

THE VIABILITY OF CABLE TELEVISION AS A COMMUNITY  
EDUCATION DELIVERY SYSTEM IN A SELECTED  
MARKET, TULSA, OKLAHOMA

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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Introduction

Community Education is a relatively new concept, and one that has changed considerably over the years. One of the recent changes noted in community education has been the limited introduction of cable television as a delivery system, thus increasing the potential for impact. This research assesses the influence of cable television on community education programming in Tulsa, Oklahoma. Tulsa, with an estimated population of 428,000 in 1978, has established an active community education program.

The term, Community Education, is confusing to many participants as well as to the general public, and thus must be delimited and defined. For example, during an Advanced Management Development Program at Harvard University in September 1977 the investigator questioned thirty classmates on the subject, "What is community education?" Not one person had a definitive answer, and there was much disagreement. The following discussion sets the stage for this researcher's acceptance of a definition, stated later in this chapter.

While community education got its start through the school system nationally, the thrust has changed. The school's participation is no longer mandatory though still highly desirable. Anderson (1972) indicated that the rapid growth of community education has been one of the

foremost national educational oriented trends during the past decade. This growth has been evident through advances on a number of action fronts. The increasing support of community education by the federal and state governments, by professional associations, and by other important non-governmental agencies and organizations has been of particular significance. Another key factor has been the development of a large number of resource materials for use in the interpretation and promotion of community education.

Kerensky (1972) alluded to the two schools of thought with respect to control of community education which developed in the 1960's; i.e., one advocating complete community control; the second appealing for community involvement in the decision-making procedures. Kerensky further noted:

Trends in the ten years preceding 1972 centralized schools to the point where little diversity was allowed. The result was the alienation of local citizens, as was apparent in the busing issue, for example. The fundamental issue may well be that decisions about how schools should be managed have been taken away from the people. They are now merely asked to pay for them (Phi Delta Kappan, 1972, p. 160).

Various authors defined community education differently. Seay (1974, p. 11) described it as "the process that achieves a balance and a use of all institutional forces in the education of the people - all of the people - of the community," Kerensky (1972) also referred to community education as a process. He stated:

As a process it lends itself more to description than definition. By definition, a process is a set of actions or changes in form. Consequently, efforts to define community education, to nail down the philosophy in terms of product, run the risk of freezing the concept. The rationale of providing community involvement through a partnership with educational leaders often runs headlong into the establishment's goals for accountability through behavioral

objectives. The current press for behavioral objectives in American education grows partly out of an orthodoxy that is obsessed with product (Phi Delta Kappan, 1972, p. 159).

Community education is not a new way of describing the existing educational structure. It is an alternative form of education that provides new dimensions, new alternatives, and new approaches to the education of an entire community (Kerensky, 1972).

Decker (1975) noted that community education encourages the development of a comprehensive and coordinated delivery system for providing educational, recreational, social and cultural services for all people in a community. Although communities vary greatly with some being richer than others, all have tremendous human and physical resources that can be identified and mobilized to obtain workable solutions to problems. Inherent in the community education philosophy is the belief that each community education program should reflect the needs of its particular community.

Wood and Seay (1974) called community education a "people concept." The active involvement of "all the people in the community" is held as an idealized goal to be worked toward. The educational needs of all the people, regardless of their age or their socio-economic status, are to be met as adequately as possible. Their financial support of the educational program is to be respected by returning educational services worthy of their support. Thus, community education accepts definite responsibilities to the people.

Carillo (1972) believed community education provides an opportunity for people to work together to achieve community and self improvement. One dedicated person can persuade individuals, agencies and organizations to offer services on a one-to-one basis, services

like tutoring, transporting students and offering backyard playgrounds.

Wilson (1974, p. 46) defined community education as a "continuing learning experience covering the lifespan of an individual and utilizing not only school plants but associated facilities. Where and when the activity takes place is of little consequence."

Conant (1963) commented that the community and the school were inseparable. In his opinion it had been well established that community and family background play a large role in determining scholastic aptitude and school achievement.

James Green (1974) viewed community education slightly differently. He stated:

Community education means opening the schools - all day, in the evenings, on weekends, and for all age groups - not only for educational projects, but also as the home base of many civic, recreational, cultural, health and social service activities. It also means a sharing of resources - physical, capital, environmental and human - and an ongoing interaction between the schools and the public, private non-profit, and business sectors. Finally, it means increased participation - and involvement by parents and other taxpayers in determining, implementing and evaluating school and community programs (Community Education Journal, 1974, p. 59).

Weaver (1969) called community education an attempt to marshal all the educational resources within the community to create a laboratory for the management of human behavior. Community education is a theoretical construct - a way of viewing education in the community, a systematic way of looking at people and their problems. It is based upon the premise that education can be made relevant to people's needs and that the people affected by education should be involved in decisions about the program. It assumes that education should have an impact upon the society it serves. It requires that all who are worthy

of the name "Community Educator" are involved in all facets of the community at large.

Seay (1974) decided that community education and those individuals who lead in the activities necessary to achieving its goals and objectives are concerned with cradle-to-crypt or womb-to-tomb learning for everyone. He believed that community education must address problems that concern groups of people without regard to age, months of the "school year," days of the week or hours of the day.

Seay believed that the community education concept requires a balance in lifelong education and a utilization of the resources of all educational agencies, and a common philosophical understanding is an ideal to be worked toward. He believed that the nearer American education can come toward it, the better will be the quality of life for the American people. Seay concluded that community education means many things to many people. It offers an opportunity for every person - man, woman and child - to continue his learning to the extent of his ability and interests.

With these ideas and definitions in mind, along with the fact that the thrust of community education is changing, the recent definition of community education by Donald C. Butler (1977) seems most applicable to this study. Butler defined community education as

. . . a social development process: the sum total of those activities and events deliberately conceived and carried out by participating public and private institutions, agencies, organizations and individuals for the purpose of serving the needs of community residents, addressing community problems, and improving community life for all citizens. Community education is people caring about people, and people working together to take deliberate positive action toward making this society a better place in which to live (AALR Reporter, 1977, p. 5).

To understand how the thrust of community education has changed, it is necessary to consider how some authors looked at the subject when the schools were serving as a catalyst for bringing community resources to bear on community problems. Minzey and LeTarte (1972) defined community education as a philosophical concept which serves the entire community by providing for all the educational needs of all of its community members. Community education uses the local school to serve as that catalyst in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization. In community education, according to Minzey and LeTarte, members of the community are made aware of the "community power" which they possess. They are shown how, by following a particular process in problem solving, they can cope with the needs of their community and bring about change. A goal of community education is that as people proceed to plan and implement cooperative ventures, they recapture a sense of involvement and community feeling, and are motivated toward further joint efforts with like-minded persons.

Bert Greene, a professor of Education at Eastern Michigan University, was quite critical of the school's role in community education in 1973 when he wrote:

What have we got? We've got a label, a trademark; and some school districts spend millions of dollars each year trying to spread that label around the country. Due in large part to the efforts of several people there now exists a community school organization on a national level and a community school journal. Now it takes a lot of money to do things like that. Hitler once said that 'if you lie often enough, people will begin to believe you.' Have we, in fact, lied to people when we talk about community schools? (Community Education Journal, 1973, p. 42).



In 1972, Kerensky indicated that another misconception was that community education is a public relations gimmick. This view holds that the educational establishment will be able to convince the community that past policies are indeed the proper policies, and that previous defeat of bond and millage elections was simply a result of public naivete or ignorance. Rather, community education should establish a process where the clients (the public) are given an opportunity to make an impact on the local educational process.

Dunn (1977) explored another different idea of community education in reporting on a survey taken at Temple University. Respondents often seemed to equate the use of school facilities by park and recreation departments as "community education." Many respondents in the Temple study claimed that community education did not do enough for special groups, girls, women and senior citizens. Some said adult programming and cultural arts were similarly overlooked. Others thought community education concentrated on what is easy - programs for children and youth that are largely athletic in scope.

Different definitions of community education have been examined. Some of the misconceptions and criticisms of community education have been discussed. Depending upon the frame of reference, community education may have a rich tradition going back over half a century to Henry Barnard, Joseph K. Hart and John Dewey or to others of more recent time, emerging from the relatively recent efforts of individuals and groups such as Minzey and LeTarte, Kerensky, Decker, Seay, Wilson, Green and others.

Whatever the perception, it is important to realize that community education has, as it has developed, been modified and changed. Kerensky

(1972) avered, "It is not frosting on the cake; it is the cake." Community education is not an extra program to be attached to the existing educational structure. Community education includes all segments of the community around the clock, twelve months a year. It calls for unlimited educational opportunities for the entire community. To continue to think of educational reform in terms of additional but separate programs of special projects and subsystems, attached to an already obsolete system, is counterproductive.

Although the potential of community education is great, Crews (1975) suggested that "one must be very careful not to overkill the idea. Promoting the idea that community education is a panacea, that it will solve all the ills, can have disastrous results. In the 1960's we felt the 'Great Society' was going to solve all the problems of America. There was an oversell that had a kickback."

Minzey and LeTarte (1977) discussed how the schools became involved in community education in the early years. They wrote

To understand the changes that have occurred in the conceptual framework of community education, one must begin with the fact that the initial concept evolved from efforts to resolve some of the more specific societal problems. The Flint, Michigan Community Education Model, for example, began as an effort to combat a growing juvenile delinquency problem. Its focus was narrow and the confines within which it was to operate were closely understood. It was thought that juvenile delinquency could be reduced by providing a variety of recreational opportunities for youth. As efforts to this end began, it became clear that other community problems had a direct bearing on attempts to reduce delinquency. Other programs were established to combat related community problems in hopes that the broader attack on community issues would result in greater success in the attacks on juvenile delinquency. As programs developed, the concept of utilizing the schools as an agency to deal with these problems emerged (Journal of Teacher Education, 1977, p. 28).

