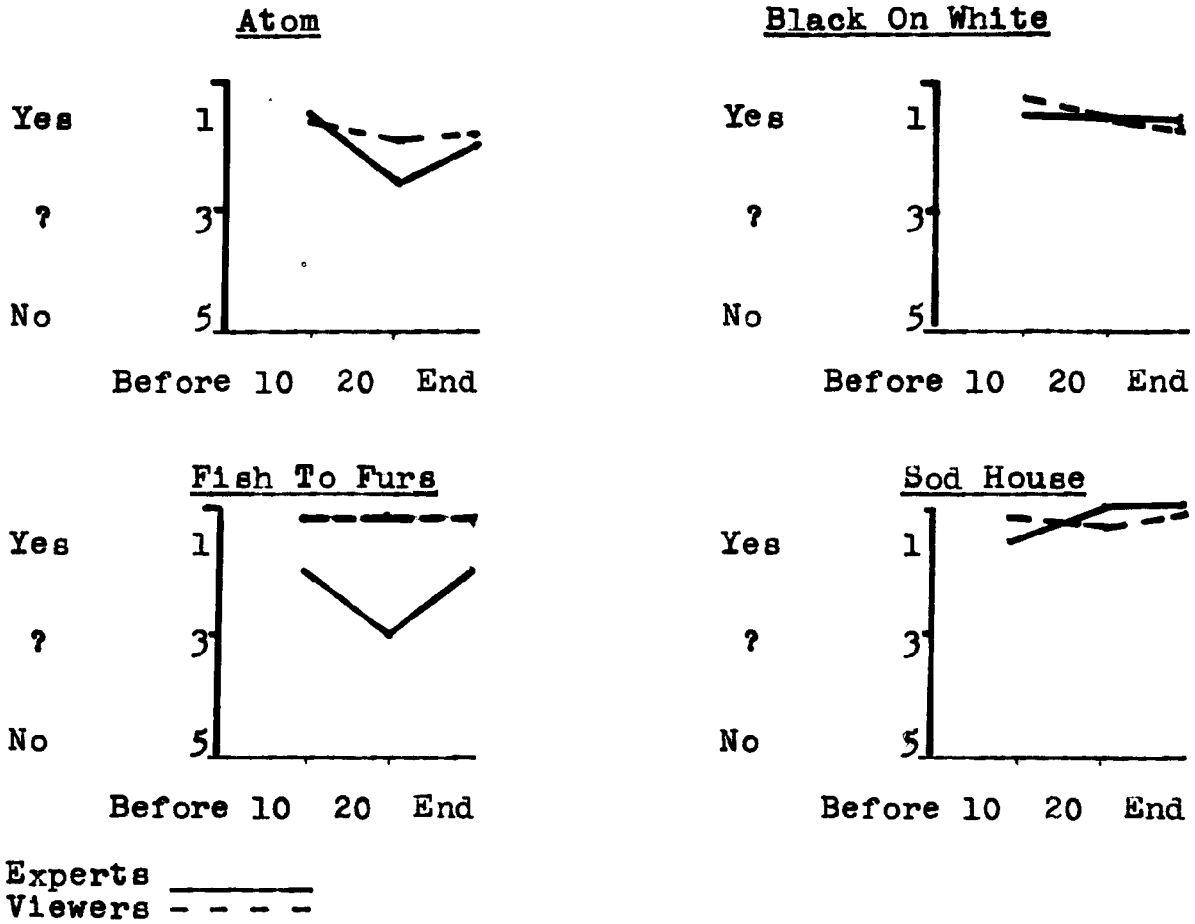
Understanding - Following

Questions

10 Minutes:	Expert -	Were viewers following and understanding the program?
	Viewer -	Are you following and understanding the program?
20 Minutes:	Expert -	Were viewers following and understanding the program?
	Viewer -	Are you following and understanding the program?
End of Show:	Expert -	Did viewers follow and understand the program?
	Viewer -	Did you follow and understand the program?

GRAPH 8

Understanding-Following: Comparison of
A Expert and Viewer Means



A Expert and Viewer Means

Programs	10 Min.	20 Min.	End	Programs	10 Min.	20 Min.	End
Atom				Black on W.			
Ex.	1.50	2.50	2.00	Ex.	1.50	1.50	1.50
View.	1.58	1.90	1.84	View.	1.26	1.52	1.55
Fish to F.				Sod House			
Ex.	2.00	3.00	2.00	Ex.	1.50	1.00	1.00
View.	1.15	1.06	1.30	View.	1.17	1.25	1.08

APPENDIX C

THE SECOND AND THIRD QUANTITATIVE MODES OF ANALYSES

TABLE 18

TUNING REACTION : PREDICTIVE ABILITY OF "A" EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	* .51	.61	.38	.21	.17	4	Yes
Black On White	* .30	.74	.84	* .23	.26	3	Yes
Fish To Furs	* .35	.74	1.54	2.55	1.12	1	No
Sod House	.33	1.07	.45	.06	.49	3	Yes
Time Point Prediction ? ...	Yes	Yes	No	Yes			

* - Overestimation.

TUNING REACTION: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? Yes

   Reason: Experts "predicted" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Black On White
   Sod House

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The difference between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show
   10 Minutes
   End of Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 4
   " " " " " under-estimated: 12

3. Average over-estimation: .35
   " under-estimation: .79

TABLE 19

INTEREST LEVEL : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	* .37	.72	.52	.48	.33	4	Yes
Black On White	.13	.69	.66	*.16	.33	4	Yes
Fish To Furs	.75	1.14	1.96	1.32	1.29	1	No
Sod House	1.43	1.22	.67	.83	1.04	1	No
Time Point Prediction ? ...	Yes	No	Yes	No			

* - Overestimation.

INTEREST LEVEL: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? Yes

   Reason: Experts "predicted" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Black On White

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show
   20 Minutes

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated.

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 2
   " " " " " under-estimated: 14

3. Average over-estimation: .27
   " under-estimation: .89

TABLE 20

LEARNING - FACTS : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	* .06	.74	1.05	1.25	.56	2	No
Black On White	1.62	1.24	.54	2.15	1.61	1	No
Fish To Furs	.58	.64	2.06	1.95	1.31	2	No
Sod House	.48	1.64	1.28	.83	1.06	1	No
Time Point Prediction ? ...	Yes	No	No	No			

* - Overestimation.

LEARNING - FACTS: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? No

   Reason: Experts "failed to predict" at least three out of four individual programs.

2. Individual Programs "predicted"? None

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated.

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 1
   " " " " " under-estimated: 15

3. Average over-estimation: .77
   " under-estimation: 1.25

TABLE 21

LEARNING - GENERAL IDEAS : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	* .32	.02	1.18	* .67	* .04	3	Yes
Black On White	* .13	* .02	.24	* .61	* .13	4	Yes
Fish To Furs	* .85	* .17	.12	.41	* .12	3	Yes
Sod House	.14	*1.09	* .96	* .91	* .70	1	No
Time Point Prediction ? ...	Yes	Yes	No	Yes			

* - Overestimation.

LEARNING - GENERAL IDEAS: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? Yes

   Reason: Experts "predicted" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Black On White
   Fish To Furs

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show
   10 Minutes
   End of Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Over-estimated

   Reason: At the majority of the individual time points the Experts over-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 11
   " " " " " under-estimated: 5

3. Average over-estimation: .52
   " under-estimation: .42

TABLE 22

LEARNING - SOMETHING USEFUL: PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	1.19	* .08	.03	* .03	.28	3	Yes
Black On White	.79	.41	1.32	.33	.71	3	No
Fish To Furs	.62	1.24	1.00	1.56	1.10	1	No
Sod House	.00	.45	.04	* .55	* .01	4	Yes
Time Point Prediction ? ...	Yes	Yes	No	Yes			

* - Overestimation.

LEARNING - SOMETHING USEFUL: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? No

   Reason: Experts "failed to predict" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Sod House

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show
   10 Minutes
   End of Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 3
   " " " " " under-estimated: 13

3. Average over-estimation: .22
   " under-estimation: .69

TABLE 23

ENTERTAINMENT : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	1.62	2.03	2.37	1.26	1.82	0	No
Black On White	.39	.86	.87	* .04	.52	2	No
Fish To Furs	.55	1.92	1.00	1.24	1.18	1	No
Sod House	2.33	1.80	1.42	1.22	1.94	0	No
Time Point Prediction ? ...	No	No	No	No			

* - Overestimation.

ENTERTAINMENT: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? No

   Reason: Experts "failed to predict" at least three out of four individual programs.

2. Individual Programs "predicted"? None

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? None

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 1
   " " " " " under-estimated: 15

3. Average over-estimation: .04
   " under-estimation: 1.39

TABLE 24

ENJOYMENT : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores				Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	Before	10 Min	20 Min	End			
Atom	* .55	.53	.97	* .03	.23	3	Yes
Black On White	* .11	1.22	.45	* .72	.21	3	Yes
Fish To Furs	.41	.81	1.87	1.61	1.18	1	No
Sod House	1.50	1.33	.00	.42	.81	2	No
Time Point Prediction ? ...	Yes	No	No	Yes			

* - Overestimation.

ENJOYMENT: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? No

   Reason: Experts "failed to predict" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Black On White

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? Before Show
   End of Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 4
   " " " " " under-estimated: 12

3. Average over-estimation: .35
   " under-estimation: .93

TABLE 25

UNDERSTANDING - FOLLOWING : PREDICTIVE ABILITY OF A EXPERTS

Programs	Differences Between Mean Scores			Diff. Between Total Averaged Scores	Time Points Predicted (Out of Four)	Program Prediction ?
	10 Min	20 Min	End			
Atom	* .08	.60	.16	.23	3	Yes
Black On White	.24	* .02	* .05	.06	3	Yes
Fish To Furs	.85	1.94	.70	1.16	1	No
Sod House	.33	* .25	* .08	.00	3	Yes
Time Point Prediction ? ...	Yes	Yes	Yes			

* - Overestimation.

