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# A Study of the Danville Public Schools Cable Television Project

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A STUDY OF THE DANVILLE PUBLIC SCHOOLS

CABLE TELEVISION PROJECT

(TITLE)

BY

ROBERT L. HOSKINSON

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

SPECIALIST IN EDUCATION

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY  
CHARLESTON, ILLINOIS

1975

YEAR

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A STUDY OF THE DANVILLE PUBLIC SCHOOLS  
CABLE TELEVISION PROJECT

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A Paper  
Presented to the  
Faculty of the Instructional Media Department

---

In Partial Fulfillment  
of the Requirements for the Degree  
Specialist in Education

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by  
Robert L. Hoskinson

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## CHAPTER I

### INTRODUCTION

This chapter defines the organizational structure of this study. It spells out the purposes with clarifying objectives to help in providing an overview.

#### Purpose of the Study

The purpose of the study was to determine patterns of utilization of television programming in the areas of instruction, special events, and community service. The study also determined the effectiveness of selected programming.

In order to clarify the above purpose, the following objectives are offered. The three defined areas of the study were instruction, special events, and community services.

#### Objectives

##### Instruction

1. To determine the total instructional programming during the study period.
2. To determine the composition of programming as to local productions, rental programs, inhouse collection, and rebroadcasts from Channel 12, Champaign.
3. To determine the utilization pattern of instructional programs during the period, September 1972 through February 1974.
4. To determine the utilization pattern of instructional programs by request during the period, September 1973 and February 1974.
5. To determine what segments of the school population were being reached by instructional television.
6. To evaluate the three major inhouse instructional series

to determine teacher's assessment of the following points.

Student's reaction to series.  
Did students learn.  
Did the series fit the curriculum.  
Over-all quality of the series.

#### Special Events

1. To determine the total special events productions during the study period.
2. To determine the total special events programming during the study period.
3. To determine the audience of selected special events programs.

#### Community Service

1. To determine public viewing of selected Community Service programs.

#### Delimitations

1. The schools involved in the study were the public elementary, junior, and senior high schools of Danville, Illinois.
2. This study was limited to the time interval between September 1, 1972 and May 28, 1974.

#### Limitations

The accuracy of data was dependent upon the care in reporting by teachers, parents, and members of the community.

The following is a concise structure of the techniques employed within the three areas of assessment.

#### Method

##### Instruction

1. All programming data came from records maintained from September 1, 1972 through May 28, 1974.

2. Audience assessment was by written questionnaire.
3. The three major inhouse instructional series were evaluated by the teachers using the program. Each teacher was asked to rate each of the following areas on a 1 to 5 basis.
  - a. Student reaction to series.
  - b. Did students learn.
  - c. Did the series fit the curriculum.
  - d. Over-all quality of the series.

#### Special Events

1. Audience assessment was by written questionnaire, electronic line frequency count, and telephone survey.

#### Community Service

1. Audience assessment was by telephone survey and school survey.

#### Definition of Terms

Instructional Television - All television programming directed to students in the Danville Public Schools for instructional, educational, or informational purposes.

Danville Public Schools Television Project - A cable television station, Channel 11, operated for and by the Danville Public Schools in cooperation with the Danville Transmission Company for the purpose of providing instruction, education and information to the Danville Community.

Programming - All programs transmitted by the Danville Public Television Project and recorded in its broadcast log as required by the Federal Communications Commission.

Local Production - Those programs produced by the Danville Public Schools Television staff and owned by the Danville Public Schools.

Rental Programs - Those programs rented with temporary rights for broadcast on Channel 11, Danville Public Schools.

Inhouse Collections - All programs commercially purchased for permanent location with the Danville Public School with television distribution rights.

Rebroadcasts - The legal recording of programming from other television stations and playback over Channel 11, Danville Public Schools.

Program Requests - The transmission of a program on Channel 11, at the direct request of a member of the community or staff.

Student Performance - Programs produced involving students in the Danville Public Schools as participants on the video tape presentation or having major responsibility in its production.

Community Service - Those services by Channel 11 where the main emphasis remains instruction, education, or information, but where the need lies beyond the students of the Danville Public Schools.

Special Events - Those Channel 11 programs produced as an educational product but which also may have interest to some segment of the District #118 community.

Electronic Line Frequency Count - A method of determining the frequency of attempts to call a selected number over a given period of time.

Primary Audience - The person or persons within the community known to have an interest in a television program due to one or more factors which can be identified.

CHAPTER II  
RATIONALE OF THE STUDY

The major emphasis of this chapter is to establish the framework for rationale for the evaluation of the Danville Public School television project. Secondly, this chapter attempts to establish historical data necessary to the reader's understanding of the significance of the findings of this study.

The project was initiated in 1971 through the Danville Public School Gifted program as an attempt to explore viable uses of the cable television medium.

The City of Danville had been served for several years by the Danville Transmission Corporation, a cable company that operated with a thirteen channel capacity.

The Danville Transmission Corporation began operation in Danville in the late 1940's, long before policies and procedures for educational involvement in cable television were considered with much interest.

A contract between the city and the cable company, therefore, held little or no requirements for the cable company to assist either the city or the schools in their communication needs.

Despite this, the Danville Transmission Corporation did assist the Danville Public Schools in a number of ways. Of most importance was its willingness to allow the use of one of its channels, number 11, for use by the Danville Public Schools without charge until the

year 1978. The school district had to provide its own equipment for transmission through the cable system. Further needs were to wire each of the public schools for reception of the cable signals in each classroom. The cable company provided, without charge, one free drop to each of the schools within that portion of the school district served by the company. The signal was then amplified and sent to each classroom within the buildings. Three buildings within the school district were not wired during this phase of the project. First, the Danville High School was omitted due to the size and complexity of the task. The building was massive and very old. The second and third buildings that were not wired were both elementary schools lying south of Interstate 74 at the southern edge of Danville.

Interstate 74 acts as a man-made barrier separating service by the Danville Transmission Corporation to the north, which includes Danville, and the See More Cable Corporation, which includes the very southern portion of Danville and many of the small communities to the south terminating with Georgetown.

These two elementary schools were later wired in the same manner in order that they might take advantage of Channel 12, Champaign, through the See More Cable Company service.

They would not, however, be able to receive the Danville Public Schools cable Channel 11.