Porter (1977) described how community education has progressed beyond expectations. Ten years ago there were none, while today there are over 35 state associations for community education that are growing stronger and larger every year. The Community Education Association is just ten years old and its membership is increasing rapidly.

Community education in the future should be established on the premise that people must be involved in community decisions that affect them; on process rather than program. For if community education remains committed only to providing program opportunities, it will fail. These words best describe what education must become:

'Tomorrow's school will be the school without walls - a school built of doors which open to the entire community. Tomorrow's school will reach out to places that enrich the human spirit; to the museums, to the theaters, to the art galleries, to the parks and rivers, and mountains . . . Tomorrow's school will be the center of community life for grownups as well as children, as shopping centers for human services . . . It will employ its buildings around the clock, its teachers around the year. We just cannot afford to have an \$85 billion plant in this country open less than 30 per cent of the time' (President Lyndon B. Johnson, 1966).

In July 1977 at Minneapolis, the National Education Association (NEA) Representative Assembly passed the following resolution:

National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems. The NEA believes that community education: (a) encourages expanded utilization of school facilities by the total community; (b) encourages and strengthens adult, vocational and technical education programs; (c) increases awareness and heightens public responsiveness to the educational system; (d) provides for more productive use of leisure time; (e) promotes inter-agency and interpersonal cooperation; and (f) creates a better environment for all.

Seay (1974) believed responsibility for the operation of community education programs include planning, organizing and executing

an effective public communication program. The democratic theory of government is based on the premise that citizens have a right to information about public services. Even private educational agencies have the responsibility of reporting to their constituencies.

Gamm and Wager (1975) suggested that community education professionals need to expand their focus in the development of community education efforts relative to local government to encompass a state-wide multi-policy problem perspective. With such a perspective it is likely that significant progress can be achieved in the development of the area of community education and local government.

The first Community Education Development Act was introduced in Congress in 1971 by Senator Frank Church of Idaho. This bill was finally passed and signed by the president in 1974. Forty-five million dollars was authorized over a three year period, ending July 1, 1978. Under this act, a community education program was defined as

. . . a program in which a public building, including but not limited to a public elementary or secondary school or a community or junior college, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural and other related community services for the community that the center serves in accordance with the needs, interests and concerns of that community.

The Commissioner of Education was authorized to make grants to state educational agencies and to local educational agencies to pay the federal share of the cost of planning, establishing, expanding and operating community education programs. Fifty per cent was to go to state and 50 per cent to local educational agencies.

Legislation passed by Congress and signed November 1, 1978, by President Carter would create, with federal and state support,

community education programs on a nationwide basis. Congress authorized federal funding of 20 million dollars for the fiscal year 1979 for grants to local education agencies, increasing to 30 million dollars by 1981 and back to 20 million dollars before the law expires in 1983. State programs of community education are authorized the following totals over the next five years: 1979 - 40 million dollars; 1980 - 50 million dollars; 1981 - 60 million dollars; 1982 - 50 million dollars; and 1983 - 40 million dollars.

These figures represent a total of 360 million dollars in state and federal funds over the next five years, authorized, but not yet appropriated. Actually, according to Dorothy Stanley, staff assistant in the community education area of the Department of Health, Education and Welfare, 3.18 million dollars, or less than 1 per cent of the authorized amount, were actually appropriated in fiscal year 1979, as an extension of the Community Schools Act of 1974. A further breakdown showed that of this total, 1.4 million dollars went to local educational agencies, 1.4 million dollars to state educational agencies, and .38 million dollars to institutions of higher education. It is quite obvious that there is a great discrepancy between the amount of money authorized and the amount of money actually appropriated. In each of the last three fiscal years, 17 million dollars was authorized, but only 3.5 million dollars was appropriated. For fiscal 1980, the Community Schools and Comprehensive Community Education Act of 1978 will be the funding unit, but the level has not yet been established.

Community educators have the vast communication technology, and media such as television, radio, news printing processes, economical

sound reproduction and film at their command. These techniques of public communication combined with an active public interest provide community education professionals unprecedented opportunities to generate widespread support for expanded programs, via cable television.

#### Purpose of the Study

In these days of declining enrollments in many states and overall accountability, community education and those who produce programs dealing with community education are desirous of knowing what programs should be produced, by whom and for what purpose, in order to be able to justify their requests for funds. These funds may come from a variety of sources: state appropriations, federal grants, private endowments, city-county government, foundations, trusts, corporations and individuals.

The purpose of this study was to determine what programs viewers watch on cable television, if they watch at all, and at what times, in order to provide community education leaders with guidance on what times and days are best for their programs. Once this has been determined, types of programs cable television viewers want to see may be produced by community educators.

#### Limitations of the Study

Several limitations were inherent in this study.

1. At the time of this study, March - May, 1978, approximately 50 per cent of Tulsa, Oklahoma, was wired for cable television, and in the wired area only about 43 per cent of the population were

subscribers. The area surveyed is a fairly compact zone which may not be a true cross-section of Tulsa's overall population. The survey instrument assessed the demographic makeup of the area, which on examination seemed primarily middle to upper-middle class. A map of the surveyed area is included in the Appendix.

2. The survey covered the eight major channels of a 30-channel band. Included were the three major network channels - 2, 6 and 8, the public or educational channel - 11, the community education public access channels 24 and 26/27, and the Home Box Office channel - 14. All channels were not surveyed for programs but were referred to by some respondents in a general way. These included out-of-state stations in Fort Worth, Texas; Kansas City, Missouri; and two in Dallas, Texas. There were also channels supplying time and weather reports, a program guide, subscriber information, classified ads, stock market, business news, a religious channel, a children's channel and other channels which are considered information channels. These are referred to as character generator channels, offering news, sports, scores and standings, etc. A listing of these channels is included in the Appendix.

3. The possibility exists that the sample could be skewed in that a fee is assessed to subscribers, and some people living in the wired area may find this to be a financial strain.

4. The investigator did not use classically defined income groupings in anticipation that income of heads of households in Tulsa was appreciably above the national average. Five income categories were selected: under \$10,000, \$10-\$15,000, \$15-\$20,000, \$20-\$25,000, and over \$25,000. Once responses to the study were tabulated, it was decided that since some categories had so few responses, they should be

collapsed even more, to three: under \$15,000 (low), \$15-\$25,000 (medium), and over \$25,000 (high). The U. S. Bureau of the Census no longer rates income groups in these categories. They rate poverty-level cutoffs for farm and non-farm families.

Similarly, the five selected levels of education were collapsed to two, because of the few responses at the lower end. The levels finally selected were: High-school-graduate or lower and College-graduate or higher. These breakdowns would not necessarily hold true in rural communities or large, metropolitan, inner-city areas, as income and education would both be considerably lower.

While the survey was underway, an eight-million dollar expansion of the Tulsa Cable Television system was started, according to Mark Savage, company president. This area, when added, would give 95 per cent of Tulsa's residents cable availability. This does limit the study, as the results of a larger area would be much more representative and likely different.

#### Definition of Terms

The following is a list of special terms used in the study. An explanation of these terms should aid the reader in his understanding of the study.

Community Education - a social development process; the sum total of those activities and events deliberately conceived and carried out by participating public and private institutions, agencies, organizations and individuals for the purpose of serving the needs of community residents, addressing community problems, and improving community life for all citizens. Community education is people caring about people, and people working together to take deliberate positive action toward making this society a better place in which to live (Butler, 1977, p. 5).



Ascertainment - an on-going policy required of radio and television stations by the Federal Communications Commission to determine perceived needs of the community of license, which must be considered by the station operating in the public interest. It is required in all station license renewals every three years. Records must be kept annually on procedures followed by the station.

Community Education Cable Television Program - any program produced by the Tulsa public access channels (24 and 26/27) that relates directly to the citizens of Tulsa, Oklahoma. This includes anything which fits into the curriculum of the Tulsa public schools or into the perceived needs of the Tulsa community.

Community Education Channels - known also as public access channels. These are the channels donated by the cable operator to the public for the airing of their views, needs and interests.

Demographics - audience composition data, including age, sex, income level, education, ethnic group, etc.

Prime-Time - period of time in a broadcast day from 7 p.m. to 10 p.m. (local time), when all major networks feed their top-notch programs.

Tulsa Cable Television - owner of the cable television franchise in Tulsa, Oklahoma, and supplier of channels 24, 26/27 and 28 for public access. In all, 30 channels are available on Tulsa Cable.

Home Box Office (HBO) - offering special movies and other diversified programming at additional monthly cost. Only cable subscribers may purchase this service.

OETA - Oklahoma Educational Television Authority, licensee of Channels 11 in Tulsa, 13 in Oklahoma City, 3 in Eufaula, and 12 in Ardmore, and affiliated with the Public Broadcasting Service (PBS).

Channel 11 - the OETA-licensed satellite to Channel 13 in Oklahoma City. A non-commercial station, simulcasting all Channel 13 programs.

Channel 24 - licensed to the City and County governments of Tulsa, with studios located in the Tulsa Library. A public access channel, supported by tax dollars.

Channels 26/27 - licensed to the Tulsa Public School system, studios at the Educational Service Center, NE corner of 31st and New Haven in Tulsa. Both channels are public access channels.

Channel 28 - a public access channel assigned to the Tulsa universities, but not being used at this time.

Commercial Channels - those channels available to cable subscribers in Tulsa which are regularly licensed commercial or non-commercial (religious) stations as defined by the Federal Communications Commission. For this particular study, we are concerned with channels 2, 6 and 8.