UNDERSTANDING - FOLLOWING: PREDICTIVE ABILITY OF A EXPERTS

Results Of Second Mode Of Analysis

1. Main Item "predicted"? Yes

   Reason: Experts "predicted" at least three out of four individual programs.

2. Individual Programs "predicted"? Atom
   Black On White
   Sod House

   Reasons: a. The difference between the Expert and Viewer total averaged score for all four individual time points was less than .05.

   b. The differences between Expert and Viewer scores (means) at three out of four individual time points for an individual program were less than .08.

3. Particular Time Points "predicted"? 10 Minutes
   20 Minutes
   End of Show

   Reason: The differences between Expert and Viewer scores at three out of four individual time points under a particular time period were less than .08.

Results Of Third Mode Of Analysis

1. Expert bias to either over or under-estimate Viewer reaction: Under-estimated

   Reason: At the majority of the individual time points the Experts under-estimated Viewer reaction.

2. Number of Individual Time Points over-estimated: 5
   " " " " " under-estimated: 7

3. Average over-estimation: .10
   " under-estimation: .69

APPENDIX D

THE FOURTH QUANTITATIVE MODE OF ANALYSIS

Explanation

The Fourth Quantitative Mode of Analysis was to determine the amount of agreement or disagreement among the A Experts as compared to agreement or disagreement among the Viewers.

This mode of analysis requires that a measure of agreement or disagreement among the A Experts and the Viewers be adopted. Such a measure was fashioned in this manner. The standard deviations of the Experts and Viewers were computed at each of the individual time points for each program under each of the eight main items. To express the amount of agreement or disagreement, it was arbitrarily determined that the Experts or the Viewers were in "agreement" among themselves, if their standard deviation was one standard deviation or less (1.0). To illustrate, if the standard deviation of the Experts was .938 at the Before Show point for "Atom" under Tuning Reaction and the Viewers standard deviation was 1.473 at the same time point, then the Experts were in "agreement" among themselves, but the Viewers were not. To summarize "agreement", it was determined arbitrarily that the Experts or the Viewers were in "agreement" among themselves regarding a particular program if they were in "agreement" at three out of four time points or if the average of the four standard deviations was one

standard deviation or less. Finally, "agreement" regarding a main item was determined arbitrarily by requiring "agreement" under three out of four programs or "agreement" at 70 per cent of the 16 time points.

Results Of the Fourth Mode

The Tables related to this mode of analysis are located at the end of this Appendix on pages 170 to 177. Table 26, however, summarizes "agreement" among the A Experts and Viewers for each program under each main item. "A" means "agreement" and "D" means "disagreement." The numbers in parentheses under "Total Program Agreement" simply mean the number of "agreements."

The results of this comparison are as follows:

1. The A Experts tended to be in "agreement" among themselves at more time points (79 out of 124) than the Viewers (37 out of 124).

2. The A Experts were in "agreement" among themselves on five out of eight main items.

They were: Tuning Reaction
Interest Level
Learning - General Ideas
Enjoyment
Understanding - Following

The Viewers, on the other hand, were in "agreement" among themselves only as to one main item, Interest Level.

TABLE 26

SUMMARY OF A EXPERT AND VIEWER "AGREEMENT" AND "DISAGREEMENT"

Main Items	Atom		Black On White		Fish To Furs		Sod House		Main Item Agreement	
	Ex.	Vw.	Ex.	Vw.	Ex.	Vw.	Ex.	Vw.	Ex.	Vw.
Tuning Reaction...	A	D	A	D	D	D	D	D	A	D
Interest Level	A	A	A	A	D	D	A	A	A	A
Learning - Facts	D	D	D	D	D	D	D	D	D	D
Learning - General Ideas	A	D	A	D	A	D	A	D	A	D
Learning - Something Useful	D	D	D	D	A	D	D	D	D	D
Entertainment	A	D	D	D	D	D	D	D	D	D
Enjoyment .	A	D	D	D	D	D	A	D	A	D
Understanding - Following..	A	D	A	D	A	A	A	A	A	D
Total Program Agreement										
Experts..	A	(6)	D	(4)	D	(3)	D	(4)		
Viewers..	D	(1)	D	(1)	D	(1)	D	(2)		

A - means in "agreement."
D - means in "disagreement."

3. The A Experts were in general "agreement" among themselves only as to one total program, "Atom," - if "general agreement" requires "agreement" under six out of eight (70 per cent) main items. The Viewers, however, were not in general "agreement" as to any of the four total programs.

One might conclude that the A Experts were in more "agreement" among themselves than the Viewers were. But on an overall basis, neither the A Experts nor the Viewers could be considered to be in general "agreement" among themselves. Under only one main item, Interest Level, were both the A Experts and Viewers in "agreement" among themselves. This means that only with regard to Interest Level are the findings of the Second and Third Modes of Analysis strengthened by agreement among the Experts and Viewers.

TABLE 27

TUNING REACTION

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points					
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement	
Atom						
σ_E	.938	0.000	0.000	.775	(4)	A
σ_V	(1.473)	(1.261)	(1.435)	(1.208)	(0)	D
Black On White						
σ_E	.775	.775	.693	0.000	(4)	A
σ_V	(1.179)	(1.082)	(.700)	(1.229)	(1)	D
Fish To Furs						
σ_E	1.109	.693	1.131	0.000	(2)	D
σ_V	(1.334)	(1.312)	(1.549)	(1.446)	(0)	D
Sod House						
σ_E	1.312	1.312	.775	0.000	(2)	D
σ_V	(.800)	(.927)	(1.034)	(1.130)	(2)	D

"Agreement" Time Points:

Experts	12
Viewers	3

TABLE 28

INTEREST LEVEL

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	.678	0.000	0.000	0.000	(4) A
σ_V	(.806)	(.959)	(.949)	(1.058)	(3) A
Black On White					
σ_E	0.000	.775	1.311	.600	(3) A
σ_V	(.583)	(.583)	(.678)	(.831)	(4) A
Fish To Furs					
σ_E	1.311	1.311	.616	.625	(2) D
σ_V	(.825)	(.849)	(1.058)	(1.054)	(2) D
Sod House					
σ_E	.625	1.312	.775	.775	(3) A
σ_V	(.616)	(.671)	(.900)	(.648)	(4) A

"Agreement" Time Points:

Experts 12
Viewers 13

TABLE 29

LEARNING - FACTS

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	0.000	1.730	1.660	1.660	(1) D
σ_V	(1.370)	(.764)	(1.220)	(.979)	(2) D
Black On White					
σ_E	1.410	1.660	1.660	1.660	(0) D
σ_V	(.787)	(.675)	(1.540)	(1.120)	(2) D
Fish To Furs					
σ_E	1.000	1.730	1.660	1.660	(1) D
σ_V	(.825)	(1.040)	(1.090)	(1.320)	(1) D
Sod House					
σ_E	1.000	1.410	1.660	1.730	(1) D
σ_V	(1.210)	(1.940)	(.983)	(.794)	(2) D

"Agreement" Time Points:

Experts 3
Viewers 7

TABLE 36

LEARNING - GENERAL IDEAS

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	0.000	.866	1.658	0.000	(3) A
σ_V	(1.029)	(1.237)	(1.030)	(1.487)	(0) D
Black On White					
σ_E	.866	.932	.866	0.000	(4) A
σ_V	(.932)	(1.212)	(.896)	(1.090)	(2) D
Fish To Furs					
σ_E	0.000	.866	1.000	.866	(4) A
σ_V	(1.476)	(1.360)	(1.404)	(1.565)	(0) D
Sod House					
σ_E	.866	0.000	0.000	0.000	(4) A
σ_V	(.777)	(1.565)	(1.425)	(1.562)	(1) D

"Agreement" Time Points:

Experts 15
Viewers 3

TABLE 31

LEARNING - SOMETHING USEFUL

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	1.732	1.658	1.732	1.732	(0) D
σ_V	(1.628)	(1.543)	(1.418)	(1.520)	(0) D
Black On White					
σ_E	1.658	1.658	.866	.866	(2) D
σ_V	(1.556)	(1.375)	(1.421)	(1.140)	(0) D
Fish To Furs					
σ_E	1.658	1.000	1.000	.866	(3) A
σ_V	(1.628)	(1.612)	(1.658)	(1.738)	(0) D
Sod House					
σ_E	1.414	1.000	1.658	1.414	(1) D
σ_V	(1.769)	(1.606)	(1.575)	(1.606)	(0) D

"Agreement" Time Points:

Experts 6
Viewers 0

TABLE 32

ENTERTAINMENT

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	1.000	.866	0.000	1.658	(3) A
σ_V	(1.667)	(1.682)	(1.849)	(1.697)	(0) D
Black On White					
σ_E	1.414	1.658	1.414	1.000	(1) D
σ_V	(1.162)	(.874)	(1.296)	(1.308)	(1) D
Fish To Furs					
σ_E	0.000	.866	1.732	1.732	(2) D
σ_V	(1.334)	(1.609)	(1.761)	(1.755)	(0) D
Sod House					
σ_E	1.000	1.658	1.658	0.000	(2) D
σ_V	(.937)	(1.114)	(1.292)	(1.288)	(1) D

"Agreement" Time Points:

Experts 8
Viewers 2

TABLE 33

ENJOYMENT

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points				
	Before Show	10 Minutes	20 Minutes	End of Show	Agreement
Atom					
σ_E	0.000	.866	0.000	1.000	(4) A
σ_V	(1.196)	(1.394)	(1.676)	(1.600)	(0) D
Black On White					
σ_E	1.732	1.414	.866	.866	(2) D
σ_V	(1.200)	(1.145)	(1.171)	(1.281)	(0) D
Fish To Furs					
σ_E	1.658	1.414	1.000	1.000	(2) D
σ_V	(1.217)	(1.400)	(1.400)	(1.746)	(0) D
Sod House					
σ_E	0.000	1.414	1.000	1.000	(3) A
σ_V	(.866)	(.936)	(1.292)	(1.082)	(2) D

"Agreement" Time Points:

Experts 11
Viewers 2

TABLE 34

UNDERSTANDING - FOLLOWING

STANDARD DEVIATIONS OF A EXPERTS AND VIEWERS

Programs	Time Points			
	10 Minutes	20 Minutes	End of Show	Agreement
Atom				
σ_E	.866	1.658	1.000	(2) A
σ_V	(1.039)	(1.967)	(1.221)	(0) D
Black On White				
σ_E	.866	.866	.866	(3) A
σ_V	(.675)	(1.114)	(1.067)	(1) D
Fish To Furs				
σ_E	1.000	0.000	1.000	(3) A
σ_V	(.636)	(.355)	(.528)	(3) A
Sod House				
σ_E	.866	0.000	0.000	(3) A
σ_V	(.545)	(.661)	(.409)	(3) A

"Agreement" Time Points:

Experts 11
Viewers 7

APPENDIX E

DESCRIPTIONS OF THE FOUR PROGRAMS

"How Big Is An Atom?"