Several decisions were made early in the project which are bearing fruit today. Equipment specifications were for the inclusion of color capabilities, all video tape players, building

amplifiers, and most important, the receiving television sets for the buildings were purchased for color reception.

Local production equipment was, however, limited to black and white due to the high price of color cameras.

The project was conceptualized, organized, constructed, and operated by the Coordinator of Program Development for Gifted Children, Mr. Steve Autor. For the first two years the project was based on two services. The first service was to tape programs from the Education Television Station in Champaign and play them back on Channel 11, Danville, at more convenient times for teachers to use them. The second service was local production.

Special notices were sent out to teachers to notify them of programs. The local newspaper was also sent special notices so that parents would be aware of night-time showing of student performances, including plays, musical concerts, and special holiday programs. Parents who were on cable television were then able to view these programs in their homes.

In the summer of 1972 the head of the television project was promoted to the Director of Learning Resources; a position vacant due to retirement. The responsibility for the television project was simultaneously absorbed by the Learning Resource Center.

A coordinator of Program Development for Gifted Children was hired to work on the television project within the Learning Resource Center organizational chart.

At the same time, all television gear was moved into the Learning Resource Center, a studio was constructed, and personnel



were organized to operate the different functions. During the next two years there evolved several advances in the project. The addition of personnel removed many of petty operations from the shoulders of the coordinators of the project. The results were that these key personnel were free to work on organization and communication of the project at a more sophisticated level. Time was available to work with staff and teachers for better utilization of programs. There was opportunity to develop more elaborate productions. Finally, there was time to develop the television project toward an integrative position within the scope of the Danville Curriculum Design; a permanent and essential part within the instructional scheme rather than a separate appendage vulnerable during periods of changing moods.

Organization and communication were modernized in several ways. A weekly communication of programming was developed. This schedule contained the programs for the next week including the times of showing, the suggested or sometimes required grade level of the program, and a brief description of the program. Every teacher in the district received each Friday a schedule of the next weeks' programming. Night-time programming was placed in the local newspaper in the same schedule as network programs.

Local productions became multi-camera operations with special effects, proper lighting, and better audio equipment.

More important, purchasing decisions were made which allowed the television project to share portions of the Learning Resources

budget for programming. Many video tapes were purchased to fit the curriculum instead of film. These purchases were coded and placed into the district's audio-visual catalog, a computerized document with yearly updates. Staff was encouraged to order these video tapes for showing on television much in the same manner as they would a film.

In the fall of 1973 several video instructional series were purchased because of the excellence of their appeal to children and their particular application to the Danville curriculum.

During this period, the district moved toward standardization of its video recorders. The video cassette format was ordered and implanted as the major distribution device at central transmission headquarters. Each junior high school and Danville High School received one video cassette recorder and simple camera for taping off the air and for inhouse production.

The placement of the video recorder in each of these buildings was based upon two needs of junior and senior highs that are different from the elementary schools. First, these buildings have departmentalized programs. Each instructor meets new classes five or six times daily. A desired program must be shown six times, therefore, to meet the needs of that instructor. Secondly, the attention span of students at these levels is longer allowing for longer programs. The needs of these levels of instruction quickly monopolize air time also wanted by elementary staff. With the use of video equipment the instructor may tape the program during the first showing from its parent station for playback as

often as desired. This saves air time for the parent station, removes the need to physically transport the media, and removes the turnaround problem historically associated with the physical transport of media.

In January, 1974, the Channel 11 studio was upgraded to two camera all-color equipment. The replaced black and white gear was sent to Danville High School for use primarily by the Drama Department.

Two major new uses of the television project occurred during the 1973-1974 school year.

The first involved a series of requests from nonprofit organizations in the city of Danville for use of the television studio and subsequent air time for showing of a non-commercial message of their own construction.

The second use involved the presentation of a full course of instruction for credit to nurses in the Danville community through the Danville Junior College.

Both of these had added a dimension that was not a primary goal of the initial project. Yet, they added a special benefit to the school district by creating a special rapport with the community by service through communication.

An important and necessary phase of any project of this magnitude is evaluation. It was essential in this particular project to determine the audience which was being served in the areas of instruction, special events, and community service. It was also important to determine in selected areas the value of what

that audience was receiving.

To that purpose this paper has been committed.

CHAPTER III  
METHODS AND PROCEDURES

Utilization of Instructional Programming

The first attempt to determine utilization of instructional programs used in the Danville Public Schools occurred in the spring of 1972. A questionnaire (see Appendix A) was sent out to 179 elementary teachers representing 4449 elementary students, and 100 junior high teachers representing 2473 students. Of the 279 questionnaires sent to teachers, 169 were returned. The majority of the returns were from elementary teachers. Few programs were available to meet the needs of junior high students. Senior high was excluded from the survey due to the inability of Danville High to receive any television broadcasts.

In the fall of 1973 the form of the survey was changed to include the data about any program watched as opposed only to regularly viewed programs. Each teacher was asked to fill out a small card on each program watched during a prescribed two week time period (see Appendix B). The survey was intended to assess all utilization of television in the Danville Public Schools.

Several Channel 11 programs were placed in the television schedule once during the October 15-26 survey period to verify any possible audience of single programs that were not requested.

In February, 1974 the final survey was taken. The procedure was the same as with the fall survey. However, care was taken in the spring to encourage instructors to identify more carefully whether they were receiving programming from Channel 11 or from Channel 12.

A major objective of the Danville Public Schools television project was to meet the direct needs of the district's teachers. To meet this objective required a free and effective two way communication. Channel 11 had to get its schedule to teachers and teachers had to be able to contact Channel 11 to arrange for specific needs. This communication existed as the critical difference between Channel 11, Danville and Channel 12, Urbana.

In the fall 1973 the Channel 11 inventory of video tape programs became adequate to provide room in the district's media catalog for them. Teachers were encouraged to arrange by phone or mail for the programs they desired to use. Records were kept for the 1973-1974 school year on how many program requests were made each week.

Selected special events programs were used to determine probable audiences. Three types of surveys were used to determine audiences.

#### Written Questionnaire

The first survey was sent to all parents of the Garfield Elementary School On November 26, 1973 (see Appendix D). Three programs had recently been shown with the parents of that school as a potential audience for one or all of the programs. Of the

205 surveys sent to families in this school, 178 surveys were returned.