Viewing Time - light viewers (low utility) - four program types or less regularly viewed by respondents. Heavy viewers (moderate-to-high) five program types or more regularly viewed by respondents.

The Federal Communications Commission (FCC Form 342, Section IV, 1977) defined educational programs as follows:

Instructional - includes all programs designed to be utilized by any level of educational institution in the regular instructional program of the institution. In-school, in-service for teachers, and college credit courses are examples of instructional programs.

Public Affairs - includes talks, discussions, speeches, documentaries, editorials, forums, panels, round tables, and similar programs primarily concerned with local, national and international affairs or problems.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

A search of the literature revealed several studies dealing with the use of cable television as a delivery system for community education programs. The review of the literature for this study was necessarily restricted to the following areas of investigation: (1) Historic perspective of community education, (2) television as a teaching tool, (3) an overview of cable television, (4) cable television research, and (5) the programming of cable.

#### Historic Perspective of Community Education

Community education, as we know it, has evolved from the modest experiment begun in Flint, Michigan, in 1936 to something much more: a movement, a dynamic force for change, an idea which provides a framework within which continuous innovation, renewal and rebirth occur - an educational concept which assumes many forms as it is practiced in communities across the nation.

Community education began as an experiment using existing public school facilities for recreation. Visionary leaders like Frank Manley and Charles Stewart Mott observed, however, that such a limited concept left attended far greater needs such as providing strategies for helping people help themselves. Manley was a teacher in the Flint school

system and captured the interest of Mott, who was the largest single shareholder in General Motors in 1954, by a service club speech he made in 1935. Mott, who later became president of the Mott Foundation, gave Manley \$6,000 for the first year of programs to be conducted in the Flint public schools. Thus, community education began to evolve under guiding principles set forth in the purpose of the Mott Foundation:

"To produce citizens of strength and quality, each of whom accepts his full responsibility as a citizen, in a community dedicated to democracy and free enterprise."

These principles were further set forth in the Mott Foundation's Annual Report (1974):

1. Opportunity motivates human growth.
2. Citizens in partnership comprise community.
3. Community viability springs from effective community systems.
4. Leadership mobilizes the community process (p. 1).

In this report, community education was reported to exist in over 4,400 public school sites in 1974-1975. Programs are now found in communities of all sizes, ranging from small rural to the metropolitan areas.

#### Television as a Teaching Tool

Joseph A. Califano, Jr., Secretary of Health, Education and Welfare, speaking to a college entrance examination board meeting in October, 1977, declared, "By the time students enter first grade they have watched 3,000 to 4,000 hours of television; when they leave high school, they have spent more time in front of the television set than in the classroom. Television is often blamed for educational 'short-comings'." Former Federal Communications Commissioner Nicholas

Johnson (1972) stated that children spend more time watching television than in any other single activity except sleep. The National Association of Educational Broadcasters annual report (1977) estimated that some fifteen million students in the United States utilize television as a part of their formal education. Fields (1977) described this as an unquestionably considerable amount of time at the set which used to go into homework and into reading and writing.

Susan Hawkins-Sager (1978) believed television, for better or worse, has had an impact on all our lives. Whether we watch television stations direct or go through a cable system to view additional stations from distant points, the whole idea of informing and educating more people every day by this means is apparent. Television and cable have both been utilized by school systems to perform their functions during severe weather such as cold, snow and violent storms. A number of communities turned to their public broadcasting stations for assistance. The winter of 1977-78 saw television used to educate in such places as Huntington, West Virginia; Louisville, Kentucky; Columbus, Ohio; Providence, Rhode Island; and Springfield, Massachusetts. Ms. Hawkins-Sager goes on to state that station staffs soon discovered that entire families were staying tuned in, so content of programming was quickly broadened. Topics such as cooking, consumer awareness, and careers were added. When telephone calls revealed that family members were getting on one another's nerves, special segments were added on human relations, using professionals from the community. Ms. Hawkins-Sager concluded by indicating the partnership between television (in this case, public television) and the school systems they serve provide a powerful example of technology's role in teaching. Because of

television, the availability of continuing education is not a development to be anticipated but an accomplished fact.

Watson and Luskin (1972) indicated that television--which has the capacity for speech, music, graphics, numerics, sound effects, pictures, diagrams, cinematography and gestures--has immense potential to help students learn. Watson, who is chancellor of the Coast Community College District, said in 1978, "There is a learning society out there. They want to learn. It is the responsibility of the public media and the nation's educational establishments to allow it to happen."

Television is a learning tool. A cooperative awareness project of the Public Broadcasting System and the Corporation for Public Broadcasting found that 32 per cent of the general public would consider taking college credit courses on television if they had an opportunity to do so, and 87.3 per cent of the American public regards educational television as an important teaching aid.

Gerbner and Gross (1976) observed that because of television's pervasiveness, it "both precedes literacy and, increasingly, preempts it." If television's already compelling presence is significantly enhanced by its greater effectiveness in portraying reality, society has not yet seen the full potential of the medium nor the concomitant effects on literacy or social behavior.

Schramm (1978) noted that literally hundreds of studies have now shown television used effectively for teaching at every level, for almost every subject in the formal curriculum. No other medium has been tested so widely. Where these varied uses of television have been measured, they have almost invariably shown learning gains, often large ones.

Chu and Schramm (1968) indicated information available at that time showed that television can be used efficiently to teach any subject matter for which one-way communication will contribute to learning. Television is not subject-bound. As far as content is concerned, there seems to be no discipline that TV cannot teach, providing immediate feedback is not required. TV is best used when it is a part of the total learning experience that combines classroom activities with TV and other media - on both a total planned basis and on a spur-of-the-moment basis relying upon decision-making by skilled classroom teachers as they perceive learning difficulties by individuals and groups in the classroom.

Robinson (1972) indicated that one of the interesting facts emerging from surveys of a large number of people is that many think television, any television, is educational. Respondents say they derive lessons and solutions to real-life problems from soap operas and acquire medical knowledge from "doctor" programs. Several respondents also mentioned learning about methods of tracking and catching criminals from police-detective series.

Liebert (1973) indicated that television has a great, though largely unrealized, potential for educating and teaching positive lessons to our young. What keeps it from doing so? One answer lies in the fact that interest in the pro-social influence of television is a recent phenomenon based on data gathered only in the last few years. But another answer lies in the commercial structure of television and its influence on program content.

One study (Braunstein, 1977) on the effect of televising the Watergate hearings has shown that programming "markedly different from

the standard fare can attract a significant number of new viewers and increase the total television audience."

Hawkins-Sager (1978) noted that projects planned and put into operation by television stations across the nation taught us that the partnership between public television stations and the school systems they serve provided a powerful example of technology's role in teaching. Ironically, widespread school closings may have been a blessing in disguise demonstrating the effectiveness of television as a teaching resource. Certainly the closings set the stage for a dramatic illustration of what technology can do in a crisis. Some public television stations already have contingency plans against the possibility of extended school closings in the future. In the event of a crisis situation in the schools of Columbus, Ohio, regardless of the origin of the problem, there is good reason to believe that the effective response to school closings from public television has implications beyond the crisis situation itself.

#### An Overview of Cable Television

Robert R. Suchy (1972) mentioned the possibility of schools using cable television as an instructional tool, and this has already happened in many locations. James L. Capen (1972) discussed the use of teacher presentations of classroom lectures being played over and over for the reinforcement of learning. Many of these can be used semester after semester until revisions are needed. Some may be used for longer periods of time than others, depending on the subject matter.

Minzey and LeTarte (1972) indicated that knowing how to use the mass media well is an important tool to the community educator.



Personal contact is superior to the mass media, but is impractical for communicating with the general public because of the amount of time and effort required to do the job. Mass media can be effective and, if used properly can communicate an intended message to literally thousands of people at a relatively low cost. The problem is that most educators are not trained in the utilization of the mass media and, as a result, do not achieve maximum value for their expenditure. These authors concluded that cable television is one of six basic areas of the mass media, the others being newspapers, radio, television, school publications and mass communication letters.

In a January, 1977, article in Broadcasting Magazine, it was reported that only 117 of the 3,715 cable systems operating nationwide had public access channels, and many of them were unused. One hundred and eighty-one systems had a school channel and 682 had local live programming, either station or community originated. The story further noted that the cable industry was growing at an average rate of 12 per cent per year. By the end of 1978, the number of cable systems had grown to almost 4,000, serving 9,000 communities, with over 14-million subscribers. Penetration was 18 per cent of all 72-million TV homes, with this expected to increase to 30 per cent by 1981. Annual gross revenues totaled 1.2 billion dollars in 1978. Pennsylvania had the most systems (328) and California had the most subscribers (1.5 million).

According to a Corporation for Public Broadcasting study (1977), one household in six had cable nationally. This is expected to grow rapidly in the next few years. Color and multi-set ownership continue

to be the highest in urban households, while cable television is highest in rural areas.

The Cable Sourcebook (1978) listed Oklahoma with 71 communities served by cable television, with approximately 175,000 subscribers, and this number is growing. Oklahoma City voters approved cable television April 3, 1979, authorizing the city to sign two franchises with cable companies during 1979.

#### Cable Television Research

The investigator selected the Donald Butler definition of community education in this study (see Chapter I, p. 5) as it seemed to best describe community education as it exists today. There have been two notable studies in recent years on the viability of cable television as a delivery system of community education. One study by Layer (1978) occurred in the San Francisco Bay area. This study reported that San Francisco State University has been a pioneer in the study and application of television, film and other communications media, including cable television. As early as 1959, an experimental television cable system was installed with connections to about 15 per cent of campus classrooms. By September, 1977, new trunk lines and cable components were in place and terminated in every academic building on campus. A new communications service was launched with wired classrooms increased three-fold. Courses are now being offered regularly for credit.