General Description Of Program Series

"How Big Is An Atom?" is the first of three half-hour programs in the series, The Atom. The series is described as follows by the Educational Television and Radio Center:

> Featuring atomic physicist Dr. Edward Teller, The Atom seeks to explain clearly to non-scientists what is known about the nature and structure of the atom. Through charts and other devices Dr. Teller, who has been associated with such atomic developments as the Manhattan project, demonstrates how and why physicists and chemists were forced to abandon their original simple picture of an atom as they discovered and tried to integrate more and more subtle and ambiguous facts. The series of three programs reveals not only how much but also how little science knows; the programs dramatically illustrate how many physical theories are reflected in everyday experience. The series was produced by educational television station KQED in San Francisco. (5)

General Description Of Program

The Center described this program as follows:

> In a personable but authoritative manner, Dr. Teller begins his discussion of atoms, saying that early scientists were afraid to probe into the mysteries of the atom because it was so minute. As late as 50 years ago, says Dr. Teller, we seriously asked, "Is this atom anything more than just a handy peg to which chemistry may be tied?" He then proceeds to show how answers to this question were found, how clues were found in echoes, shadows and ricochets. One example he demonstrates is that of the microscopic dance of dust particles bombarded by molecules of water. As Dr. Teller lectures and

demonstrates, the secret of the atom begins to unfold. (6)

The program was filmed for television.

Outline Of Program

Opening

Teaser. - A molecular model is superimposed over the end of the Center's "N.E.T." credit.

Titles. - Title cards with voice-over announcer and background music introduce the series, program and Teller.

Introduction

Molecular Model. - The suspended model provides a symbol of the program which Teller introduces.

Chalk. - Teller repeatedly breaks a piece of chalk to suggest how matter is subdivided down into its smallest unit; the atom. He touches on research done during the last century.

Body

Molecular Models. - Teller uses models to suggest what a few common molecules, such as water and ammonia look like and how they are composed of atoms.

Crystal Molecular Model. - Teller discusses how scientists have measured the size of atoms, why they can't be seen, but how they can be studied by reflected light.

Sugar and Salt Crystals. - Teller humorously tastes both crystals to find which is salt. He then compares the salt crystal with a molecular model of it.

Bouncing Ball Machine and Related Film Insert. - The machine demonstrates how the size of molecules influences their velocity which can be measured and from this, the size of atoms can be deduced.

Lecture. - Teller explains how the kinetic energy theory of a gas gives a measure of velocity and allows the size of an atom to be deduced.

Blackboard. - Teller uses blackboard to help explain how the size of atoms are deduced from the velocity of molecules of a liquid and the evaporation of a liquid into a gas.

Tobacco Plant Film Insert. - Teller narrates a film insert which begins with a tobacco plant and shows increasingly magnified portions of a leaf. The insert dramatically gives an impression of the size of an atom.

Blackboard. - Teller illustrates how the atoms at the edge of a liquid are less tightly bound and how by measuring energy, the size of an atom can be deduced.

Blackboard. - Teller explains how atom sizes are computed by bombarding a molecule with atoms.

Lecture. - Teller explains that scientists have proven conclusively that atoms exist by measuring their size in several different ways.

Lecture. - Teller uses Millikan's "oil drop" theory as a measure of the smallest unit of electricity and of matter.

Lecture.- Teller explains that with radio activity, the size of atoms can be deduced from noise made by the motion of electrons in complete silence.

Soap Bubbles and Related Film Insert. - Teller uses soap bubbles and a film of magnified bubbles in a dramatic way to suggest again the size of atoms.

Lecture. - Teller emphasizes that the existence of atoms cannot be denied.

Magnification Scene. - Teller shows live salamander and water fleas and a film insert of water fleas, bacteria and polio virus. The film ends with a completely blank screen which suggests the size of an atom and emphasizes that no one has seen one.

Conclusion

Teller. - He humorously renders a poem about fleas, briefly promotes the next program and makes humorous reference to the fact that the end of the series is "closer than you think."

Closing

Credits. - Title cards, with voice-over announcer and background music, give credits and promote next program.

Molecular Model. - The model is superimposed again over the "N.E.T." credit.

"Black On White"

General Description of Program Series

"Black On White" is the second of 11 half-hour programs from the series, Art and Artists: Great Britain. The Educational Television and Radio Center describes the series as follows:

> Art and Artists: Great Britain brings to life some of the works of Britain's greatest artists, covering such areas as the artists' place in Great Britain today, religious art, and cartooning. Among the artists considered are Walter Sickert, John Piper, Henry Moore, and Stanley Spencer. Besides showing the works of various artists, the series pictures their homes and studios as well as the parts of England and the Continent which most influenced their work. There are discussions relating the various artists to their contemporaries. The series was produced by the British Broadcasting Corporation. (3)

General Description Of Program

The Center describes "Black On White as follows:

> This program is a cleverly contrived review of British cartooning and caricaturing of the last fifty years--and might well be considered a review of British life as seen by the cartoonist for the same period. The review begins with Britain's first great cartoonist, William Hogarth, whose specialty was the lampooning of virtue versus vice, and takes the viewer through the work of such men as James Gilray, Thomas Roland, George Cruikshank and finally David Low. The entire program is built around actual reproductions of the work of these artists and can well be called first-class entertainment as well as education in an important phase of British art. (4)

The program is filmed for television and makes interesting use of camera to show still pictures. Also heavy use of sound effects, transitional film inserts and music is

found in the program. The narrator is never seen.

Outline Of Program

Opening

After "N.E.T." and B.B.C. credits, the titles are superimposed over several portraits, each of which is followed immediately by a caricature of the portrait. The last portrait is of Churchill. Voice-over announcer and piano background are used throughout.

Introduction

Shots of Press and Newspapers. - Voice-over narrator relates cartoons to newspapers.

Shots of David Low. - Narrator introduces cartooning and its purposes; some immediate, some lasting, some only funny, some serious as well as funny.

Body

Shots related to William Hogarth. - Narrator gives information about Hogarth, the father of British caricature, who lived in the 18th Century. Hogarth worked in the classical tradition and became more decorative as time went on. His crowded, detailed cartoons and pictorial sermons are shown during the discussion.

Shots related to Origin of Caricature. - Caricature has Italian origin and its rules were first made by F. Rose. However, practice outgrew these rigid rules.

Shots related to James Gilray. - Gilray was at the height of his career at the turn of the 18th Century and

cut his satires right into copper. Cartoons of the newly rich farmer, English weather, Georges III and IV, Lady Hamilton, Napoleon and the war are shown. Gilray died a madman in 1811.

Shots related to Industrial Revolution and Social Reform. - The work of Thomas Roland, George Cruikshank and Peter Lue are shown while their work and times are discussed.

Shots related to New Photoengraving Process. -

Shots related to Punch. - The work of LaFe, John Leech, John Tenniel and George Demarian is shown and discussed along with the development of Punch.

Shots related to Beginning of 20th Century. - The work of Mark Biabaum and Will Dyson is shown and discussed.

Shots related to World War I. - The work of Gainsfather and others is shown and discussed.

Shots related to David Low. - Low's cartoons about such topics as unemployment, League of Nations, the Jazz Age, Wall Street crash and dictators are shown and discussed.

Shots related to World War II and the Post War Years to the Atomic Age. - Low's work and that of other contemporary artists is shown. Low's famous, "The Choice Before Mankind" is featured.

Conclusion and Close

Low Quotation. - "The art of caricature lies half way between laughter and tears."

Credits. - Brief credits are shown with voice-over announcer and background music.

"From Fish To Furs"

General Description of Program Series

"From Fish To Furs" is the seventh of 12 half-hour programs from the series, Before There Was A U. S. A. The Educational Television and Radio Center describes the series as follows:

> Before There Was A U.S.A. is the history of Colonial North America. Reverend John Francis Bannon, S.J., Director of the Department of History at St. Louis University, is instructor for the course. Father Bannon, who developed an enthusiastic response to this program in St. Louis, lists as main objectives of the series the following:
>
> 1. To tell the story of Colonial North America so that viewers will have a better understanding and deeper appreciation of a period in American history which is intensely interesting and important.
>
> 2. To show that human motives are basically the same in every period of history.
>
> 3. To point out some of the contributions made to America by some of the nations in Europe. (7)

General Description Of Program

The Center describes this program as follows:

> "From Fish To Furs In The North". The English had other neighbors to the north whom they would dislodge much later and with greater difficulty. The French were to prove England's strongest rivals and, though they ultimately were expelled, the marks which they left on North America were many and important. Cabot found neither wealth on the northeast coast of North America nor passage through the continent, but the Cabot fish stories brought men of all western European nations to the fabulous Newfoundland Banks. Some of the fishermen began to land to dry their catch and this gave the Indians a chance to see their ironware and to covet it. Since they had nothing with which to exchange, they began trading the clothes off their backs and so the fur trade was born. Before long it proved even more

> lucrative than fishing and the Frenchmen decided to make a business of it. Their North American empire was first and foremost a fur empire. The furbearing animals of the forests and streams conditioned its foundations, its institutions, and its expansion. The only other important French enterprise in North America was that of the missionaries. (8)

The program is a kinescope film recording of a live television program. It is a simply produced straight lecture with a minimum amount of visualization and other production techniques.