A second survey was sent to the Fairchild Elementary School on January 21, 1974 (see Appendix E). A total of 203 questionnaires were returned.

#### Electronic Line Frequency Count

A second survey type was to a general audience. Special arrangements were made with the Illinois Bell Telephone Company to do an electronic line frequency count during the showing of Midsummer Nights Dream. This program was the first Danville Public Schools television program produced entirely by high school students. It was advertised in the local newspaper.

The electronic line frequency count involved a special readout by the telephone company of the number of busy signals a number received during a given period of time. Further preparations involved the production of a short video tape explaining the purpose of the survey and asking that each person watching the program call the special number only once to complete the survey.

#### Telephone Survey

The third type of survey was a telephone survey of the potential audience of the City of Danville. Only those homes within the community that participated as cable customers of the Warner Communication Company were used as potential respondents.

Warner Communications Company assisted in the survey by providing a complete listing of its customers. This directory contained ten thousand (10,000) households alphabetized on two hundred and

forty (240) pages. Each page contained three (3) columns of names.

The purpose of the survey was to establish the presence of an audience for nighttime programming on Channel 11 in the areas of special events and community service. It was not a purpose of the survey to establish the degree of presence of an audience closer to plus or minus 10% of the penetration estimate.

In order to successfully complete 100 interviews, 240 households were selected. The following procedure was followed to insure a random selection. The literature suggested that twice the number of respondents be selected as needed to complete the survey.<sup>1</sup> The two hundred and forty households were twice the number needed to complete the needed interviews. This number was selected because there were 240 pages in the listing. A household would be selected from each page. Each page contained three (3) columns. Each column in turn, held approximately fourteen (14) households. A capsule system was devised to determine which of the columns would be selected. The capsule representing column 1 was drawn.

A table of random numbers was adopted to select the household to be used from that column.<sup>2</sup> The first usable digit from this set of numbers was six. Therefore, a potential interviewee was selected from column 1, the sixth name from the top for each page of the cable company customer directory.

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<sup>1</sup>Joe Belden, A Broadcast Research Primer, (Washington D.C.: National Association of Broadcasters, 1966) p. 30.

<sup>2</sup>Ibid., p. 31.



A notice was presented in the local newspaper indicating to the public that the survey was to be done, and to explain its purpose.

All interviews were conducted during the evening hours of 7:00 to 9:00 p.m. All households on the primary list were called first. Any unsuccessful attempts were given two other attempts on different nights before a secondary listing was used to replace it.

A total of one hundred and sixty (160) calls were made in order to complete the necessary one hundred (100) successful interviews.

The telephone questionnaire (see Appendix C) was designed to assess seven (7) areas of Channel 11 operations.

The results were cross checked by formula to derive sampling error and by probable deviation due to the size of the sample.

Mullally indicated that the following formula will yield the size of the sampling error.<sup>3</sup>

$$\tilde{P} = \sqrt{\frac{P(100-P)}{N}}$$

where P = the derived percentage  
and N = the sample size  
and  $\tilde{P}$  = the sampling error

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<sup>3</sup>Donald P. Mullally (ed.), A Report of a Study of Radio Listening and Television Viewing in the Champaign-Urbana Area, a report prepared by students in a graduate seminar dealing with audience research in the Department of Radio + Television, University of Illinois. (Champaign: by the editor, 1970), p. 2.

## CHAPTER IV

### FINDINGS

This chapter reports the findings of the study as to the amount of programming aired as student viewing, an assessment of the utilization of this programming, and evaluation of selected instructional programs. Additional findings were reported as to the quantity of programming aired for community viewing of special events and community services programs, and selected results of community viewing of this programming.

#### AN ASSESSMENT OF THE USE OF CHANNEL 11 FOR INSTRUCTIONAL PURPOSES

During the period September, 1972 to March, 1974 the Danville Public Schools Channel 11 Television Project provided 1018.95 total hours of programming to its assorted publics.

#### Programming

Specifically, instructional programming for the period was 673.84, or 66% of the total programming aired.

The data reflected in Table I indicates no special growing trend for the project, except to note that each month of the 1973-1974 school year, excluding January, showed an increase in program output.

Table II provides a closer look at the composition of instructional programming and does indicate trends in programming. The

TABLE I

A MONTHLY COMPILATION OF INSTRUCTIONAL  
PROGRAMMING BETWEEN SEPTEMBER 19, 1972  
AND MARCH 8, 1974

1972 - 73 Instruction		1973 - 74 Instruction	
	<u>Hours</u>		<u>Hours</u>
September	2.16	September	29.88
October	15.07	October	59.35
November	25.48	November	37.97
December	23.89	December	28.92
January	44.32	January	41.29
February	29.98	February	61.20
March	49.50	March 4-8	38.07
April	48.22	April	39.98
May	63.70	May	45.60

beginning service of Channel 11 in September of 1972 leaned heavily upon providing rebroadcasts of educational material from Channel 12 Urbana for more convenient viewing by District 118 classes. These rebroadcasts, while representing 28% (see Illustration I) of the total instructional programming for the two years, were reduced from 104.81 hours for the 1972-1973 to 92.26 hours for the 1973-1974 year. This represents a 12% reduction. The reduction of Channel 12 rebroadcasts occurred as a result of purchases of high utilization Channel 12 programs for inclusion into the Channel 11 inhouse collection.

This has resulted over the period in a 300% increase in the use of the inhouse collection as a source of instructional programming from 1972-1973 to 1973-1974. Illustration I shows a 43% composition of the inhouse collection in instructional programming

TABLE II

A MONTHLY COMPILATION OF HOURS OF INSTRUCTIONAL  
PROGRAMMING AS TO CHANNEL 12 REBROADCASTS, LOCAL  
PRODUCTIONS, RENTAL PROGRAMS, AND INHOUSE COLLECTIONS

Date	Channel 12	Local Productions	Rental Programs	Inhouse Collections
1972				
September	1.25	.66		.25
October	6.57	.33	3.59	4.58
November	9.32	1.41	13.00	1.75
December	6.24	9.65	5.50	2.50
1973				
January	8.32	2.74	13.00	20.26
February	10.24	4.16	4.50	11.08
March	25.24	16.56		7.70
April	16.98	9.81	18.34	3.09
May	20.65	13.90	9.23	19.92
1973				
September	2.75	1.32		25.81
October	10.65	7.05		41.65
November	11.32	5.48		21.17
December	8.41	7.75		12.76
1974				
January	15.24	4.20		21.85
February	12.57	16.62		32.01
March	13.07	7.24		17.76
April	10.50	13.42		16.06
May	7.75	12.66		25.19

for the two years. However, this rose from 23% the first year to 56% the second year.