The San Francisco State University cable system is a transmission tool which will allow the flow of audio, video and data communications between individuals and groups, academic departments and school

buildings, the main campus and its downtown center, and between the University and the Bay Area community. San Francisco State is finding its experience with the campus cable system invaluable as it provides diversification of its educational services throughout the campus, into homes and businesses of Bay Area students and across the state via closed circuit, broadcast and cablecast systems. Higher education would be hard pressed to adopt a more versatile and ecological technology.

Another study by Beckes (1972) concerned Vincennes University in Indiana. This university was a pioneer in cable television. In 1961, a member of the Vincennes board of trustees bought and gave to Vincennes University the equipment of a commercial television station in a nearby community. Cable television franchises were secured from city councils in four communities: Vincennes and Washington, Indiana, and Lawrenceville and Bridgeport, Illinois. Public bonds, the first in the nation for such a purpose, were issued for \$970,000 to construct three towers and build the cable systems. These systems became operative in April, 1964. As a result, a better variety of cultural programs was made available to the communities. Second, the education of students in the field of broadcasting and program production was enhanced, and in addition, interpretive local programming of community affairs was provided. Programs on community affairs and special community projects have been a regular service of the cable system. Credit courses are now being offered to the greater Vincennes University area. Additional lines were installed, and a 1972 assessment of the value of the system was in excess of three million dollars. Cable television will provide most of the television of the future, according to Beckes.

Curtis Van Voorhees, Director of the Office of Community Education Research at the University of Michigan, was aware of no study similar to the present investigation. A search of the dissertation abstracts on community education revealed no comparative study. The investigator contacted the Federal Community Education Clearinghouse for relevant material, but none of the material they supplied seemed applicable to this study.

Numerous types of surveys on cable television subscribers in Tulsa have been made and will be related to the author's findings. Several different local user surveys have been taken in the Tulsa area concerning what was being watched on the public access channels, but each one of these surveys seemed to lack one basic element which must be addressed: Is cable television a viable delivery system for community education programs?

The Tulsa Public School's Department of Research, Planning and Development (Channel 26/27), in March, 1976, sought information on three locally produced programs, over a three-week period, February 23 through March 12, 1976. The sample used was families of fourth through twelfth grade students in the thirty-five schools located in the neighborhoods which have cable service. No attempt was made to survey other cable subscribers who did not have children in this age group. They projected a total of 7,684 persons watched one of these three programs each week. While they came up with a series of four recommendations, no extensive effort was made to implement these recommendations. Another study, made by Channel 24, was conducted in August, 1977, but the response rate was too low to warrant statistical projections.

A telephone survey, conducted by Channel 24, contained 600 subscribers, but questions them only on Channel 24's programs. Even then, only 48 per cent of these subscribers indicated they or other members of their households had viewed programs on Channel 24 one or more times in the four years Channel 24 had transmitted.

From this survey, Channel 24 determined which of their programs was more frequently watched, but not in comparison with any of the other channels. Further questioning determined that movies proved to be the number one choice of viewers, with sports a very distant second on the other commercial channels. Religious programming was preferred by the age group over 55.

It was further determined that only five per cent of the cable television subscribers had viewed Channel 24 programs during any seven-day time period during June and July, 1977. Similar recommendations to those of Channel 26/27 were made, but never implemented. Each of these surveys concerned only the individual channel conducting it, with little care for what the other channels were scheduling. In all of these surveys over half of the respondents were unaware of program content or schedule of the public access channels--24 and 26/27. Very little, if any, publicity was given to the programs being presented.

Another survey was made by Tulsa Cable Television of its subscribers in December, 1976, but it, too, was inconclusive as far as this topic is concerned. In all, 399 heads of households were queried by telephone on what kinds of programs were most enjoyed by the family. No definitions were included, and the term "educational shows" indicated very little response. Only soap operas and game shows elicited lesser response. Movies also rated very high in this study. Whether

instructional programming was included under the "educational shows" umbrella could not be determined, or whether community education programs fell in this category could be ascertained.

At the same time, a similar survey was undertaken by Tulsa Cable Television of 407 non-cable subscribers in Tulsa, and this group listed "educational shows" last in a group of twelve categories. Sports led this group, with movies ranking seventh. Again, no definitions were included or breakdowns made. In all these surveys, only one finding appeared in every one: The average household viewing Tulsa cable channels contained three persons.

Community education programs, as defined by the investigator, are being and continue to be, offered on each of the public access channels. Each is offering some community education programs. In this study, public access channels in Tulsa will be referred to as community education channels. In some cases, one channel does not consider what the other is offering. Should the need become evident, more programs of this type could be offered on Channel 27. This channel is being used sparingly at this time.

#### The Programming of Cable

What can go on cable, and will it be watched? One can buy audiovisual material or be allowed to use material that has been produced elsewhere, or you can produce your own material. Each requires different investments in time, money and personnel. Each can fulfill different objectives, and Channel 26/27 is using both types.

Some cable operators are unhappy with the Federal Communications Commission for insisting they make channels available for public

access, and this is a point educators need to recognize. Walter Kinash, general manager of Teleprompter in Johnstown, Pennsylvania, is one operator who has tried public access and now wishes it would die a quiet death. Writing in the Sixth Alfred I. duPont Columbia University Survey of Broadcast Journalism (1978), Kinash said, "Public access has very little viewership for two reasons - content and production quality." He continued, "If it's bad quality, it's not going to be watched." He listed technical problems with lighting, camera shots, black spots in the tape, poor audio, and poor production. He complained there were times that scheduled programs were not ready on time.

And, the operator gets the calls. Their attitude has been, 'We're amateurs, so we don't have to have the quality of broadcast television,' which I think is wrong. Public access is a novelty to them. They want to get their fingers on the camera until they get tired of it. Their interest doesn't lie in good production.

The Federal Communications Commission requires each new cable system to have at least 20 TV channels available for immediate or potential use. Tulsa has 30. A list of these channels may be found in the Appendix. For every channel that is used to carry broadcast signals, one must be dedicated to other uses. Included are three types of access channels: public, local government and educational. Tulsa has all three--two of them offering community education programs. The cable operator is responsible for and has control of programming on the local origination channels.

The Federal Communications Commission and local municipal governments who issue franchises to cable operations offer no guidelines on how "educational authorities" might use or share an access channel. It may be necessary to decide what is strictly educational and what

educational communications may be considered local government issues. These are policy questions which can be decided only by educators meeting with municipal officials and mutually defining their needs.

According to Shafeek Nader (1972),

The public looks to community and junior colleges as a prime local resource for information. Colleges must develop the capacity to provide timely information, forensic leadership, coordination, participation in program development, manpower training and designs for effective utilization of the cable channels. The limited amount of time and attention of television viewers is constantly being subjected to competitive demands. By evolving into a prime and dominant public information source which is accessible to viewers through numerous cable channels, television is forcing public education to blend with entertainment. Deliberate use of cable would significantly assist the continual learning process for both educationally and economically limited adults and youth. The television medium is familiar to all people. They have been nourished on it and, for many, it has replaced printed materials. Local involvement, community control, and minority ownership are important cable considerations (pp. 8-9).

To be sure, cable TV may never win mass audiences for many programs. Its leaders have no intention of trying to do so. That would mean duplicating network fare, and who would pay to watch something akin to the shows he now sees free. The networks are unrivaled at concocting programs that appeal to tens of millions, but in the process they have ignored the specialized interests which every member of the television audience also possesses. Cable TV, in contrast, offers for profit the potential choice of programs to suit every taste (Time Magazine, 1979).

Other authors discussed various aspects of cable television and various educational entities, but none have even remotely considered the topic of this study.

In the Appendix (page 146), a brief section, "The Tulsa Model,"



is included to trace the topic of community education in Tulsa. Interviews with the people who operate and program the community education channels in Tulsa were included, along with information on some of the programs which were produced in recent years.

## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter presents a description of the population, the instrumentation, the collection of data, the treatment of data, and the analyses used in the present inquiry.

To assess how much cable television is being watched in Tulsa, and further, whether Community Education programs are being viewed, this study sought information on who watched by Income groups and Level of Education categories, at what times, and what they watched. Is the content of Community Education programs good as compared to Public and Commercial television programs? If it is not, what has to be done to make them watchable by cable television viewers? Only the people who watch can determine this.

Further, one needs to know if family income affects those who subscribe. Only those who are willing to pay the added fees can see the variety of programs offered by cable. Are viewing patterns affected by a viewer's educational level? Since cable television is a purchased, extra service, what would subscribers like to see that is not now being offered? Is there a difference in weekday and weekend viewing? Much of this can be assessed by frequency analyses, while analysis of variance is needed to consider the mix of three components.

The following six null hypotheses were tested by appropriate statistical procedures, and a nineteen-point questionnaire was the data-gathering instrument:

- Ho<sub>1</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekdays.
- Ho<sub>2</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekends.
- Ho<sub>3</sub> There is no significant difference among the times of day for viewing the Community Education, Public and Commercial television stations.
- Ho<sub>4</sub> There is no significant difference among the days of the week for viewing the Community Education, Public and Commercial television stations.
- Ho<sub>5</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Income is used as a secondary explanatory factor.
- Ho<sub>6</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Level of Education is used as a second explanatory factor.

#### Description of the Sample

The first step in securing the population was to contact the president of Tulsa Cable Television to secure the complete list of subscribers to Tulsa Cable Television as of March 1, 1978. From this list of approximately 24,700 alphabetized subscribers, the investigator chose to use a systematic random sample selection of every 50th name. A mailing label was prepared for each of the 493 names selected.