Outline Of Program

Opening

N.E.T. credit leader. -

Titles. - Title cards with voice-over announcer and background drum beats introduce the program and Father Bannon.

Introduction

Bannon briefly introduces the subject and adds humorously that oil derricks and Geiger Counters should be added to his "Fish to Furs" formula.

Body

Early French interest in North America is discussed.

The important events of the 1460's are presented; the failure of the Georgian coast and South American colonies, the lag in official French interest because of the Religious Wars, the western European fishermen become interested in Canada.

The importance of fishing is developed; Cabot's discovery of the Newfoundland Banks, the importance of fish to western Europe, the green and dry methods of fishing and fish preparation, how the Indian's interest in the fishermen's ironware led to the development of the fur trade which became more important than fishing.

The beginnings of the fur trade are outlined; the French king wanted to build an empire on the regulated fur trade and to civilize the Indians, the French identified themselves with the Huron, Algonquin and Ottawa Indians and were opposed by the Iroquois.

The conflict over the fur trade among the French, English and Dutch is developed.

The period of peace and prosperity following the French diplomatic victory is discussed.

The Iroquois' attempts and failure to eliminate French-Indian competition in the fur trade is discussed.

Bannon discusses the importance of Louie XIV's placing Canada under his royal custody, which became the turning point for the next century.

Conclusion

A brief summary and invitation to see the next program is given.

Books. - Bannon shows four reference books.

Closing

Titles. - Title cards with voice-over announcer

and background music conclude the program.

NET Credit Leader. -

"The Sod House Frontier"

General Description of Program Series

"The Sod House Frontier" is the thirty-sixth of 39 half-hour programs from the series, The Great Plains Trilogy, produced by the University of Nebraska. It comes from the last 13 programs of the series which are described generally by the Educational Television and Radio Center as follows:

> The story of America's westward expansion . . . details and significance of the Louisiana Purchase . . . organization of Nebraska Territory . . . the importance of transportation in the development of the West . . . the Indian barrier to white settlement . . . life in the agricultural state -- these and other equally interesting subjects are covered in the third series of 'Great Plains Trilogy.' Dr. James C. Olson, superintendent of the Nebraska State Historical Society and lecturer in history at the University of Nebraska, presents these topics to the television audience. (13)

General Description of Program

The Center describes "The Sod House Frontier" as follows:

> The sod house as a symbol of the frontier . . . food, furnishings and clothing . . . the problems of wood and water . . . culture-education, the church and social life . . . agriculture as a way of life . . . drouth, grasshoppers and depression. (14)

The central purpose of the program was to present and suggest the way of life of the early pioneers of the Great Plains, particularly in North and South Dakota, Nebraska and Kansas. Dr. Olson lectured and narrated. He showed many photographs of sod houses and of the people who

lived in them. He also showed many of the authentic objects used in frontier days.

The program appeared to be built around the visuals. It is possible that the producer began with his central purpose and then let the visuals at hand more or less dictate the organization and scripting of the program.

While film cameras were used, the program obviously was made for television broadcasting.

Outline of Program

Opening

Teaser. - A model of a sod house is shown with voice-over announcer and background music.

Scroll. - Credits are shown with voice-over and music.

Title Cards. - These provide introduction to the series, the program and to Dr. Olson with voice-over and music.

Introduction

Sod House Photo. - Olson shows and discusses a greatly enlarged photo of a sod house as a symbol of the program and of the life of the pioneer.

Outline Map. - Olson uses simple outline map to locate Great Plains states and their eastern timberline which necessitated the use of sod for houses.

Body

Sod House Construction. - Olson discusses sod house construction and shows a piece of sod and a photo of a sod brick.

Sod House Photos. - Olson discusses and shows a series of photos of five types of sod houses.

Lecture. - Olson discusses the advantages and disadvantages of sod houses.

Sod House Scene. - For approximately 10 minutes, a scene is shown which is staged inside an authentic replica of a sod house filled with actual pioneer furnishings. Young actors portraying a pioneer mother, father and daughter in their early morning routine, silently follow Olson's narration and motivate the camera to show the many implements and furnishings in the room. Olson's narration describes the objects which provide him with springboards to amplify further the way of life of the pioneers.

Water Problem. - Olson uses Great Plains map to emphasize the water shortage by drawing in the few rivers. He describes well digging, shows an actual shovel used by a well digger and a "witching stick." This leads to a discussion of windmills and photos of early types.

Barbed Wire. - Olson elaborates on the theme, "the six-shooter, barbed wire and the windmill settled the west." A large display of early types of barbed wire is shown and discussed along with fence building.

Farming. - Olson shows an actual plow, cultivator, hand corn husker and photos of early farm implements to add to his discussion of early farming techniques.

Two Big Problems. - Olson discusses the two main farm problems; drought and insects.

Conclusion

Summary. - Olson briefly summarizes the development and improvement of housing and life in the Great Plains.

Shoe Exhibit. - A crude pair of pioneer shoes on a rotating platform is shown to symbolize the hardships of pioneer life.

Pioneer Photo. - A mural type photo of a pioneer family, with close-ups of the pioneers' faces is used to symbolize the strength of the people who founded the west.

Closing

Promo For Next Program. - Olson promotes next program in series and says good-bye.

Title Cards. - Title cards promote next program with voice-over announcer and music background.

Sod House Model. - Sod house model is shown with brief voice-over recap of program.

Scroll. - Credits are shown with music background.

APPENDIX F

THE FIRST AND SECOND QUALITATIVE MODES OF ANALYSES

TABLE 35

ATOM

TOTAL PROGRAM

Responses	Num. of Experts (A Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	18	(0)
Negative ..	0	13	(0)
?	0	0	
Totals ..	4	31	

Representative Responses (Cues)

Viewers - Positive:

1. A well done film. Liked film. Worth seeing. Fascinating and stimulating.
2. Very educational.
2. Should be broadcast several times.
2. Public will like it.

Viewers - Negative:

1. Film was too difficult to understand.
2. Have only a mild interest in sciences.
3. Lost interest after the first.
4. Didn't care for the film.

The A Experts were not asked to comment about this category.

ATOM

TOTAL PROGRAM

Results Of The First Mode Of Analysis

1. Category "predicted"? No

Reason: The Experts were unanimously positive, while the Viewers were split with only a slight positive weighting.

TABLE 36

ATOM

WHAT THE VIEWERS FELT THEY ACQUIRED

Responses	Num. of Experts (B Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	20	(0)
Negative ..	4	6	(0)
?	0	5	
Totals ..	4	31	

Representative Responses (Cues)

Experts - Positive:

An impression atoms are small, if the Viewers stay tuned.

Viewers - Positive:

1. A clearer understanding of atoms.
2. That an atom's size can be measured.
3. A better understanding of the "Atomic Age."
4. A desire to learn more.
5. An impression atoms are small.
5. A feeling of gaining something worthwhile.

5. A lesson in physics the ordinary person doesn't get.
5. The point of the show.
5. A little new information.

Experts - Negative:

Won't get much. A general blur. Will be confused.

Viewers - Negative:

1. Didn't get much. Not sure what I got.
2. Only a review of what I already knew.

ATOM

WHAT THE VIEWERS FELT THEY ACQUIRED

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 37

ATOM

INTEREST OF INFORMATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	15	(19)
Negative ..	4	15	(19)
?.....	2	1	
Totals ...	8	31	

Representative Responses (Cues)

Experts - Positive:

Will find material interesting.

Viewers - Positive:

1. Interesting information.
2. Would stay tuned (discussion).
3. Current interest in atoms helped (discussion).

Experts - Negative:

1. Information is too complex.
2. Viewers may tune out.

Viewers - Negative:

1. No interest in subject.
2. Information is too complex.
3. If motivated, it would be interesting.
4. Bored at first.
5. Lost interest in second half of program.
6. Would tune it out (discussion).

ATOM

INTEREST OF INFORMATION

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 38

ATOM

INFORMATIONAL DETAILS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	0	(2)
Negative ..	3	10	(32)
?	3	21	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like the information about the size of atoms.
2. Will like the use of models.
2. Will like film inserts which suggest size of atoms.
4. Will like the use of the salamander.

Viewers - Positive:

1. Liked bouncing-ball machine.
2. Liked the use of the salamander.

Experts - Negative:

1. Too much background information is required.
2. Will not like information about the movement of atoms.
3. Will find "silence idea" hard to understand.
3. Salamander routine was forced.
3. Needed more factual information.

Viewers - Negative:

1. Too much background information is required. Ideas were too complicated.
2. Teller's importance should have been included in his introduction.
3. Didn't like information about movement of atoms.
3. Too much about size of atoms.
5. Salamander routine was forced.
6. Wanted an explanation of Teller's last statement.

7. Didn't get the point of building the models.
7. Sugar and salt tasting routine was hammy.

ATOM

INFORMATIONAL DETAILS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No
2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 39

ATOM

ORGANIZATION - DEFINITION OF PURPOSE

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	1	(0)
Negative ..	5	3	(3)
?	1	27	
Totals ..	8	31	

Representative Responses (Cues)

Because some of the Experts and some of the Viewers commented positively about one aspect of organization and negatively about another, Organization was considered under four sub-headings. They are: Definition of Purpose, Development, Opening and Closing. However, the representative responses for all four sub-categories can be considered together.

Experts - Positive:

1. Purpose was well defined.
2. Good logical development.
3. Good transitions.
3. Good amplification of ideas.
3. Some sections were quite clear.
3. Opening was well prepared.
3. Closing was well prepared.

Viewers - Positive:

1. Good development.
2. Understood purpose.
2. Some sections were very clear.
2. It got clearer as it went along.
2. Good description.
2. Opening was clear and interesting.
2. Good ending.
2. Meaning of program became clear at end of program.