A considerable reduction in the use of rental programs for instructional purposes occurred during the period. During 1972-1973 rental programs occupied 22% of the instructional air time. Most of these programs were funded through the state gifted program. This funding terminated May, 1973. This accounted for the reduction of rental programs from 67.16 hours during the first year to no hours during the second year.

## ILLUSTRATION I

### A COMPARISON OF TOTALS FOR THE COMPOSITION OF INSTRUCTIONAL PROGRAMMING SEPTEMBER 1972 THROUGH MAY 1974

	% of Total Instructional Programming												
	0	10	20	30	40	50	60	70	80	90	100		
Channel 12				28%									
Local Production				20%									
Rental Programs			9%										
Inhouse Collection				43%									

Finally, local productions have shown a steady increase over the study period. Illustration I reflects a 20% composition of local production in total instructional programming. Of the total 134.96 hours of local production in instructional programming, 44% of it was aired in 1972-1973, and 56% aired during the 1973-1974 school year. This represents a 12% increase during the second year.

Table III indicates the use of instructional programs for the spring period. The questionnaire did not ask for viewers of individual programs that might have been watched, but rather, stressed regular viewing. A comparison of the total students watching regular programming in relation to the number of students included in the survey indicated that approximately 49% of the potential audience was being reached.

The results, as indicated in Table IV, show both the Channel 11 and Channel 12 audiences.

TABLE III

SURVEY OF REGULAR PROGRAMS WATCHED BY STUDENTS ON  
CHANNEL 11 OR 12 DURING SPRING SEMESTER 1973

<u>Program</u>	<u>Number of Students Viewing Program</u>
Science Corner I	58
Science Corner II	52
Primary Art	39
Science is Everywhere	90
Science is Discovery	29
Exploring the World of Science	714
Self Discovery	71
Lands and People of the World	173
Science Land	126
Ripples	337
This, Our Country	170
Stepping into Rhythm	115
Science is Searching	120
Community of Living Things	70
Geography	76
Wonder Why	19
Sing-Children-Sing	18
Alive and About	100
Cover to Cover	23
All About You	70
Word Magic	100
Imagine That	94
Electric Company	584
Sesame Street	199

A total of 7628 students were involved with instructional television during the period of this survey. However, a major number of the programs were in series and shown each week. Therefore, the actual number of students involved would be 3814. This number more closely resembled the results of the survey portrayed in Table III. It did represent a 10% increase in viewers over the spring of 1973.

TABLE IV

SURVEY OF PROGRAMS STUDENTS WATCHED ON CHANNELS 11 AND 12  
DURING THE PERIOD OF OCTOBER 15 - 26, 1973

<u>Program</u>	<u>Number of Students Viewing Program</u>
Alive and About	80
All About You	230
B.B.'s Cover the Globe	590
Community of Living Things	106
Cover to Cover	96
Creating Art	38
Distar	19
Electric Company	1070
Energy Crisis	156
Exploring the World of Science	895
The Fossil Story	55
Halloween Special	73
Imagine That	182
Inside/Out	585
Lands and People of the World	23
Mulligan Stew	1282
Out of Order	42
Project Survival	1110
Ripples	254
Sesame Street	256
This, Our Country	96
Word Magic	259
The Word Smith	104
Expo Science 5	27

Table IV also reflects the growing change in the Channel 11 programming. The inhouse collection of video tape programming was increased considerably starting in September, 1973 (see Table II). The utilization of these programs shows for the first time in the fall 1973 survey. The three inhouse series, B.B.'s Cover the Globe, Mulligan Stew, and Project Survival represented 39% of the television audience for the two week period.

TABLE V

A SURVEY OF PROGRAMS STUDENTS WATCHED ON CHANNELS  
11 AND 12, DURING THE PERIOD OF FEBRUARY 11-15

<u>Program</u>	<u>Channel</u>	<u>Number of Students Viewing Program</u>
Alive and About	12	39
All About You	11	50
B.B.'s Cover the Globe	11	48
Black Frontier	11	24
Black History Week (Oaklawn)	11	121
Black History Week (Washington)	11	119
Community of Living Things	12	13
Cover to Cover	12	27
Electric Company	12	430
Exploring the World of Science	11	331
Exploring the World of Science	12	194
Expo Science 5	11	92
Expo Science 6	12	27
Imagine That	12	50
Inside/Out	11	418
Inside/Out	12	65
Mulligan Stew	11	302
Noise is Pollution Too	11	24
Reading Skills Series	11	28
Ripples	11	238
Sesame Street	12	154
Take Time for Your Teeth	11	23
This, Our Country	11	15
This, Our Country	12	52
Word Magic	12	41
Word Smith	12	20

The four programs Distar, The Energy Crisis, The Fossil Story, and The Halloween Special indicated a combined audience of 303 students.

This brought to 3285 the identifiable number of viewers each week for Channel 11 during the two week period.

The results of the February survey were compiled over one



week. Table V shows most accurately of the three surveys the weekly utilization of Channel 11 programs. During the period of the survey 2945 students viewed instructional television. Of this total, 1833 students watched programming on Channel 11 and 1112 watched programming on Channel 12.

The more precise breakdown of viewing as shown in Table V as to channel usage helps to clarify the fall survey. The programs Exploring the World of Science and Inside/Out were a part of the Channel 11 inhouse collection but were also shown on Channel 12, Urbana. The fall survey made no distinction as to which programming was being utilized. However, the February, 1974 survey indicates that 58% of those using Exploring the World of Science viewed it on Channel 11, and 86% of those viewing Inside/Out likewise used Channel 11.

#### Requested Programming

Table VI portrays those requests. During the year, Channel 11 played 313 requested programs. This was broken down to 156 initial requests. Many of these were for one time showing. However, 157 additional programs were requested as a part of a series.