### Instrumentation

A number of sources were used in developing the survey instrument. First, several samples of other surveys made by various cable television entities in Tulsa were analyzed. Suggestions were solicited from various community education leaders and cable administrators in Tulsa, and members of the dissertation committee. The content validity of the instrument was then pre-tested among fifteen randomly selected Tulsa cable subscribers not in the original 493 selected. Nine responses were received. No flaws in comprehension of the instrument were noted. Members of the dissertation committee were of the opinion that the instrument measured what it was intended to measure.

### Data Collection

The survey instrument was sent by first-class mail, with an explanatory cover letter to each of the 493 subscribers to Tulsa Cable Television previously selected. None came back undeliverable. Each person was asked to return the survey instrument in an enclosed self-addressed stamped envelope. A letter, a questionnaire, and the stamped envelope were sent to each of these subscribers. Copies of the instrument and the letter are found in Appendix A. A follow-up letter was sent about three weeks after the initial mailing; and a telephone follow-up was made to encourage additional responses. Responses to mail questionnaires are generally poor, according to Kerlinger (1973). Returns of less than 40 or 50 per cent are common. Higher percentages are rare. At best, the researcher usually must content himself with returns as low as 50 to 60 per cent.

A third mailing was then sent. In all, 252 responses of 51.1 per cent were received. All but one of the responses were acceptable. The first mailing elicited 153 responses. Sixty-eight came in as a result of the second mailing, and thirty-one came as a result of the phone call and/or the third mailing. Of the sample, 21.7 per cent or 107 were apartment dwellers. Of the responses, 18.7 per cent or 47 were apartment dwellers. According to the Tulsa Area Chamber of Commerce, the average Tulsa household contains 2.68 persons, while among those responding to this study the figure was 3.36. Median income of responding households was in the \$20-\$25,000 range, or as calculated from the applicable census tracts, \$24,050. Income in the average Tulsa household in 1978 was \$24,701, according to figures from the Research Department of the Tulsa Area Chamber of Commerce. Median educational level of the respondents was college graduate.

Channels 24 and 26/27 consented to run promotional announcements mentioning the questionnaire and encouraging the viewers to respond. This generous offer was not accepted because the channel operators would guarantee no set time for the announcements. It was felt that the times for these announcements should be scattered throughout a broadcast week for best results.

Kerlinger (1973) suggested a systematic analysis of non-respondents to determine if characteristics are similar and/or different from respondents. Several envelopes were returned, indicating respondent had moved. In follow-up phone calls, several did not remember receiving the questionnaire; some did not want to get involved, while others indicated they had mislaid the instrument or thought another member of

the households had returned it. Two respondents felt the questions asked were too personal.

To help determine if distribution of respondents differed significantly from chance expectations, variation in program quality ratings was analyzed. In item 12, respondents rated the Community Education, Public and Commercial channel content on a 5-point scale ranging from "poor" through "excellent." If the rating points of one through five were made at random, the mean content rating would be three. The author, then, was interested in how far the observed mean ratings deviated from the expected mean. A z-ratio for one independent sample revealed if the difference between observed and expected ratings was significant (Blommers and Lindquist, 1960).

Community Education and Public channel content earned mean ratings of 4.22 and 3.68, with z-ratios of 27.72 and 12.14, respectively (both  $p < .0001$ ). In other words, the mean ratings probably would exceed the expected mean of three at least 999 times out of 1000.

Mean rating of Commercial-channel content, however, fell with chance expectation ( $z = 1.20, p < .77$ ). Commercial content was rated "fair" with a mean of 2.93. This small deviation from the expected probably would occur in more than 75 out of 100 repeated surveys. Another indication of the observed mean's reliability was that both the median and mode ratings were three.

From the above, the investigator suggests that Commercial channel content ratings provide the most accurate view of ratings. Respondents do not subscribe to those channels, whereas they do subscribe to Community Education channels. Thus, the self-selection into the sample

of subscribers probably indicates initial interest in Community Education content and the companion Public channel fare.

In brief, cable subscribers probably tend to rate Community Education and Public television channel content significantly higher than do non-subscribers, as this is one of the extras they pay for each month. Their evaluations of Commercial channel content probably do not differ significantly from those of non-subscribers, although a survey of the latter's ratings is needed to suggest this similarity with confidence.

At the conclusion of the study, ten of the non-respondents were phoned and asked to reply to question number 11. These responses were compared with replies received from the nine participants in the pre-test and the 251 valid respondents (see page 145).

On the Community channels, those who participated in the pre-test watched almost twice as much on weekdays than the other two groups and three times as much as the questionnaire respondents on weekends and ten times as much as those phoned concerning weekend viewing.

There was little difference (less than 35 minutes) in the average number of hours each group watched Public television weekdays or weekends. In the Commercial area, questionnaire respondents watched much less than the pre-test group (over 3 hours) on weekends and slightly less than those who were phoned (1.5 hours) on weekends. Weekday viewing among the three groups varied but only slightly.

#### Treatment of Data

The author used standard survey techniques in the study. Responses to the nineteen questions were hand-scored and transferred to score sheets. These sheets were presented to the Oklahoma State University

Computer Center where information was transferred to a master tape, then to IBM cards, and verified to be correct. "Open-ended" items of the survey instrument were subjected to content analysis. Due to the detailed procedures in content analysis, these items (1, 17 and 18) were hand-scored and recorded on score sheets to facilitate interpretation of results.

Results of this study served as the basis for developing a set of recommendations for the improvement of the types of community education programs produced locally and the further utilization of the delivery system to increase viewer comment and response, as well as trying to sort out community problems and concerns as perceived by the sample.

#### Analysis of the Data

The survey data were gathered on the nominal measurement level, calling for frequency analyses. Basically, the survey instrument centered on program preferences and viewing habits of different types of cable television subscribers. Types of subscribers were subset into income and educational levels, which provided the two main assigned independent variables.

Viewing preferences and habits were sought from responses to item numbers 8 through 16. "Cafeteria" items 8, 9 and 10 dealt with program type preferences, while items 11, 14, 15 and 16 sought comparative viewing habits in terms of days and time spent attending various channels. All these were juxtaposed against income and educational levels.

Item 12, which dealt with perceived program content quality ratings, was treated as an interval scale and subjected to a three-factor variance analysis: Income x Education x Types of Programs.



The measurement level of the two main independent, assigned variables, and the dependent program type preference and viewing habit items, more or less spelled out the relationships sought and appropriate analysis tools. These questions and analyses were addressed individually.

1. What was the relationship among income level, education level and number of hours spent daily viewing Community Education TV? Public TV? Commercial TV?

To render the data more manageable, the income category was collapsed into low (under \$15,000), medium (\$15,000-\$25,000, and high (over \$25,000), and education was collapsed into two divisions: High-School Graduate-and-Below and College Graduate. Further, the two levels of viewing time might be labeled: moderate-to-high and low, or heavy and light.

Chi square and C-coefficient of contingency were used to detect any significant differences between the number of observed respondents from the number expected. In other words, the author could determine differential relationships among income, education and viewing-time overall. The coefficient of contingency indicated the strength of the relationship (Kerlinger, 1964). If the overall relationship tended to exceed chance, the author sought out any relations between income and viewing time and between education and viewing time. Chi squares and C-coefficients comprised analyses tools for these crossbreaks. To complete research question one, two analyses identical to the preceding were performed - one for Public TV and one for Commercial TV.

2. What was the relationship among income level, educational level and the utility of Community Education cable TV programming? Public TV programming? Commercial TV programming? This question dealt with the three "cafeteria" items: 8, 9 and 10.

These items were troublesome in that the number of programs listed made systematic analyses cumbersome. Additionally, zero or low cell frequencies were expected. The author used "utility value" as the dependent variable in these analyses as follows:

Twelve types of programs were listed in item number 8 pertaining to Community Education cable television. If a respondent designated that he viewed four types or less, Community Education television was considered as having "low" utility. Five or more types viewed indicated "moderate-to-high" utility. Again, since the overall relationship tended to exceed chance, two additional sub-analyses were completed, as illustrated in question number one. In this study, "low" utility will be referred to as Light viewers and "moderate-to-high" utility will be referred to as Heavy viewers.

"Utility" levels for the nine types of programs in item number 9 were designated as with Community programs. Analyses identical to that for Community education cable TV, mentioned earlier, were run.

For item number 10, with thirteen types of programs again listed, "utility" values were determined similar to Community and Public programs. Analyses were identical to those described earlier.

3. What is the relationship between the type of TV channel viewed (Community Education, Public, Commercial) and daily viewing time? This question referred to item number 11, but cuts across income and educational levels.

Since the over-all relationship showed significance, sub-analyses were performed to specify where relationships existed.

4. What was the relationship among income level, educational level and perceived quality of content of community education cable TV programs? Public programs? Commercial programs? This question, which pertained to item number 12, called for a Type III analysis of variance, employing three factors: income levels, educational levels and types of programs. Repeated measures were taken on the type-of-program factor.

The Type III analysis yielded the following information:

- a. Any main-effects differences in perceived content quality among income levels, educational levels, and types of programs.
- b. Any interactive effects:

Among Income, Education and program Types.

Between Income and Education.

Item number one indicated whether any of the Tulsa cable television viewers actually subscribed to the service for community education programs, as defined by the author. Item number two indicated the average length of time these subscribers maintained membership.

Items numbered three and four, which sought information on the number of males, females and persons under 18 years of age in the household, were treated as status information and discussed as univariates simply from the standpoint of margins of error.

Items 7, 17 and 18 were analyzed qualitatively with the objective of making recommendations pertaining to publicity efforts and program content to cable television channel administrators.