Experts - Negative:

1. Organization was not clear.

Viewers - Negative:

1. Organization was not clear.
1. Didn't understand what

1. Will be too crammed.
3. Purpose will not be made clear.
3. Purpose will not be made clear during first third of the program.
3. Opening was muddled.
6. Transitions were choppy.
6. Program needed more summaries.
6. Some sections are not clear.
6. Opening will be too fast.
6. Closing was unsatisfactory.
6. Main points were not clear.
6. Last 10 minutes fell apart.

Teller was trying to prove.
1. Some sections were not clear.
4. Too crammed.
4. Opening was muddled.
4. Transitions were choppy.
4. Program needed more summaries.
8. Program needed simplification.
8. More involvement was needed in the opening.
8. Accent made the opening not clear.
8. Main points were not clear.
8. Introduction was crude.
8. Teller should state his purpose.
8. Last 10 minutes fell apart.

TABLE 40

ATOM

ORGANIZATION - DEVELOPMENT

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	6	(3)
Negative ..	4	6	(18)
?	1	19	
Totals ..	8	31	

TABLE 41

ATOM

ORGANIZATION - OPENING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	0	(2)
Negative ..	3	1	(12)
?	3	30	
Totals ..	8	31	

TABLE 42

ATOM

ORGANIZATION - CLOSING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	1	(2)
Negative ..	1	0	(0)
?	6	30	
Totals..	8	31	

ATOM

ORGANIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation. And the number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 43

ATOM

GENERAL PRODUCTION COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	13	(4)
Negative ..	2	3	(14)
?	3	15	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Generally good production.
1. Good pace.

Viewers - Positive:

1. Excellent production.
2. Good production.

Experts - Negative:

1. Will find pace too fast.

Viewers - Negative:

1. It needed more interesting presentation.
2. Should have used question and answer technique with people in studio with Teller.
3. More variety of presentation. More Change of pace. Too classroomish.
4. Too much of one speaker.
4. Technical details were a little sloppy.

ATOM

GENERAL PRODUCTION COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: While the Experts were divided, the Viewers were positive in their reaction.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes
2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 44

ATOM

VISUALIZATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	6	(4)
Negative ..	2	2	(7)
?	1	23	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like the visuals.
1. Will like the film inserts and pictures.
1. Will like magnification film strips.
4. Will like models.

Viewers - Positive:

1. Good visuals.
2. Set was alright.

Experts - Negative:

1. Will find the set too cluttered.
2. Swinging model will distract.
2. Will not like use of blackboard.
2. Blank screen at end of magnification scene won't make its point.
2. Needed more concrete visualization.

Viewers - Negative:

1. Needed more visuals in certain places.
2. Set was too cluttered.
3. Wanted cartoons of Millikan's experiment.
3. Needed more demonstration.
5. Swinging model distracted.

ATOM

VISUALIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 45

ATOM

CAMERA AND PHOTOGRAPHY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	0	(0)
Negative ..	1	2	(5)
?	2	29	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like the use of camera.
2. Shooting will not distract.

Viewers - Positive:

None

Expert - Negative:

1. Will notice loss of quality during film inserts.
2. Will feel picture was cropped.
3. Will say the contrast was too great.

Viewers - Negative:

1. More close-ups were needed.
2. Photographywas poor.
3. Camera work was poor. Bothered by focus sometimes. (discussion)

ATOM

CAMERA AND PHOTOGRAPHY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 46

ATOM

MUSIC, LIGHTING, SOUND

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	0	(0)
Negative ..	1	0	(1)
?	5	31	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:	Viewers - Positive:
Will like the good lighting.	None.
Experts - Negative:	Viewers - Negative:
Will not like the different voice quality during the film inserts.	Badly lit (discussion).

ATOM

MUSIC, LIGHTING, SOUND

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 47

ATOM

GENERAL TALENT COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	6	(2)
Negative ..	3	12	(1)
?	1	13	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:	Viewers - Positive:
Will like speaker.	Good speaker. Fascinating speaker. Good teacher.
Experts - Negative:	**Viewers - Negative:**
Will not like teacher.	1. Didn't like teacher. 2. Should have written material for someone else to speak.

ATOM

GENERAL TALENT COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes
2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 48

ATOM

TV SPEAKING PERSONALITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	7	(4)
Negative ..	3	3	(10)
?	0	21	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like speaker's enthusiasm, sincerity, energy.
2. Will like his magnetic personality.
3. Will like his sense of humor.
3. Will like his spontaneous manner.
3. Will like his friendliness.
3. Will like his movement in the set.

Viewers - Positive:

1. Liked speaker's enthusiasm, sincerity, energy.
2. Liked his sense of humor.
3. Liked his mobile features.
4. Liked his good pacing.

Experts - Negative:

1. Certain facial mannerisms such as right eyebrow will distract.

Viewers - Negative:

1. Bothered by voice quality.
2. Bothered by nervous body movement.

2. Nervous, jerky body movements will distract.
2. Speaker's voice starts low and builds too much in volume and pitch.
2. Will not like his forbidding personality.
2. Too much punch.
2. Fatiguing.
2. Voice build up too much.
2. Has a forbidding personality.
2. Fatiguing and monotonous.
3. Needed more humor.
4. Needed more change of pace.

ATOM

TV SPEAKING PERSONALITY

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 49

ATOM

COMMUNICATIVENESS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	1	(12)
Negative ..	6	19	(34)
?	0	11	
Totals ..	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like his sense of communication.
2. Will like his development at layman's level.
2. Will like his accent.

Viewers - Positive:

1. Liked his communicativeness.
1. Good development of ideas with words I could understand (discussion).
1. Liked his accent (discussion).

Experts - Negative:

1. Will be bothered by accent.
2. Talked too rapidly at times.
2. Will be bothered by scientific terms.
4. Dropped voice at ends of sentences.
5. Gives too much information.
5. It will take time to get used to the speaker.
5. Occasionally lacked communicativeness.

Viewers - Negative:

1. Bothered by accent.
2. Talked too rapidly at times.
3. Bothered by scientific terms.
4. Dropped voice at ends of sentences.
4. Speaker was hard to follow at times.
6. Bothered by occasional stumbling.

ATOM

COMMUNICATIVENESS

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented negatively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 50

ATOM

AUTHORITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	7	3	(7)
Negative ..	0	0	(0)
?	1	28	
Totals...	8	31	

Representative Responses (Cues)

Experts - Positive:

1. Will like his enthusiasm for his subject.
2. Will like his knowledge of his subject.
3. Will know he is brilliant.

Viewers - Positive:

1. Knows his subject.
2. Very reasonable.

Experts - Negative:

None.

Viewers - Negative:

None.

ATOM

AUTHORITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 51

BLACK ON WHITE

TOTAL PROGRAM

Responses	Num. of Experts (A Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	10	(9)
Negative ..	1	12	(12)
?	0	1	
Totals ..	4	23	

Representative Responses (Cues)

Viewers - Positive:

1. Good film. Interesting film.
2. Very informative and educational. Wanted to learn more.
3. Entertaining film. Something different.
4. It would maintain general interest.
4. Good topic.
4. Good attempt to present a difficult subject.
4. Best English film I've seen.
4. People like education sugar-coated (discussion).

Viewers - Negative:

1. Mildly interesting film. Too tedious. Not interesting.
2. Not relaxing.
3. Not too educational.
3. Wouldn't enjoy watching with a group of people.

The A Experts were not asked to comment about this category.

BLACK ON WHITE

TOTAL PROGRAM

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: The Experts were mostly positive, while the Viewers were divided with a slight negative weighting.

TABLE 52

BLACK ON WHITE

WHAT THE VIEWERS FELT THEY ACQUIRED

Responses	Num. of Experts (B Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	10	(11)
Negative ..	0	6	(0)
?	0	7	
Totals ..	4	23	

Representative Responses (Cues)

Experts - Positive:

1. Will get more enjoyment than information.
2. Will get both information and entertainment.
3. Will get that caricature is an art form and has a history.

Viewers - Positive:

1. Got an understanding of the development of cartooning.
2. Got the relationship between British History and the history of cartooning.
3. Got more enjoyment than information.
3. Got some facts.
5. Got main idea.
5. Aroused my interest in British history.
5. Amusing presentation of British History.
8. Impressionistic (discussion).
8. British have a different sense of humor (discussion).

Experts - Negative:	Viewers - Negative:
None.	Didn't get much. Got nothing. Hard to explain what I got.

BLACK ON WHITE

WHAT THE VIEWERS FELT THEY ACQUIRED

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No
2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 53

BLACK ON WHITE

INTEREST OF INFORMATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	6	5	(8)
Negative ..	2	8	(28)
?	0	10	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Will be interested in and enjoy the information.
2. Will like the basic script concept.

Experts - Negative:

1. Won't be familiar enough with historical information to be interested.
2. Too "high-brow."

Viewers - Positive:

1. Interesting information.
2. Humor sustained interest.
3. Would stay tuned. Would see next program (discussion).

Viewers - Negative:

1. Required too much background information.
2. Of interest only to those who have an interest in British history or the history of cartooning. No mass appeal.
3. Wouldn't interest children.
4. Wouldn't stay tuned. Wouldn't see next program (discussion).

BLACK ON WHITE

INTEREST OF INFORMATION

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 54

BLACK ON WHITE

INFORMATIONAL DETAILS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	3	(6)
Negative ..	2	4	(18)
?	2	16	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Will like cartoonists' ability to reflect their times and predict future.
2. Will like the integration of cartoons into the script.
3. Will like references to familiar historical events.
3. Will like treatment of the more modern times.

Viewers - Positive:

1. Good script.
1. Liked cartoons of street scenes.
1. Interesting scenes.
4. Wasn't disturbed by British origin (discussion).
5. Interested in cartoonist drawing right on to copper (discussion).
6. Interested in development of Punch (discussion).