#### Evaluation of Major Inhouse Instructional Series

The October survey, shown on Table IV, displays for the first time the three Channel 11 program series: Mulligan Stew, Project Survival, and B.B.'s Cover the Globe. While the survey results would have some importance in assessing the value of these programs,

TABLE VII

A COMPILATION OF PROGRAM REQUESTS  
BETWEEN OCTOBER 1, 1973 AND MARCH 8, 1974

<u>DATE</u>	<u>NEW</u>	<u>CUMULATIVE</u>	<u>TOTAL</u>
10/1 - 10/5	4		4
10/10 - 10/12	4	1	5
10/15 - 10/19	6	1	7
10/22 - 10/26	12	1	13
10/29 - 11/2	14	1	15
11/5 - 11/9	19	5	24
11/12 - 11/16	10	9	19
11/19 - 11/21	4	8	12
11/26 - 11/30	9	7	16
12/3 - 12/7	0	9	9
12/10 - 12/14	2	12	14
12/17 - 12/21	7	10	17
1/7 - 1/11	3	14	17
1/14 - 1/18	6	8	14
1/21 - 1/25	5	11	16
1/28 - 2/1	6	8	14
2/4 - 2/8	13	8	21
2/11 - 2/15	17	12	29
2/18 - 2/22	10	10	20
2/25 - 3/1	2	11	13
3/4 - 3/8	3	11	14
	<u>156</u>	<u>157</u>	<u>313</u>

more valuable indicators could be established from a direct evaluation of each of the series. Each of the series was specifically inscribed in the Danville Curriculum Plan to a specific grade level. The Mulligan Stew series of programs were on nutrition and designed for fifth and sixth grade students. Teachers were asked to rate each of the four questions on a 1 to 5 scale; poor to excellent.

The average results in all questions ranked between good and excellent, confirming the reason for its high response on the October survey.

TABLE VII

## AN EVALUATION OF MULLIGAN STEW BY 4TH AND 5TH LEVEL TEACHERS

1. What was the students reaction to the series?	4.41
2. Did the students learn?	3.90
3. Did the series fit in with the curriculum?	4.17
4. Quality of the series?	3.80

The second instructional series evaluated was Project Survival, eleven (11) programs for fifth grade map skills. The results are shown in Table VIII. The series also received high ratings. All teachers who used the series indicated that they would use it again the next year.

TABLE VIII

## AN EVALUATION OF PROJECT SURVIVAL BY 5TH LEVEL TEACHERS

1. What was the students reaction to the series?	4.45
2. Did the students learn?	3.90
3. Did the series fit in with the curriculum?	4.26
4. Quality of the series?	4.42

The third inhouse instructional series evaluated was a fourth grade map skills format containing twelve (12) programs. The evaluation of B.B.'s Cover the Globe received the lowest rating of the three (3) series. However, the rating was still good or above in

all of the categories as shown in Table IX.

TABLE IX

AN EVALUATION OF B.B.'s COVER THE GLOBE BY 4TH LEVEL TEACHERS

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1. What was the students reaction to the series?	4.09
2. Did the students learn?	3.72
3. Did the series fit in with the curriculum?	4.18
4. Quality of the series?	3.27

---

---

Each of the three tables contain a similar piece of confusing information. Each of the series rank above 4 in the area of student reactions to the series. All three programs ranked above 4 in application to the curriculum. Two of the three series ranked above 4 as to the total quality of the series. Yet, each of the series rated below 4 as far as student learning. A review of the individual evaluations shows that a few teachers rated student learning low despite giving high ratings to the other questions. These responses were enough to lower the average for the student learning questions. There is no data to explain the dichotomy in these few evaluations.

AN ASSESSMENT OF THE USE OF CHANNEL 11 FOR  
SPECIAL EVENTS AND COMMUNITY SERVICE PROGRAMS

Programming

The special events programs on Channel 11 have been those locally produced programs with students in the Danville Public

Schools involved in the performance. The programs were usually instructional in nature but may have had a special interest to people within the community. Such programs, if scheduled during the school day, were tabulated as instructional programs and would be compiled as local productions. They would be found in Table II. However, the same programs shown during the evening hours for community viewing would be tabulated as a special events offering. Table X contains the month by month data of all special events programming during the study. This form of programming represented only 12% of the total air time for the two years.

Garfield Survey

The first survey type was to a primary audience. This survey was a total survey to that group of people known to have a special interest in a particular program (see Appendix D).

TABLE X

A MONTHLY COMPILATION OF SPECIAL EVENTS PROGRAMS BETWEEN SEPTEMBER 1972 AND MAY 24, 1974

1972-1973		1973-1974	
September	1.91	September	1.99
October	6.99	October	6.88
November	4.41	November	2.50
December	11.41	December	16.91
January	1.75	January	7.61
February	7.41	February	10.65
March	6.99	March	7.33
April	7.97	April	9.00
May	11.02	May	8.16
Total	59.86		<u>71.03</u>
			<u>130.89</u>

The results shown in Table XI indicate a total of 536 people watched the three programs. The program, United Nations Children, was viewed by 38% of its primary audience. The Veteran's Day program was viewed by 50% of its primary audience, and Project Survival was viewed by 32% of those surveyed.

Each of those surveyed had a special interest in at least one of the three programs, and 20% of the respondents had a special interest in more than one of the programs.

TABLE XI

A SURVEY OF GARFIELD SCHOOL PARENTS ON AUDIENCE PENETRATION OF SPECIFIC SPECIAL EVENTS PROGRAMS

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Did you watch the following Garfield School productions on Channel 11?

United Nations Children

Yes	63
How many watched this in your home?	149
Total watched	171
Unanswered	10
No	89

Veteran's Day Program

Yes	81
How many watched this in your home?	208
Total watched	236
Unanswered	8
No	73

Project Survival

Yes	52
How many watched this in your home?	117
Total watched	129
Unanswered	10
No	100

---

Fairchild Survey

A second survey was sent to the Fairchild Elementary School on January 21, 1974 (see Appendix E).

A total of 203 questionnaires were returned. Of these, 188 indicated that they did have cable TV, 14 answered no, while one questionnaire did not answer the question. The data as shown in Table XII again indicated high viewership. A total of 83% of the primary audience indicated that they did view the program.