In order to test Hypotheses one and two, listed on page 33, responses to question 11 were tabulated. Hypotheses three and four were tested by the use of responses to questions 14, 15 and 16. Separate treatments which dealt with income and education were then made to further analyze Hypotheses one through four, Income relating to Hypothesis five and Education relating to Hypothesis six.

## CHAPTER IV

### FINDINGS

Problems in this study included reasons for viewing cable television and at what times. Types of programs viewed, as well as income and education levels of those watching cable television were sought. Suggestions from viewers as to what they would like to see in the way of Community Education programs were solicited.

Significant time and money are involved in production of Community Education programs. Thus this study sought to determine what days and at what times of the day it might be best to present these programs, under whose supervision they should be produced, and what the demographics of the Tulsa cable television audience indicated as to the types who watched. Awareness of available programs was also asked of respondents, as well as quality of content.

Since there were fewer Community Education than Commercial and Public television programs presented, the questionnaire listed most of these programs by title. Similarly, Public television programs were listed by title. With more than 60 different prime-time Commercial television programs available, the study selected program "types," with examples, to assess where viewer interests were centered. No effort was made to determine which Commercial network was most viewed in the Tulsa market.

Three research questions were posed:

1. Is there any difference among the total number of hours subscribers watch the Community Education channels, the Public channel, and the Commercial channels on weekdays? On weekends?

This research question also related to Hypotheses one and two, which state: There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekdays; and there is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekends.

Using frequency distribution analysis, a simple comparison was made using responses to question 11. Figures in Table I do not support Hypotheses one and two. Statistically significant differences were found in total hours spent in viewing Community, Public and Commercial channels - viewing hours also were related by day of week.<sup>1</sup>

TABLE I

TOTAL WEEKLY VIEWING HOURS BY SUBSCRIBING  
HOUSEHOLDS: BY COMMUNITY, PUBLIC AND  
COMMERCIAL CHANNELS

	Community	Public	Commercial	Total
Weekdays	184 (12%)	399 (27%)	896 (61%)	1479
Weekends	78 ( 4%)	372 (20%)	1377 (76%)	1827

The noticeable drop on weekends in Community viewing and in Public viewing, and in the subsequent rise of viewers to Commercial channels can be explained by one factor. The Community channels (26/27) program only during school hours and not at all on weekends. All Community channel viewing would have to come from channel 24 on weekends.

To summarize Table I, Community television ranked third in hours viewed; Public ranked second; and Commercial first. Community channels however, were the only ones drawing significantly more viewing time on weekdays than on weekends.

2. Do different times of day elicit significantly different numbers of subscribing viewers of Community Education channels? The Public channel? The Commercial channels? This research question also related to Hypothesis three, which states: There is no significant difference among the times of day for viewing the Community Education, Public and Commercial television stations.

Simple frequency distributions using three grids by time of day were utilized in this analysis of questions 14, 15 and 16. Data in Table II do not confirm Hypothesis three. Statistically significant different numbers of subscribers viewed the channels at different times of day.<sup>2</sup>

Table II, in essence, said that Community channels, in terms of numbers of viewers, compete well with the Public channel from early morning to 7 p.m., and with Commercial channels from 9 a.m. until noon.

3. Do different days of the week elicit significantly different numbers of subscribing viewers of Community Education channels? The Public channel? The Commercial channels?

TABLE II

TOTAL NUMBER OF SAMPLE SUBSCRIBERS WHO WATCHED  
COMMUNITY, PUBLIC AND COMMERCIAL CHANNELS:  
BY TIME OF DAY

Channel	6- 9am	9- 12n	12- 4pm	4- 7pm	7- 10:30pm	After 10:30pm
Community	103	139	212	319	458	80
Public	81	167	226	292	891	214
Commercial	301	146	324	725	1363	592

Simple frequency distributions using the three grids by day of the week were utilized in this analysis of questions 14, 15 and 16. Data in Table III do not confirm Hypothesis four, which states: There is no significant difference among the days of the week for viewing the Community Education, Public and Commercial television channels since a statistically significant relationship does appear.<sup>3</sup>

Though the number of Public channel viewers did not vary at a statistically significant level throughout the week - and only Sunday drew significantly fewer viewers of Commercial channels - Community channels drew significantly fewer viewers on both Saturday and Sunday than on weekdays. Further, Community channels ranked last in number of viewers on all seven days.<sup>4</sup>

#### Quality of Program Content By Channel,

#### Income and Education

On a five-point scale in Item 12, each respondent was asked to rate the Community, Public and Commercial channels on their over-all



TABLE III

TOTAL NUMBER OF SAMPLE SUBSCRIBERS WHO WATCH COMMUNITY,  
PUBLIC AND COMMERCIAL CHANNELS: BY DAYS OF WEEK

Channel	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Community	213	218	196	207	190	144	145
Public	262	271	262	306	264	274	265
Commercial	490	484	480	495	502	524	365

program content. Scale values ran from "poor" to "excellent" and were scored as follows:

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Not Very Good</u>	<u>Poor</u>
5	4	3	2	1

All analyses called for repeated ratings on the three channels. Thus, mixed-type analyses of variance were used to determine any differences in perceived quality of content among channels, over-all, and by Income and Education. This design permitted analysis of repeated measures on individuals responding to two or more stimuli (Lindquist, 1953). In this study, television channels were the three stimuli.

Due to low response frequencies in some levels of Income, the original five levels were collapsed to three: High, Medium and Low. Likewise, the five levels of Education were collapsed to two: High-School-Graduate and Below and College Graduate. Hereafter, these will be referred to as Lower-and-Higher Education groups.

The investigator hastens to add that tri- and dichotomies such as those above, and those established later, are specifically for those data, and are not to be taken literally. These resulted from this study's data distributions and serve to diminish excess verbiage in analyses and interpretations.

#### Perceived Quality of Channel Program

##### Content: Disregarding Income and Education

One hundred thirty-one respondents rated all three channels on over-all program content. Disregarding Income and Education, a treatments-by-subjects analysis of variance was used to determine any

differences in the perceived quality of programs on the three channels.

Mean perceived qualities of Community, Public and Commercial channel content were 3.69, 4.18 and 3.07, respectively. The difference in perceived quality of Public and Commercial channel content ( $4.18 - 3.07 = 1.11$ ) was significant ( $F = 83.98$ ,  $df = 2/260$ ,  $p < .001$ ). Post-hoc difference-between-the-means tests also indicated a difference in perceived quality of Public and Community channel content ( $4.18 - 3.69 = .49$ , critical difference =  $.24$ ,  $p < .01$ ). Also, the mean quality of Community programs was perceived as higher than those on Commercial channels ( $3.69 - 3.06 = .63$ , critical difference =  $.24$ ,  $p < .01$ ).

In essence, then, Public television was perceived to have the highest quality programs, followed by Community and Commercial channels, respectively. The strength of difference was moderate, with an Eta correlation ratio of  $.55$ . In other words, about 30 per cent ( $.55^2 = .30$ ) of the variation in all ratings was due to the different "treatments" or channels.

#### Perceived Quality of Content:

##### By Education and Channel

Accounting for Education, as well as channel, in studying program quality, variance analysis (Lindquist, 1953) showed that respondents with different levels of Education did not differ, over-all, in their perceptions of television program quality ( $3.68$  v  $3.60$ ), as shown in Table IV. Both groups rated the quality between "fair" and "good." Only channels made the difference ( $F = 106.33$ ,  $df = 2/258$ ,  $p < .001$ ).

TABLE IV  
 MEAN RATINGS AND PROGRAM CONTENT: BY  
 CHANNEL AND EDUCATIONAL LEVELS

Educational Levels	Type of Channel			Mean Totals
	Community	Public	Commercial	
College Graduate or Higher	3.67	4.20	3.16	3.68
High School Graduate or Lower	3.70	4.15	2.96	3.60
Mean Totals	3.69	4.18	3.06	3.64

In brief, Table IV reveals that, regardless of Educational level, sample subscribers saw the Public channel programming as having the highest quality, followed by Community and Commercial channels, respectively.

Perceived Quality of Program

Content: By Education, Income  
and Channel

Next, the investigator asked if Education plus Income level had any bearing on perceived program quality. Variance analysis (Lindquist, 1953) indicated that Education was related to perceived program quality when Income was taken into account ( $F = 7.52$ ,  $df = 1/102$ ,  $p < .01$ ). Table V shows that College-Graduate respondent households rated television content higher than did the High-School-and-Below group. Both groups, however, rated programming between "fair" and "good."

TABLE V

MEAN RATINGS OF PROGRAM CONTENT: BY CHANNEL,  
EDUCATIONAL AND INCOME LEVELS

Income Levels	Educational Levels	Type of Channel			Mean Totals
		Community	Public	Commercial	
High	High	3.71	4.10	3.13	3.65
	Lower	3.53	3.60	2.80	3.31
Low to Moderate	High	3.74	4.33	3.11	3.73
	Lower	3.82	4.21	2.91	3.65
Mean Totals		3.70	4.06	2.99	3.58

Income, like Education, was statistically significantly related to the perceived quality of television programs, and to about the same degree. Lower-Income households tended to rate program content higher than did High- and Medium-Income households (3.66 v 3.48 and 3.66 v 3.62), but both saw content between "fair" and "good."<sup>5</sup>

The relationship of Education to perceived program quality, then, came about because of Education's relation to Income level, as indicated in Table VI.

Table VI simply indicates that the College Graduate High-Income households rate television content higher than do High-Income, Less-well Educated (High-School-or-Lower) respondent households (3.65 - 3.31 = .34). In both Low- and Medium-Income households, Education made little difference in perceived quality of programming (3.71 - 3.60 = .11 and 3.71 - 3.53 = .18,  $p < .05$ , respectively).