Experts - Negative:

1. Will dislike references to unfamiliar events. Too many names, dates, etc.

2. Will dislike earlier-period style of cartooning. Victorian and earlier sequences.

Viewers - Negative:

1. Too many unfamiliar dates and names.
2. Preferred modern cartoons. Some of the earlier cartoons were grotesque. Cynical humor of earlier cartoonists. Wanted more cartoons of Churchill and by David Low.

3. Will dislike overly long development of history of cartooning.	3. Should have used American cartoons and history. 4. Wanted fewer cartoons and more explanation. 4. Should have focused on history rather than on cartoons. 6. Too many cartoons for cartoon's sake (discussion).

BLACK ON WHITE

INFORMATIONAL DETAILS

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation and the number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 55

BLACK ON WHITE

ORGANIZATION - DEFINITION OF PURPOSE

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	1	(0)
Negative ..	0	1	(0)
?	6	21	
Totals ..	8	23	

Representative Responses (Cues)

Because some of the Experts and some of the Viewers commented positively about one aspect of organization and negatively about another, Organization was considered under four sub-headings. They are: Definition of Purpose, Development, Opening and Closing. However, the representative responses for all four sub-categories can be considered together.

Experts - Positive:

1. Will like the development.
2. Will like the clarity.
2. Will like the transitions.
2. Will like the examples.

Viewers - Positive:

1. Liked development.
2. Liked the clarity.
2. Got the main idea easily.
4. Effective open (discussion).

2. Will like the development of the central purpose.
2. Will like the effective open.

Experts - Negative:

1. Opening credits were too long.

Viewers - Negative:

1. Too hard to follow. Too confusing. Too detailed. Needed a more direct approach. Would need to see again to get details. Too crammed.
2. Opening needed more motivation and orientation.
2. Opening was dull. Hard to get into.
2. Program lacked focus.
5. Some transitions were overdone, like the surf transition.

TABLE 56

BLACK ON WHITE

ORGANIZATION - DEVELOPMENT

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	3	(1)
Negative ..	0	5	(4)
?	4	15	
Totals ..	8	23	

TABLE 57

BLACK ON WHITE

ORGANIZATION - OPENING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	0	(1)
Negative ..	0	1	(9)
?	7	22	
Totals ..	8	23	

TABLE 58

BLACK ON WHITE

ORGANIZATION - CLOSING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	0	(0)
Negative ..	0	0	(0)
?	8	23	
Totals ..	8	23	

BLACK ON WHITE

ORGANIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation and the number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 59

BLACK ON WHITE

GENERAL PRODUCTION COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	7	8	(3)
Negative ..	1	2	(10)
?	0	13	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Will like the production.
2. Will like the light, fast pace.

Experts - Negative:

Will want some live studio commentary.

Viewers - Positive:

1. Well directed and presented.
2. Liked fast pace.

Viewers - Negative:

1. Pace was too fast.
2. Disappointed by the production (discussion).
3. Wanted more change of pace (discussion).

BLACK ON WHITE

GENERAL PRODUCTION COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 60

BLACK ON WHITE

VISUALIZATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	8	1	(5)
Negative ..	0	2	(2)
?	0	20	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Will like the visualization.
2. Will like the visual variety.

Viewers - Positive:

1. Interesting cartoons.
2. A few beautiful things (discussion).
2. Liked film transitions (discussion).

Experts - Negative:

Won't like some of the transitional film inserts, primarily the exteriors.

Viewers - Negative

1. Details of some cartoons were too confusing.
2. Didn't like the cartoons (discussion).

BLACK ON WHITE

VISUALIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 61

BLACK ON WHITE

CAMERA AND PHOTOGRAPHY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	1	(0)
Negative ..	0	3	(6)
?	3	19	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Will like use of camera on still pictures.
2. Will like general use of camera.
2. Will like fast cutting.
2. Will like dissolves and cuts.

Viewers - Positive:

Liked use of camera on cartoons.

Experts - Negative:

Will like general use of camera, but some cartoons won't be shown long enough.

Viewers - Negative:

1. Close-ups didn't give an overview and cover shots didn't give details. Show whole cartoon first, then show details.
2. Didn't show some cartoons long enough.
3. Felt at times we weren't seeing the whole cartoon (discussion).

BLACK ON WHITE

CAMERA AND PHOTOGRAPHY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 62

BLACK ON WHITE

MUSIC, LIGHTING, SOUND

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	5	(5)
Negative ..	2	5	(4)
?	2	13	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:

1. Score and sound effects will highten the impact.
2. Good use of music.

Viewers - Positive:

Liked music.

Experts - Negative:

1. Piano will be too intrusive at times.
2. Will be bothered by some of the sound effects.

Viewers - Negative:

1. Was bothered by some of the sound effects.
2. Music distracted at times.

BLACK ON WHITE

MUSIC, LIGHTING, SOUND

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were negative, while the Viewers were split.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 63

BLACK ON WHITE

GENERAL TALENT COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	7	(0)
Negative ..	0	0	(1)
?	5	16	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:	Viewers - Positive:
Will like the narrator.	Liked the narrator.
Experts - Negative:	Viewers - Negative:
Will like narrator, but may want more than one main voice.	Needed more voices (discussion).

BLACK ON WHITE

GENERAL TALENT COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

BLACK ON WHITE

TV SPEAKING PERSONALITY

There was no viewer comment at all about the speaking personality of the narrator and less than half of the Experts commented, therefore, there was no basis for comparison.

BLACK ON WHITE

TV SPEAKING PERSONALITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' ability should be an overall estimation based on the above three criteria.

TABLE 64

BLACK ON WHITE

COMMUNICATIVENESS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	3	(0)
Negative ..	3	2	(2)
?	3	18	
Totals ..	8	23	

Representative Responses (Cues)

Experts - Positive:	Viewers - Positive:
Will like the narrator's clarity.	1. Narrator had clarity. 2. Liked his accent.
Experts - Negative:	**Viewers - Negative:**
Will be bothered somewhat by his accent.	Because of his accent, I couldn't understand at times. Bothered by accent.

BLACK ON WHITE

COMMUNICATIVENESS

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation and the number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

BLACK ON WHITE

AUTHORITY

There was comment from only one Expert and from no viewers, therefore, there was no basis for comparison.

BLACK ON WHITE

AUTHORITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 65

FISH TO FURS

TOTAL PROGRAM

Responses	Num. of Experts (A Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	16	(6)
Negative ..	4	16	(7)
?	0	1	
Totals ..	4	33	

Representative Responses (Cues)

Viewers - Positive:

1. Interesting film. Interesting enough.
2. Enjoyed the film.
3. Film was well done. Liked the film.
4. Film was instructive and worthwhile.

Viewers - Negative:

1. Parts of the program were dull. Only a fair film. A "B" film. Just some guy yacking.
2. Dull except for a person interested in history.
3. Could learn more from a half-hour of reading.
3. Was too familiar with the material to enjoy the film.

The A Experts were not asked to comment about this category.

FISH TO FURS

TOTAL PROGRAM

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: The Experts were unanimously negative, while the Viewers were split.

TABLE 66

FISH TO FURS

WHAT THE VIEWERS FELT THEY ACQUIRED

Responses	Num. of Experts (B Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	16	(16)
Negative ..	1	4	(1)
?	0	13	
Totals ..	4	33	

Representative Responses (Cues)

Experts - Positive:

1. Will get a clear comprehension and understanding of the historical period and of the forces at work.
2. Clear understanding of the chain of events.

Viewers - Positive:

1. Got some interesting facts.
2. A detailed analysis of French colonialization.
3. That this was a comfortable way to learn history. More of a chat than a lecture.
4. Insights into the groups

3. A general impression of the French settlement.
3. Some specific information.

involved. Indians were human.
5. Learned something about historical period which was unfamiliar to me.
6. Gratified to learn so much from TV.
6. Learned about opening of trade between America and Europe.
8. A greater respect for ETV (discussion).
8. Relearned some history (discussion).
8. An overview of the period (discussion).

Experts - Negative:

Will get only scattered fragments. A vague feeling of learning something about Canada.

Viewers - Negative:

1. Got very little. Got nothing.
2. Nothing to justify TV presentation.

FISH TO FURS

WHAT THE VIEWERS FELT THEY ACQUIRED

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 67

FISH TO FURS

INTEREST OF INFORMATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	18	(14)
Negative ..	6	15	(20)
?	1	0	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

May stimulate further interest in history. Will have appeal to small but loyal group.

Viewers - Positive:

1. Interesting material or information.
2. It stimulated interest in history.
3. Middle third was interesting.

3. First 10 minutes were interesting.
5. Would stay tuned (discussion).
6. Liked the sugar-coating of the information (discussion).

Experts - Negative:

1. Won't find information interesting. Information will be dull.
2. Only of interest to those interested in history.
2. Lacked real content.
2. Aimed at too low an age level.

Viewers - Negative:

1. Information was dull and not interesting.
2. Was only of interest to those with an interest in history.
3. Opening and closing thirds were dull.
3. Last 20 minutes were not as good as first 10.
3. Of interest only at intervals.
3. Bogged down in the middle.
3. Required too much attention after a day's work.
7. Would tune out (discussion).
8. Needed more motivation (discussion).
8. Have to be in the mood to listen (discussion).

FISH TO FURS

INTEREST OF INFORMATION

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? Yes

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 68

FISH TO FURS

INFORMATIONAL DETAILS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	7	(6)
Negative ..	5	10	(33)
?	3	16	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

1. Will like summary of this period of history.
1. Will like the title "From Fish To Furs."

Viewers - Positive:

1. Liked the book references at the end.
2. Liked the explanation of the Iroquois' motives.

3. Will like the book references at the end.
3. Will like the attempt to humanize history.
3. Will like the inferences made at the end.

Liked the explanation of the Indians' motives.
3. Liked the summary of this period of history.
4. Appreciated the information not being oversimplified.
4. Excellent approach.

Experts - Negative:

1. Won't like the incompleteness of some of the information. Lacked specifics.
2. Will not like the vague dates and generalizations.
3. Too many unimportant details.
3. Covered too small a facet of Colonial history.