TABLE XII

A SURVEY OF FAIRCHILD SCHOOL PARENTS ON AUDIENCE  
PENETRATION OF SPECIFIC SPECIAL EVENTS PROGRAMS

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Total number of surveys returned	203
Do you have Cable TV?	
Yes	188
No	14
Unanswered	1
Did you watch the Fairchild Christmas program Sunday, December 22 and Tuesday, January 15 on Channel 11?	
Yes	157
No	31
Unanswered	1
(6 do not have Cable TV, so went to friend's home to see program)	
How many, including yourself, watched this program in your home?	695
(number of papers answered "more than 5")	63

---

---

The 63 surveys that indicated "more than 5" viewed the program bring the total who viewed the program to at least 758.

## Electronic Line Frequency Count

The return data from the telephone company indicated only 39 attempts to call the requested number. Later data received from the telephone survey did show some problems with this data. (See Appendix C). One third of those responding on the telephone survey indicated that they had failed to participate in the electronic line frequency count although they had viewed the program.

A total of 33% of the respondents indicated the use of the message wheel on some regular occasion.

However, only 40% of the respondents indicated that they had children in the public schools. The 33% of the total survey actually represents 82% of those respondents indicating school age children. Parents having children in school would have to be classified as the primary audience for the message wheel. Most of the information displayed was directed specifically to their needs.

## Telephone Survey

Several types of programs were surveyed. The first type was classified as student plays. A total of 21% of those interviewed indicated viewing at least one program of this type during the year.

A further breakdown indicated that of the 21 positive responses, 15 were those with children in the public schools and six indicated no children in school. The latter group each indicated that they had viewed their grandchildren in a performance.

Consequently, the primary audience of 40, who responded that they did have children in the public schools, represents approximately 4000 households in the community. An estimated 37%, or 1480, of these households had viewed at least one program classified as



a student play during the 1973-1974 school year. An additional 6% of the community classified as not having children in the public schools also viewed this type of program. This would add another 600 households.

In total, 2080 homes were estimated to have viewed one of these programs during the year.

It can be estimated with 70% assurance that between 1300 and 2900 households viewed one or more student plays on Channel 11 during the 1973-1974 school year.

The second type of program survey was the student musical. A larger percentage indicated that they had viewed a musical. However, the 28% results also carry a higher primary audience than the school play category due to the increased participation in this area by junior and senior high students.

The 28% total audience estimate breakdown to 21% who had children in the Public Schools and 7% who did not have children in school. Again, a majority of the 7% represented grandparents watching grandchildren perform. A total of 5% fell in this category. The remaining 2% were members of the community who watched the programs simply because they enjoyed the performances.

The primary audience for this category still represented the households in the community having children in the Public Schools. For this audience, 52% had viewed at least one program during the year.

The margin of error was again calculated by sampling error

and sample size. The sampling error is reflected as plus or minus 10.08%. The possible deviation by the size of the sample in Belden was 9.2%; an .88% dichotomy in the two calculations. Using the higher error factor, the households viewing a student musical during the year would fall between 1800 and 2800.

The third area of assessment involved sporting events shown on Channel 11. Most major sports received some coverage during the year. This area received the highest audience response of all of the categories. A total of 36% of the community viewed at least one sports program during the 1973-1974 year. However, it also reflects the highest error factor of any of the programs listed on the survey. By calculation, the sampling error can be 11.52% either side of the estimate. The sample size induces an error of only 9.2%. Using the higher error unit, the number of viewing households could fall between 2450 and 4750.

The fourth area of assessment represented the first attempt in the telephone survey to identify an audience for a specific series of community interest programs.

During the two year period, a total of 44.63 hours of Community Service programs were aired on Channel 11.

Fifteen (15) respondents indicated that they had viewed at least one of the programs. A 6.3% plus or minus error was indicated in computing the sampling error and 7.1% error was portrayed due to size of the sample. Again using the higher margin of error, the spread of viewing homes could be 1500 to 2200.

The fifth area surveyed by telephone indicated that a total of 6% of the community had viewed this program. The data from the frequency count indicated that 39 persons had attempted to call during the prescribed time. There exists a wide disparity between 39 indicated households and 600 projected households. It would appear that no correlation exists. The sampling error was calculated as plus or minus 2.82% and the sample size error indicated 4.4%. The higher error margin still reflected that between 160 and 1040 households viewed the program. The difference between the electronic line frequency count of 39 households and the lowest estimated audience on the telephone survey of 160 indicates a sizable error. However, of the six respondents who indicated that they had viewed the programs, only four had participated in the electronic line frequency count. The remaining two respondents indicated that they had not participated in the earlier survey. Both respondents indicated an embarrassed suspicion of the purpose for the frequency count survey as their reason for not participating. A recalculation of these respondents would show that each of them represent approximately 100 households. They could hold the key in explaining the difference between 39 know viewers and the 160 estimated as the lowest possible audience. This indicates that the electronic line frequency count has possible error due to public fear to cooperate.

The last area in the telephone survey to be dealt with was the degree of participation of the public in the Santa Claus call-in program during Christmas week.

The program was held live for 90 minutes each of three nights. A total of 122 children called in to Santa. The telephone was active at all times during each program. The circuits were so busy that the telephone company made a special call to determine what was happening.

The telephone survey did not reflect the high audience response that had been anticipated. Only 8% of the respondents indicated that their children had viewed the Christmas call-in program. Table XIII shows the responses to questions about the call-in program.

TABLE XIII

TELEPHONE SURVEY RESULTS OF RESPONSES TO QUESTIONS  
ABOUT THE CHRISTMAS CALL-IN PROGRAM ON CHANNEL 11

Question	Response	
	Yes	No
1. Did you watch the Christmas call-in program?	8	92
2. If yes, did someone from your home try to call in?	4	4
3. If yes, did they succeed?	2	2
4. Should the program be continued?	6	2

Fairchild Santa Claus Questionnaire

A previous questionnaire to Fairchild School contained two areas of data. The first piece of data was dealt with in Table XIV. However, the second part of the Fairchild questionnaire (see Appendix E) also asked the same questions about the Santa call-in program that were asked on the telephone survey. The Fairchild

questionnaire was taken in January while the telephone survey was completed in May.

Table XIV shows the results of the Fairchild questionnaire regarding the Santa Claus Christmas program.