Furthermore, in the High-School-or-Lower respondent households, those with Low- and Medium-Incomes rated TV higher than did those with High-Incomes (3.53 - 3.31 = .22 and 3.60 - 3.31 = .29, respectively). Among the Higher-Educated respondent households, Income made no difference in content ratings.

To sum up, Income made no difference in perceived quality of television programming by College Graduates, but among Lower-Educated households, it was the Low- and Medium-, not the Higher-Income households that gave television higher quality ratings.

The hierarchy of Channel ratings emerged the same as before, with Public television rated the highest (4.06), followed by Community (3.70), and Commercial (2.99), respectively.

TABLE VI

MEAN RATINGS OF PROGRAM CONTENT: BY  
EDUCATIONAL AND INCOME LEVELS

Educational Levels	Program Content Rated by High-Income	Program Content Rated by Medium-Income	Program Content Rated by Low-Income	Mean Totals
College Graduate	3.65	3.71	3.71	3.69
High-School-or Lower	<u>3.31</u>	<u>3.53</u>	<u>3.60</u>	<u>3.48</u>
Mean Totals	3.48	3.62	3.66	3.59

## Viewing Time, and Utility of Channels:

### By Income and Education

In the following frequency analyses, relationships between the major independent variables - Income, Education and Types of Channel - and the dependent variables - Viewing Time and Utility of Channels were analyzed, based upon responses to items 5, 6, 8, 9, 10 and 11.

Due to low response rates in various levels of Income, the original five levels were collapsed to three: Under \$15,000, \$15,000-\$24,999, and \$25,000-plus. Hereafter, these will be referred to as High, Middle, and Low Income groups. The five levels of Education were collapsed to two as before: High-School-Graduate-and Below and College-Graduate. Viewing Time and Utility of Channels were dichotomized and trichotomized, respectively, as explained later. Channels already existed in a trichotomy: Community, Public and Commercial.

### Viewing Time By Channel and

#### Income

In this three-way analysis, the author asked if Daily Viewing Time varied by Channel and by Income. The average number of hours the responding households reported as having viewed each Channel was computed. Viewing Time, then, was split into "above" and "below average," which hereafter will be referred to as "Heavy" and "Light" viewing. Over-all, there was a significant relationship among Income, Type of Channel and Viewing Time.<sup>6</sup> The relationship, however, was moderate (Guilford, 1954).

Disregarding Income, a moderate relationship was found between Type



of Channel and Viewing Time, among the 234 respondent households, as shown in Table VII.

TABLE VII  
NUMBER OF HEAVY AND LIGHT VIEWERS  
BY TYPE OF CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	168	110	218	496
Light	66	124	16	206
TOTAL	234	234	234	702

Table VII reveals that more households reported Heavy viewing of Community than the Public channel (168 v 110), while Light viewers of the Public channel outnumbered those of the Community channels (124 v 66). The Community channels drew a larger number of Heavy than Light viewers (168 v 66), while the Public channel claimed an "equal" number of Heavy and Light viewers (110 v 124).<sup>7</sup>

A different picture emerged when the Community channels were compared with Commercial channels on Viewing Time.<sup>8</sup> Commercial channels drew more Heavy-viewing households than did Community or the Public channels. Conversely, Community channels were attended by a larger number of Light-viewing households than were Commercial channels (66 v 16). The Public channel fell behind Commercial channels even more than

did Community channels.<sup>9</sup> The interaction between Channel and Viewing Time was among the strongest in the Public and Commercial channel comparison.<sup>10</sup> Much of this was due to a far greater number of Heavy viewers of Commercial channels (218 v 110). Conversely, the Public channel drew a significantly larger number of Light-viewing households (124 v 16).

In conclusion, Community channels competed well with the Public in daily viewing time. They claimed significantly more Heavy-viewer and significantly fewer Light-viewer households.

#### Viewing Time By Income

The relationship of Viewing Time to Income, across all channels, was statistically significant, but weak, as indicated by Table VIII. This relates to Hypothesis five on page 33 which states: There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Income is used as a second explanatory factor. Responses to questions 5, 14, 15 and 16 did not confirm this hypothesis.

Table VIII indicates a significant, but weak, relationship between Income and Viewing Time.<sup>11</sup> In fact, only two relationships were found. This involved Viewing Time compared with Low- and High-Income groups.<sup>12</sup> More High than Low-Income households comprised Heavy television viewers (154 v 92). This same trend held for Light viewers, but the relative difference was greater (86 v 28). In other words, Income tended less to be a factor among Heavy than Light viewers, though it was a significant, although weak, factor in both cases.<sup>13</sup> In the second relationship, more Middle- than High-Income households reported Heavy viewing

TABLE VIII  
 NUMBER OF HEAVY AND LIGHT VIEWING  
 HOUSEHOLDS BY INCOME

Type of Viewer	Income Levels			Total
	Low	Middle	High	
Heavy	92	250	154	496
Light	28	92	86	206
TOTAL	120	342	240	702

(250 v 154), while virtually the same number of Middle- and High-Income households reported Light-viewing.<sup>14</sup>

In summary, all three Income groups comprised more Heavy- than Light viewers. Most Heavy-viewing households came from the Middle-Income group, followed by those from the High- and Low-Income groups, respectively. Income was a lesser factor in Light-viewing. However, the Low-Income group showed the least number of Light-viewing households.

#### Viewing Time By Channel By Each

##### Income Level

The previously described relationships between Income and Viewing Time in Table VIII included all three channels. In the following analyses, the investigator compared Channels with Viewing Time - by Individual Income groups.

Viewing-Time By Channel By Low-Income

Interaction between Channels and Viewing Time among Lower-Income households was among the strongest noted,<sup>15</sup> and is evident in Table IX.

TABLE IX  
NUMBER OF LOW-INCOME, HEAVY- AND LIGHT-  
VIEWING HOUSEHOLDS BY CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	34	18	40	92
Light	6	22	0	28
TOTAL	40	40	40	120

Table IX indicates the following differential relationships:

Commercial channels drew more Heavy-viewing households than did the Public channel (40 v 18), while the Public channel claimed more Light viewers (22 v 0).<sup>16</sup>

Community channels claimed more Heavy-viewing, Low-Income households than did the Public channel (34 v 18), while the Public channel claimed more Light viewers (22 v 6). More Community, Low-Income households indicated Heavy than Light viewing (34 v 6). The number of Heavy and Light-viewing households for the Public channel was about equal (18 v 22).<sup>17</sup>

Community and Commercial channels drew about the same number of Heavy-viewing, Low-Income households (34 v 40), but the Community channels claimed a larger number of Light-viewers (6 v 0).

In essence, Community channels fared as well as Commercial channels - and better than the Public channel - in drawing its share of Viewing Time from Lower-Income households.

Viewing Time By Channel By

Middle-Income

Among Middle-Income households, as shown in Table X, a moderate interaction was indicated between Type of Channel and Viewing Time.<sup>18</sup>

TABLE X  
NUMBER OF MIDDLE-INCOME, HEAVY- AND LIGHT-  
VIEWING HOUSEHOLDS BY CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	88	58	104	250
Light	26	56	10	92
TOTAL	114	114	114	342

Table X reveals two asymmetrical and one "classical" or symmetrical interaction of Channels with Viewing Time, among Middle-Income households. The two asymmetrical relationships disclosed the following:

Community channels claimed more Heavy-viewing, Middle-Income households than did the Public channel (88 v 58), and a lesser number of Light viewers (26 v 56). Community channels also drew more Heavy than Light viewing households (88 v 26), while the Public channel showed an "equal" number of Heavy and Light viewers (58 v 56).<sup>19</sup>

The same interactive trend appeared when Commercial and Public channels were compared.<sup>20</sup> The Commercial channels drew more Heavy-viewing households (104 v 58) and less Light viewers (10 v 56) than did the Public channel. Commercial channels also claimed a far greater number of Heavy- than Light-viewing households (104 v 10), while the Public channel, as previously mentioned, drew an "equal" number of both types. The symmetrical differential relationship came in comparing Community and Commercial channels.<sup>21</sup>

Commercial channels drew more Heavy-viewing households than did Community channels (104 v 88), but less Light-viewers (10 v 26). Further, both types of channels claimed a significantly larger number of Heavy- than Light-viewing households among the Middle-Income respondents.

Table X, then, shows that Community channels competed relatively well with the Public channel in drawing Heavy viewers from Middle-Income households. Commercial channels, however, drew significantly more Heavy viewers than did either the Public or the Commercial channels.

#### Viewing Time By Channel By High Income

Viewing Time, again, was related to the Type of Channel in the \$25,000-plus Income group,<sup>22</sup> as shown in Table XI.

TABLE XI  
 NUMBER OF HIGH-INCOME, HEAVY- AND LIGHT-  
 VIEWING HOUSEHOLDS BY CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	46	34	74	154
Light	34	46	6	86
TOTAL	80	80	80	240

Two asymmetrical interactions were disclosed in the contingency breakdowns of Table XI.

First was the relation of Viewing Time to the Community and Commercial channels.<sup>23</sup> More Heavy-viewing households were found for Commercial than Community channels (74 v 46), but a lesser number of Light viewers (6 v 34). Further, the number of Heavy-viewing, High-Income households did not differ significantly from the number of Light viewers (46 v 34). Heavy viewers, however, far outnumbered Light viewers of Commercial channels (74 v 6).

The same trend held for the comparison of Public and Commercial channels.<sup>24</sup> More Heavy-viewing households were found for Commercial than the Public channel (74 v 34), while fewer Light viewers were registered for Commercial than the Public channel (6 v 46). As with Community channels the Public channel drew a similar number of Heavy- and Light-viewing households (34 v 46).