Viewers - Negative:

1. Bothered by omissions and unanswered questions. Information was too scanty. Information was incomplete. Question location of Quebec on map. Why did Georgian Colonies fail? Question Champlain being called an American. Lost the meaning of "Kingdom of the Interior." Question if French were motivated as Bannon said. Had trouble with space relationships.
1. Wanted more scenes of actual Indians, places, ships, fishing, trapping and people.
3. Names and dates needed clarification.
4. Too many unimportant details.
5. Covered too limited a period of history.
5. Required too much background information.
5. Explanation for need of fish was silly.
5. Didn't like the title or slogan "From Fish To Furs."
9. Reading list at end wouldn't motivate reading. Should have shown only one book at end (discussion).

FISH TO FURS

INFORMATIONAL DETAILS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: The responding Experts were negative, while the Viewers were divided with only a slight negative weighting.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 69

FISH TO FURS

ORGANIZATION - DEFINITION OF PURPOSE

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	0	(3)
Negative ..	3	1	(5)
?	4	32	
Totals ..	8	33	

Representative Responses (Cues)

Because some of the Experts and some of the Viewers commented positively about one aspect of organization and negatively about another, Organization was considered under four sub-headings. They are: Definition of Purpose, Development, Openings and Closing. However, the representative responses for all four sub-categories can be considered together.

Experts - Positive:

1. Good definition of purpose.

1. Clear to those who are interested.

Viewers - Positive:

1. Well organized. Clear.
2. Liked NET Opening. (discussion).

Experts - Negative:

1. Too many details. Too crammed. Too many distractions.

2. Lacked clarity.
2. Lacked central purpose. Lacked an

Viewers - Negative:

1. Too many details. Too many names and dates. Too crammed.

2. Lacked clarity. Confusing at times.
3. Not well organized.

overview and significance. Lacked meaningful theme.
2. Will want better amplification. Choppy development of ideas. Sometimes over-amplified and sometimes under-amplified.
5. Slow, awkward transitions. Choppy, non-logical transitions.
6. Will want better organization.
6. Won't like the crude opening.
Had trouble keeping oriented.
4. Lacked central theme or purpose.
4. Needed better summaries.
6. Didn't like NET Opening (discussion).

TABLE 70

FISH TO FURS

ORGANIZATION - DEVELOPMENT

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	4	(0)
Negative ..	6	8	(22)
?	2	21	
Totals ..	8	33	

TABLE 71

FISH TO FURS

ORGANIZATION - OPENING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	0	(1)
Negative ..	1	0	(4)
?	7	33	
Totals ..	8	33	

TABLE 72

FISH TO FURS

ORGANIZATION - CLOSING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	0	(0)
Negative ..	0	0	(0)
?	8	33	
Totals ..	8	33	

FISH TO FURS

ORGANIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented negatively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria:
   (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 73

FISH TO FURS

GENERAL PRODUCTION COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	9	(1)
Negative ..	5	18	(13)
?	1	6	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

1. Will be satisfied with the production.
2. Will like the simple set.
2. Won't be conscious of production techniques.

Viewers - Positive:

1. Good production. Well done. Well presented. As good as it could be. Okey for what it was supposed to do.
2. Liked simple set.
3. Like idea of having more ideas and fewer pics (discussion).

Experts - Negative:

1. Won't like production.
2. Too lecturish. Too much like a class room.
2. Won't like the pace. Too static.
4. Will want better set.

Viewers - Negative:

1. Too lecturish. Needed more drama. Too classroomish. Could have been radio.
2. Poorly done. Needed more interesting presentation. Didn't like production.
3. One speaker is fatiguing. Too much of one speaker.

4. Pace was too slow. Took time to adjust to slow pace.
5. Needed a better set.
5. Moved too fast. Too sharp.

FISH TO FURS

GENERAL PRODUCTION COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented negatively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes
2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 74

FISH TO FURS

VISUALIZATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	0	(1)
Negative ..	4	11	(36)
?	2	22	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

Will like maps and their use.

Experts - Negative:

1. Won't like over-use of one map. Will want more and better maps. Map was not functional.
2. Won't like lack of visuals and visual variety.
2. Will want more and better pictures. Won't like random use of pics.
3. Won't like visuals.

Viewers - Positive:

Liked use of maps (discussion).

Viewers - Negative:

1. Lack of visuals and visual variety. Wanted more visuals.
2. Wanted more and better maps. Maps were too small. Maps not clear when marked-up. Make maps more detailed. Pre-mark important locations.
3. Needed more and better pics. Should have flashed identifying names over portraits.

FISH TO FURS

VISUALIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented negatively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 75

FISH TO FURS

CAMERA AND PHOTOGRAPHY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	0	(0)
Negative ..	4	3	(3)
?	3	30	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

Will like use of one camera for long periods of time.

Viewers - Positive:

None.

Experts - Negative:

1. Will be bothered by burn-ins.
2. Will want more professional use of cameras.
2. Will be bothered by cropping.
2. Close-ups from wrong angle to maps, will distract.
2. Will want more close-ups of Father.

Viewers - Negative:

1. Picture was distorted. Head of speaker looked squared. Pictures were not clear. Book titles were not clear.
2. Needed more establishing shots.
2. Picture and sound were not together sometimes.

FISH TO FURS

CAMERA AND PHOTOGRAPHY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

FISH TO FURS

MUSIC, LIGHTING, SOUND

There was no viewer comment about this category, therefore, there was no basis for comparison.

FISH TO FURS

MUSIC, LIGHTING SOUND

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 76

FISH TO FURS

GENERAL TALENT COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	17	(12)
Negative ..	4	16	(16)
?	0	0	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

Will like the speaker. Will have a generally favorable reaction to the speaker.

Viewers - Positive:

1. Liked the speaker. Did a good job. Interesting speaker. He spoke well.
2. Speaker created an interest in history (discussion).
3. Speaker shouldn't be replaced (discussion).

Experts - Negative:

Won't like the speaker.

Viewers - Negative:

1. Didn't like the speaker. Bad selection of speaker. Should get a better known speaker.
2. Hard to get used to speaker (discussion).
3. He didn't create an interest in history (discussion).

FISH TO FURS

GENERAL TALENT COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The Third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 77

FISH TO FURS

TV SPEAKING PERSONALITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	12	(15)
Negative ..	5	9	(13)
?	0	12	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

1. Will like speaker's directness. Will like his down-to-earth, conversational quality.
2. Will like speaker's friendliness.
3. Will like speaker's forcefulness and energy.
3. Will like his personality.
5. Will like his relaxed style.
5. Will like his voice quality.
5. Will like his use of slang.
5. Will like his movement.
5. Will like his eye contact.

Viewers - Positive:

1. Speaker was dynamic. Liked his energy.
2. Liked his relaxed, easy, casual way.
3. Liked his personality.
4. Liked his voice quality.
5. Liked his directness and rapport.
5. Liked his use of slang or the vernacular.
7. Liked his friendliness. He was pleasant and delightful.
8. Liked his movement.
9. Liked his gestures (discussion).
9. Liked his sense of humor (discussion).

Experts - Negative:

Viewers - Negative:

1. Won't like his talking down to the audience. He will be too condescending. Too dogmatic. Too overconfident.
1. His random movement will distract.
3. Won't like his slang.
3. His language will be too elementary. His vocabulary will be too weak.
5. Won't like his gestures.
5. Won't like his attempts at humor.

1. Didn't like his use of slang. Didn't like his colloquial speech.
2. Talked down. Too slick. Too popularized.
3. Didn't like his harsh voice.
4. Didn't like his gestures.
4. Mid Western accent bothered me.
6. Didn't like his attempts at humor.
6. Didn't like his movement in the set.
6. He was too energetic.
9. His vocabulary was weak (discussion).
9. He needed more energy (discussion).
9. He spoke too rapidly at first (discussion).

FISH TO FURS

TV SPEAKING PERSONALITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: Respondents were too divided in opinion to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 78

FISH TO FURS

COMMUNICATIVENESS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	1	(0)
Negative ..	4	9	(10)
?	1	23	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

Will like his clarity.
Will like the simplicity of his information.

Viewers - Positive:

Liked his clarity. He was well prepared.

Experts - Negative:

1. Will be bothered by his stumbling. Bad speech pattern. Lacked glibness.

Viewers - Negative:

1. Was bothered by his stumbling, vocal pauses, stammering.
2. He was too vague.

2. He will be too vague.
2. He will lack communicativeness.
2. He spoke too fast at times.
3. He ran sentences together (discussion).
3. He emphasized the wrong words (discussion).

FISH TO FURS

COMMUNICATIVENESS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to the responding Viewers, who were divided.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 79

FISH TO FURS

AUTHORITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	3	(6)
Negative ..	1	6	(28)
?	7	24	
Totals ..	8	33	

Representative Responses (Cues)

Experts - Positive:

None.

Viewers - Positive:

1. He sounded authentic. His facts were correct. Thought he was objective.
2. His clerical garb didn't bother me (discussion).
3. Showing the books at the end helped his credibility.

Experts - Negative:

His religious affiliation may be a barrier.

Viewers - Negative:

1. Religious affiliation was a barrier. Why would a Jesuit priest become an authority on history? His clerical garb bothered me.
2. There are better authorities on history.
3. He didn't create confidence. Too slick. Questioned how objective he would be. Doubted his facts. Speaker was not

objective.
4. He oversimplified too much (discussion).
5. Never heard of Bannon (discussion).

FISH TO FURS

AUTHORITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 80

SOD HOUSE

TOTAL PROGRAM

Responses	Num. of Experts (A Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	11	(9)
Negative ..	1	5	(11)
?	0	8	
Totals ..	4	24	

Representative Responses (Cues)

Viewers - Positive:

1. Good film. Very fine film. Wonderful show.
2. Film was interesting.
2. Film was informational and entertaining.
4. Very educational film.

Viewers - Negative:

1. Film was too educational.
2. Film was not interesting.
3. Film was dull.

The A Experts were not asked to comment about this category.