TABLE XIV

RESULTS OF QUESTIONS TO FAIRCHILD PARENTS  
REGARDING SANTA CLAUS CHRISTMAS PROGRAM

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Did any of your children watch Santa on Channel 11 during Christmas?	
Yes	80
No	107
Unanswered	1
Did they try to call Santa?	
Yes	47
No	137
Unanswered	5
Did they succeed in reaching Santa?	
Yes	14 (of the 47)
No	32 (of the 47)
Unanswered	1 (of the 47)
Should Channel 11 offer the Santa call-in program next year?	
Yes	151
No	16
Unanswered	21
7 who don't have Cable TV answered Yes	
2 who don't have Cable TV answered No	
5 who don't have Cable TV didn't answer	
1 who didn't answer the question concerning Cable TV also didn't answer this question	

One survey was answered unintelligently, yet was counted with the others returned.

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This more accurate survey gave different details of audience penetration than did the telephone survey. An indicated 42% of

the Fairchild households viewed the call-in program as opposed to only 8% of the total community.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Instruction

The instructional phase of the Danville Public School Television project appears well developed at the elementary school level. The availability of excellent programming at this level plus the flexibility of scheduling that meets the exact needs of instructors has done much to forward the value of this area of the curriculum.

The fact that programming existed that fit exactly within the curriculum design was a major incentive to utilization.

Secondly, the ability of instructors to work with the television staff to provide programming at the times when it was needed was also of prime importance.

Table VI reflected that 313 total programs were shown by request of instructors. This represented 55% of the Channel 11 programming for that time period. The 156 initial requests by instructors represents a sizable beginning for the concept of arranged programming.

The concept runs the risk, however, of producing a formidable nightmare in scheduling. It is inconceivable, in the long term, that each individual instructor can expect to make arrangements for their individual needs through on the air programming.

Yet, it is likewise impossible to expect that central studio constructed schedules can adequately meet the needs of instructors.

Such a remoteness could very well have tempered the value of the State of Illinois run stations such as Channel 12, Urbana.

Fortunately, the Danville Public Schools Curriculum design has a built-in organizational structure that mates well with the concept of arranged programming.

The Multi-Unit organizational structure of the Danville elementary schools reduces the number of potential requesting units from 198, which represents the number of elementary teachers, to approximately 36. The new number of requesting units would represent the number of teaching teams within the elementary schools.

While the new organization might not reduce the number of program requests, it would reduce the number of requesting units.

This reduction would simplify the scheduling matrix.

A further step to enhance utilization of instructional television within the curriculum would be to add the element of instructional design.

The use of media specialists as intermediary communicators between the television facility and the planning units would increase the productivity of televised instruction.

Last, there is presently no way to insure the value of instruction by television. The variety of responses given by teachers in evaluating the major inhouse collections of Channel 11 would lend support to the prognosis that all instructors do not deal well with televised instruction.



It is imperative that instructional television be used and evaluated within the framework of good teaching methodology.

The job of evaluation lies within the jurisdiction of the building principal. He remains a key to the success or failure of any instructional tool in support of his building program.

### Special Events

The projection of special events programs on Channel 11 appears to serve a most worthwhile function to the children and parents of the community.

Every indicator used to assess the penetration of Channel 11 to its primary audience reflected a sizable audience in this area.

Parents love to watch their children perform. To watch them perform on the magic of television adds a new and glamorous dimension to each performance.

Special events programs provide two additional benefits to the school district.

First, they provide a communication of benefits to parents. Parents are able to see some of the things their children are doing in school. And invariably, they are proud of them. This, in effect, establishes the second benefit to the schools. It enhances that special rapport that is so important between home and school in the conduct of a child's education.

It remains only to create new and valuable ways of programming that will bring more children before the camera, and thereby, bring more parents before the television screen.

Community Service programming has been the least used of

various categories. Most of the community services used have been promotional in nature. The Operation CARE Series was the first Channel 11 attempt in providing public information.

To some the survey prediction of 1500 to 2200 households was poor. However, they fail to remember that only 4177 ballots were cast in the last school Board election. By assuming that most households would have two voters, it would seem that a probable 2088 households were involved in the election of board members. This correlates well with the audience for the Operation CARE programs.

Therefore, the community service programs did penetrate the interested public. It would appear that the programs served a majority of the primary audience. It is unfortunate that apathy exists to the degree that it does. However, it is a fact of our times. To evaluate the project in its effort seems more appropriate if it does reach those members of the community who can be considered reachable.

It can be concluded from the data shown that Channel 11 has made adequate audience penetration in the categories of instruction and special events. It does have a need to promote programming in instruction that will attract students from the junior and senior high schools. However, attract is the key word. The staff of Channel 11 should maintain the guidelines of critical evaluation of programming before any purchase is made. To purchase any programming which is less than superior would pollute the concept that has caused Channel 11 to grow as it has grown during the past

two years.

Ultimately, the success of the project will be judged by the staff as whether it is filling their needs.

For the purpose of clarity, the following summary of recommendations is offered:

1. Future program purchases be made only within the framework of the Curriculum Guide.
2. Teacher and student should be involved in the evaluation of materials prior to purchase.
3. Provisions be made that programming time remain available to meet arranged programming needs of units.
4. That additional channel capacity be explored immediately with the cable corporation to assure adequate scheduling space for future needs.
5. Consideration be given to establish personnel to provide inservice to teaching teams in the effective use of television programming.
6. It remains only to create new and valuable ways of programming that will bring more children before the camera, and thereby, bring more parents before the television screen.
7. More programming is needed that will attract a useful interest on the part of junior and senior high school students.
8. A continuing emphasis should be maintained in assessing the needs of each potential or real audience to assure that the television facilities are attuned to the pulse of its community.
9. In future studies, care will be taken to reduce error by more careful selection of interviewees.

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## SELECTED BIBLIOGRAPHY

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## APPENDIX

APPENDIX A

Copy of Questionnaire for Spring 1972 Survey

TO: Elementary Teachers & Jr. High Teachers  
using Channel 11 and 12  
Instructional Television Programs

FROM: Robert L. Hoskinson

DATE: February 21, 1973

Please fill out a separate page for each program you use regularly.  
A summary of this survey will be made available throughout the  
district.