SOD HOUSE

TOTAL PROGRAM

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

TABLE 81

SOD HOUSE

WHAT THE VIEWERS FELT THEY ACQUIRED

Responses	Num. of Experts (B Experts only)	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	16	(0)
Negative ..	0	1	(0)
?	0	7	
Totals ..	4	24	

Representative Responses (Cues)

Experts:

1. Will learn how pioneers lived.
2. Will get a single direct idea.

Viewers:

1. Impressed by hardships endured by pioneers and gained appreciation for our country.
2. Learned how pioneers lived.
2. Learned some facts.
4. Had never heard of sod houses before.
4. The inadequacy of a TV set to reproduce film.

SOD HOUSE

WHAT THE VIEWERS FELT THEY ACQUIRED

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 82

SOD HOUSE

INTEREST OF INFORMATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	4	8	(8)
Negative ..	0	7	(18)
?	4	9	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

1. Will find material interesting.
2. Will be interested in objects shown.

Experts - Negative:

None

Viewers - Positive:

1. Valuable information.
2. Interesting subject.
3. New and intriguing information.

Viewers - Negative:

1. Some information was too familiar to be interesting.
2. Information didn't awaken interest.
2. Wouldn't hold older folks' attention.
2. Wouldn't hold kids' attention.
2. Dull information.

SOD HOUSE

INTEREST OF INFORMATION

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 83

SOD HOUSE

INFORMATIONAL DETAILS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	1	(15)
Negative ..	4	8	(43)
?	1	15	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

1. Will like the sympathetic treatment of details.
1. Will like details of sod house construction.
1. Will like showing of pioneer faces and eyes at end of show.

Viewers - Positive:

1. Liked shoe exhibit at end of show.

Experts - Negative:

1. Will want more explanation of barbed wire, windmills and six-shooters.
2. Certain details were repeated too much.
2. Pioneer woman actor ground coffee and churned butter too slowly.
2. Pioneer actor father was poor.

Viewers - Negative:

1. Details of sod house construction were not made clear. How are they made? How are roofs supported? Where'd they get the wood for the floors? How are sod bricks made? What keeps sod houses from deteriorating?
2. Treatment of barbed wire, windmills and six-shooters was not made clear.
3. Not enough details. Inaccuracies about pioneer life in the Sod House Scene. Woman actor didn't grind coffee or churn butter fast enough. She should have carried dishes to the heavy iron pot. She should have left the coffee grinder on the table while grinding. Pillows were always embroidered. How were old photos made? How was grass prepared for burning in oven? Expected to see dancing when fiddle was shown. Wanted more on dolls. Male actor was poor.
4. Other comments from discussion only: How can you dig a 600 foot well with only a hand shovel? Why did people go to the Great Plains if it was so rugged? It needed more about maps, railroads, the water problem. Question facts about grasshopper plague. Corn husking not clear.

SOD HOUSE

INFORMATIONAL DETAILS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Only half of the experts were in negative agreement with the Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 84

SOD HOUSE

ORGANIZATION - DEFINITION OF PURPOSE

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	0	(0)
Negative ..	1	4	(0)
?	5	20	
Totals ..	8	24	

Representative Responses (Cues)

Because some of the Experts and some of the Viewers commented positively about one aspect of organization and negatively about another, Organization was considered under four headings; Definition of Purpose, Development, Opening and Closing. However, the representative responses for all four sub-categories can be considered together.

Experts - Positive:

1. Clearly presented.
1. Well organized.
1. Had a well defined central purpose.
4. Good ending.
4. Good opening.

Viewers - Positive:

1. Everyone could understand and follow it.

Experts - Negative:

1. The opening lacked motivation. It was too long.

Viewers - Negative:

1. Central purpose was not made clear.
2. Opening was dull because

2. The central purpose was not clearly defined.
2. Transitions were not clear.

the credits were too long, and because of the announcer and music.
3. Development was too sketchy.

TABLE 85

SOD HOUSE

ORGANIZATION - DEVELOPMENT

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	2	(8)
Negative ..	2	2	(2)
?	1	20	
Totals ..	8	24	

TABLE 86

SOD HOUSE

ORGANIZATION - OPENING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	0	(0)
Negative ..	2	3	(8)
?	5	21	
Totals ..	8	24	

TABLE 87

SOD HOUSE

ORGANIZATION - CLOSING

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	1	(0)
Negative ..	0	0	(0)
?	7	23	
Totals ..	8	24	

SOD HOUSE

ORGANIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: When the four sub-categories under Organization are considered together most of the Experts tended to be positive, while most of the Viewers tended to be negative.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? No

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 88

SOD HOUSE

GENERAL PRODUCTION COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	5	(0)
Negative ..	4	8	(21)
?	1	11	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:	Viewers - Positive:
Good production.	1. Good presentation. 2. Well directed. 3. Well filmed.
Experts - Negative:	**Viewers - Negative:**
1. Pace was too slow.	1. Too lecturish or

Lacked drama.
2. More pictures and less speaker.
3. Only a fair production.

museumish.
1. More drama needed.
1. Pace was too slow.
4. More pictures and less speaker.
5. Fair presentation.
6. Presentation through still pictures is dull.

SOD HOUSE

GENERAL PRODUCTION COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

Reason: Respondents were too divided in opinion to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? Yes

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 89

SOD HOUSE

VISUALIZATION

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ...	5	4	(11)
Negative ...	0	2	(1)
?	3	18	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

1. Viewers will like the Sod House Scene.
2. Good visual variety.
3. Visualization reinforced the content.
3. Good use of map.
3. Good maps and pictures.

Viewers - Positive:

1. Liked the Sod House Scene.
2. Good visual variety.

Experts - Negative:

None.

Viewers - Negative:

1. Animated maps were needed.
1. Spent too much time in Sod House Scene.

SOD HOUSE

VISUALIZATION

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes
2. Viewer Negative Cues "predicted"? No

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 90

SOD HOUSE

CAMERA AND PHOTOGRAPHY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	1	0	(1)
Negative ..	5	5	(11)
?	2	19	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

Will like close-ups of objects.

Viewers - Positive:

None

Experts - Negative:

1. More close-ups of certain photos and objects will be wanted.
2. Camera work lacked directness.
3. Some bad jump-cuts.

Viewers - Negative:

1. Couldn't see the details of certain photos and objects.
2. Poor photography.

SOD HOUSE

CAMERA AND PHOTOGRAPHY

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented negatively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? Yes

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 91

SOD HOUSE

MUSIC, LIGHTING, SOUND

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	0	0	(0)
Negative ..	1	3	(5)
?	7	21	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

None.

Viewers - Positive:

None.

Experts - Negative:

Lighting and film quality too dark at times.

Viewers - Negative:

1. Background music in opening was too sad.
2. Lighting was funereal.

SOD HOUSE

MUSIC, LIGHTING, SOUND

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

   Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 92

SOD HOUSE

GENERAL TALENT COMMENTS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	9	(0)
Negative ..	2	0	(3)
?	1	15	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

Adequate speaker.

Viewers - Positive:

1. Good speaker.
2. Interesting speaker.

Experts - Negative:

Only a fair speaker.

Viewers - Negative:

None.

SOD HOUSE

GENERAL TALENT COMMENTS

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 93

SOD HOUSE

TV SPEAKING PERSONALITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	5	4	(0)
Negative ..	2	0	(2)
?	1	20	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

1. Pleasing, friendly manner.
2. Will make a favorable impression.

Viewers - Positive:

1. Relaxed, informal presentation.
2. Quite animated.
3. Refreshing change from commercial huckster.

Experts - Negative:

1. Overly mannered.
1. Too jumpy.

Viewers - Negative:

Too nervous (discussion).

SOD HOUSE

TV SPEAKING PERSONALITY

Results Of The First Mode Of Analysis

1. Category "predicted"? Yes

   Reason: Most of the responding Experts and responding Viewers commented positively.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes
2. Viewer Negative Cues "predicted"? No

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) **Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.**

TABLE 94

SOD HOUSE

COMMUNICATIVENESS

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	3	4	(3)
Negative ..	4	1	(0)
?	1	19	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

1. Clear voice.
1. Clear presentation.
1. Good vocabulary.

Viewers - Positive:

Clear pleasing voice and ennunciation.

Expert - Negative:

1. Lack of direct eye contact with the viewers through the camera.
2. Repeated certain phrases.
2. Too frequent use of "I".
4. Too much explanation at times.

Viewer - Negative:

Repeated certain phrases too much.

SOD HOUSE

COMMUNICATIVENESS

Results Of The First Mode Of Analysis

1. Category "predicted"? No

   Reason: Most of the responding Experts were in opposition to most of the responding Viewers.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? Yes

2. Viewer Negative Cues "predicted"? ?

   Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

   (b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

   (c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

   (d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

TABLE 95

SOD HOUSE

AUTHORITY

Responses	Num. of Experts	Num. of Viewers	Num. of Viewer Discussion Comments
Positive ..	2	1	(0)
Negative ..	1	2	(1)
?	5	21	
Totals ..	8	24	

Representative Responses (Cues)

Experts - Positive:

Olson had authority.

Viewers - Positive:

Had the facts.

Experts - Negative:

Too young.

Viewers - Negative:

Not sympathetic to subject.

SOD HOUSE

AUTHORITY

Results Of The First Mode Of Analysis

1. Category "predicted"? ?

Reason: The number of respondents commenting was too small to make an estimation.

Results Of The Second Mode Of Analysis

1. Viewer Positive Cues "predicted"? ?

2. Viewer Negative Cues "predicted"? ?

Criteria: (a) The first was the mention of the same cues by the Experts and the Viewers.

(b) The second was the mention of these cues by the Experts and Viewers in a similar rank order.

(c) The third was that primary consideration should be given to the most mentioned cues, rather than to those cues mentioned by only a very few Experts or a few Viewers.

(d) Finally, determination of the Experts' predictive ability should be an overall estimation based on the above three criteria.

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