Name \_\_\_\_\_

Building \_\_\_\_\_

Grade Level \_\_\_\_\_ No. of students \_\_\_\_\_

Name of TV Program \_\_\_\_\_

At what time of day do you watch this program? \_\_\_\_\_

- |  | <u>Poor</u> | <u>Circle one</u> |   |                  |   |
|--|-------------|-------------------|---|------------------|---|
|  |             | <u>Good</u>       |   | <u>Excellent</u> |   |
| 1. Quality of instruction?   | 1           | 2                 | 3 | 4                | 5 |
| 2. Students reaction?  | 1           | 2                 | 3 | 4                | 5 |
| 3. Picture quality?  | 1           | 2                 | 3 | 4                | 5 |
| 4. How does this series fit in with our curriculum?  | 1           | 2                 | 3 | 4                | 5 |
| 5. Do you plan to continue using televised instruction?  | _____       |                   |   |                  |   |
| 6. Do you have a copy of the guide?  | _____       |                   |   |                  |   |
| 7. Are there any programs that you cannot use because they are on at the "wrong" time for you? Which programs? Time most suitable for you? | _____       |                   |   |                  |   |
|  | _____       |                   |   |                  |   |
| 8. Are you using a color set?  | _____       |                   |   |                  |   |
| 9. Would you be willing to work with this office in finding specific   | _____       |                   |   |                  |   |

programs that will assist you in your units of instruction?

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10. Have you watched any special programming on Channel 11? Holiday Specials? Black History? Ecology, etc? \_\_\_\_\_
11. Do you feel generally that these are valuable and should be continued? \_\_\_\_\_
12. Would you like information on how Channel 11 might assist you in your classroom? Yes \_\_\_\_\_ No \_\_\_\_\_

WE MUST HAVE THIS INFORMATION BACK IN OUR OFFICE NOT LATER THAN FRIDAY, MARCH 2. Thank you!



APPENDIX B

Copy of Survey for Fall 1973 and Spring 1974

TO: All Teachers in the Elementary Schools and Jr. High Schools

FROM: Robert L. Hoskinson  
Coordinator Gifted Program

DATE: October 11, 1973

We are asking your help in determining the exact uses of the many TV programs that are available to you over Channel 11 and Channel 12. For the next two weeks only, we are asking that each teacher who views a program with her class to fill out a small card which asks for the date, name of program, whether it was viewed on Channel 11 or 12, and how many students viewed it. A card should be filled out for each viewing.

These cards should be available on the stands beneath the TV sets. However, if you do not find them there, please contact your Audio Visual Coordinator. We will not do this often during the year, but we are seeking a method of evaluating the use of television to help us with our scheduling.

Thank you for your assistance.

/db

TELEVISION SURVEY CARD

\_\_\_\_\_ date

Name of Program \_\_\_\_\_

Program viewed on Channel \_\_\_\_\_

Number of students that viewed program  
\_\_\_\_\_

APPENDIX C

Telephone Questionnaire for Channel 11 Television Survey

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INTRODUCTION - This is \_\_\_\_\_ from the Danville Public Schools. May I speak to Mr. or Mrs. \_\_\_\_\_?

We are making a survey to find out what kinds of programs people watch on our School District TV Channel. Will you help us by answering a few short questions?

YES \_\_\_\_\_

NO \_\_\_\_\_

(If no, apologize to them for their trouble and go to next number).

---

Begin Questions

1. Do you have cable television in your home? YES \_\_\_\_\_ NO \_\_\_\_\_

2. Do you have children in the Public Schools? YES \_\_\_\_\_ NO \_\_\_\_\_

3. Are you familiar with the School District's Channel? \_\_\_\_\_

4. How often do you view the school messages on Channel 11?

\_\_\_\_\_ Often

\_\_\_\_\_ Sometimes

\_\_\_\_\_ Never

5. Would you indicate if you have looked at one of the following types of programs during this school year on Channel 11?

A. Student Play YES \_\_\_\_\_ NO \_\_\_\_\_

If yes - WHEN AND WHAT SCHOOL \_\_\_\_\_

B. School Musical YES \_\_\_\_\_ NO \_\_\_\_\_

C. Sports YES \_\_\_\_\_ NO \_\_\_\_\_

D. Santa Claus call-in YES \_\_\_\_\_ NO \_\_\_\_\_

If yes - did someone from your home try to call in?

YES \_\_\_\_\_

NO \_\_\_\_\_

If yes - did they succeed? YES \_\_\_\_\_ NO \_\_\_\_\_

Should the Santa Claus call-in be continued? YES \_\_\_\_\_

NO \_\_\_\_\_

E. Did you view any of our Operation CARE programs explaining the School District's desegregation plan? YES \_\_\_\_\_

NO \_\_\_\_\_

F. Did you watch the Danville High School television production of Midsummer Nights' Dream? YES \_\_\_\_\_ NO \_\_\_\_\_

G. Can you think of any program you have watched that we haven't asked about?

Thank you for helping us.

APPENDIX D

November 26, 1973

Garfield School Television Survey

Dear Parents:

Would you please help us by filling out this short questionnaire and returning it to school with your child tomorrow?

Do you have Cable Television?

Circle One  
Yes No

Did you watch the following Garfield School productions on Channel 11?

Circle One

United Nations Children

Yes No

How many watched this in your home? \_\_\_\_\_

Veteran's Day Program

Circle One  
Yes No

How many watched this in your home? \_\_\_\_\_

Project Survival Project

Circle One  
Yes No

How many watched this in your home? \_\_\_\_\_

Do you watch other Channel 11 programs? Never Sometimes Often

Do you have suggestions for Channel 11 programs?

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Thank you for helping us to evaluate and make our programming more effective.

APPENDIX E

Fairchild School Television Survey

Dear Parents:

Would you please help us by filling out this short questionnaire and returning it to school with your child tomorrow?

	<u>Circle One</u>					
Do you have Cable Television?	Yes	No				
Did you watch the Fairchild Christmas program Sunday, December 22 and Tuesday, January 15 on Channel 11?	Yes	No				
How many, including yourself, watched this program in your home?	1	2	3	4	5	more than 5
Did any of your children watch Santa Claus on Channel 11 during Christmas?	Yes	No				
Did they try to call Santa?	Yes	No				
Did they succeed in reaching Santa?	Yes	No				
Should Channel 11 offer the Santa Claus call-in program again next year?	Yes	No				
Do you have suggestions for Channel 11 programs?						

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