There was no interactive or "main-effect" relationships found in comparison of Community and Public channels with Viewing Time, among

the High-Income group. In other words, the two types of Channels drew an "equal" number of viewers, both Heavy and Light.

With High-Income households, then, Community channels did not fare as well in drawing Heavy viewers, as they did with the Low- and Middle-Income households. Their number of Heavy viewers equalled that of the Public channel, but fell significantly below that of the Commercial channels.

#### Viewing Time By Channel and Education

A moderate, but significant relationship was indicated among Education, type of channel and Viewing Time.<sup>25</sup> Two-way analyses, however, showed that type of channel played the major role in this relationship, more so among the Lower-Educated respondents.

#### Viewing Time By Education

Table XII highlights the statistically significant, but weak relationship between Education and Viewing Time.<sup>26</sup> This relates to Hypothesis six which states: There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when the Level of Education is used as an independent variable. This hypothesis was not confirmed from responses to questions 6, 14, 15 and 16.

Table XII indicates that, while more Higher- than Lower-Educated household respondents reported Light-viewing (132 v 86), there was no difference in the number of Higher- and Lower-Educated, Heavy-viewing



TABLE XII  
 NUMBER OF HEAVY- AND LIGHT-VIEWING  
 HOUSEHOLDS BY EDUCATIONAL LEVEL

Type of Viewer	Level of Education		Total
	Lower-Educated (High School or Less)	Higher-Educated (College Graduate)	
Heavy	258	269	527
Light	86	132	218
TOTAL	344	401	745

households (258  $\approx$  269). In short, Education was related to Viewing Time only among those households which indicated Light viewing, and a significantly greater number of College Graduate respondents indicated Light viewing.

#### Viewing Time By Channel By Each

##### Educational Level

From the weak relationship between Education and Viewing Time - when Type of Channel was ignored - any significant contributor to Heavy and Light viewing had to be the Type of Channel. In fact, the strength of association between Channel and Viewing Time was significant.<sup>27</sup>

However, the investigator also was interested in the various relationships between Type of Channel and Viewing Time by Educational level.

Viewing Time By Channel By Lower

Educational Level

From Table XIII several interactive "effects" were found between Type of Channel and Viewing Time, among Lower-Educated respondent households.<sup>28</sup>

TABLE XIII

NUMBER OF LOWER-EDUCATED, HEAVY- AND LIGHT-  
VIEWING RESPONDENT HOUSEHOLDS BY TYPE  
OF CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	88	48	122	258
Light	20	60	6	86
TOTAL	108	108	128	344

Table XIII shows the following:

There were more Heavy than Light viewers of Community television (88 v 20), while there was an "equal" number of Heavy and Light viewers of the Public Channel (48  $\approx$  60), among Lower-Educated respondent households.<sup>29</sup>

Community channels, however, did not fare as well against Commercial channels, relative to Viewing Time.<sup>30</sup> Commercial channels claimed a far less proportion of Light viewers (6 v 122) than did Community

channels (20 v 88). However, both types of channels drew a significantly larger number of Heavy viewers, as expected.

The strongest relation existed between Viewing Time and Public and Commercial channels.<sup>31</sup> Put simply, the proportion of Light to Heavy viewers of Commercial channels was quite small (6 v 122), while the Public channel drew about an equal number of each, as previously stated.

To summarize Table XIII, Community channels gave favorable account of themselves against the Public channel in attracting Heavy viewers from Lower-Educated respondent households. Neither Community nor Public competed well with Commercial channels.

Viewing Time By Channel By Higher  
Educational Level

Interaction between Viewing Time and Type of Channel, among Higher-Educated respondent households, was weaker, considerably, than that among the Lower-Educated.<sup>32</sup> The pattern of responses in Table XIV, however, is very similar to that of the Lower-Educated group.

TABLE XIV  
NUMBER OF HIGHER-EDUCATED, HEAVY- AND LIGHT-  
VIEWING RESPONDENT HOUSEHOLDS, BY TYPE  
OF CHANNEL

Type of Viewer	Type of Channel			Total
	Community	Public	Commercial	
Heavy	83	64	122	269
Light	50	70	12	132
TOTAL	133	134	134	401

From Table XIV, pertaining to Higher-Educated respondent households, analysis of the differential "effect" of Community and Public channels on levels of viewing was the same as that involving the Lower-Educated, except the association was weaker.<sup>33</sup> Again, Community channels netted more Heavy than Light viewers (83 v 50), while the Public channel drew an "equal" number of each (64≈70).

Both Community and Commercial channels drew more Heavy- than Light-viewing households (83 v 50 and 122 v 12, respectively), and the spread was greater for Commercial. This is the same pattern shown by Lower-Educated households, only somewhat stronger.<sup>34</sup>

The Public and Commercial channels relationship to Viewing Time also were the same for Higher- as for Lower-Educated households, and it was just about as strong.<sup>35</sup> Commercial claimed more Heavy- than Light-viewing households (122 v 12) while Public drew an "equal" number of Heavy and Light viewers (64≈70).

So, again, Community channels fared well against the Public channel in attracting Heavy-viewing households - this time from the Higher-Educated group. And, again, neither Community nor Public channels competed well with Commercial television.

Viewing Patterns: By Days of Week  
and Times of Day By Channel

Items 14, 15 and 16 asked respondents to designate which days of the week and in which time periods they watched programs on each of the channels. "Time-periods" comprised six subsets ranging from "6-to-9 a.m." through "after 10:30 p.m." The number of viewer-households was tallied for each time block on each week day. In the following

discussion, the investigator will refer to "ratings" of channels - alluding, of course, to the relative number of self-reported viewer-households.

#### Viewing Patterns: Community Channels

Table XV shows the number of responding households that reported having watched Community television during the various week-day time periods. In the following table, a value of 20.00 means that 20 households reported that at least one person was viewing a Community channel at a given time on a given day. Two-hundred fifty-one households replied to question 14, although many did not watch the Community channels.

Variance analysis indicated that the mean number of households in which Community channels were viewed, differed by day of week<sup>36</sup> and by time of day.<sup>37</sup> Critical-difference tests indicated the following "day-by-times-of-day" ratings:

Both Mondays and Tuesdays drew higher ratings on Community channels. This was due mostly to the heavier attendance to programs aired from 7-to-10:30 p.m. Table XV also indicates that Thursday's audience was greater than Friday's - all day. Friday competed successfully only with Wednesday, and that was from 6 a.m. to 4 p.m. and from 7 to 10:30 p.m.

Insignificant differences in audience size were indicated between Monday and Tuesday, Monday and Thursday, Tuesday and Thursday, Wednesday and Thursday, and Wednesday and Friday.

A clearer over-all picture of Community-channel viewing patterns emerges from the relative ratings of daily time slots. The prime-time,

TABLE XV

NUMBER OF VIEWER-HOUSEHOLDS FOR COMMUNITY  
CHANNELS: BY DAY AND TIME OF DAY

Times of Day	Days of Week					Mean Number of Households
	Monday	Tuesday	Wednesday	Thursday	Friday	
6-9 a.m.	20.00	22.00	16.00	18.00	17.00	18.60
9 a.m. - 12N	19.00	23.00	18.00	21.00	17.00	19.60
12-4 p.m.	35.00	35.00	30.00	35.00	30.00	33.00
4-7 p.m.	52.00	57.00	56.00	53.00	52.00	54.00
7-10:30 p.m.	75.00	72.00	66.00	70.00	66.00	69.80
After 10:30 p.m.	12.00	9.00	10.00	10.00	8.00	9.80
Mean Number of Households	35.50	36.33	32.67	34.50	31.67	34.13

7-10:30 p.m. block pulled the highest ratings every week day, especially on Mondays, Tuesdays and Thursdays. Second-rated were 4-to-7 p.m. programs, most notably on Tuesdays and Wednesdays. Third-rated were programs from 12-to-4 p.m., which suffered most on Wednesdays and Fridays. Fourth- and fifth-rated programs were aired from 6 a.m. to noon and after-10:30 p.m., respectively. Wednesdays and Fridays figured heavily in the lower-rated programs. In fact, those two days tended to be the weaker audience-attraction days. They carried smaller ratings from 6 a.m. until 4 p.m. and from 7 to 10:30 p.m. Friday also received relatively lower audience attendance from 4 to 7 p.m.

To sum up, Mondays and Tuesdays were relatively good days for Community channel viewership, especially during prime-time. Fridays and Wednesdays were weak days but contributed most to the over-all viewership in the very early and late hours.

#### Viewing Patterns: Public Channels

Public television drew more viewer-households on the average day than did Community channels, as indicated by the over-all average of 44.40 responding households in Table XVI, compared to 34.13 in Table XV.

Public channels were consistent in drawing an "equal" number of responding households daily. Average number that watched the Public channel ranged from 43.66 on Mondays and Wednesdays to 45.50 on Thursdays, as shown in Table XVI. However, the differences among daily ratings were not significant.<sup>38</sup>

Public television's daily superiority over Community channels was greatest on Fridays when it drew an average of 12.33 more responding households ( $44.00 - 31.67 = 12.33$ ). Also Wednesdays and Thursdays were

TABLE XVI  
NUMBER OF VIEWER-HOUSEHOLDS FOR PUBLIC  
CHANNELS: BY DAY AND TIME OF DAY

Times of Day	Days of Week					Mean Number of Households
	Monday	Tuesday	Wednesday	Thursday	Friday	
6-9 a.m.	12.00	17.00	12.00	15.00	13.00	13.80
9 a.m.-12N	19.00	22.00	18.00	21.00	18.00	19.60
12-4 p.m.	28.00	31.00	29.00	33.00	29.00	30.00
4-7 p.m.	40.00	45.00	45.00	44.00	41.00	43.00
7-10:30 p.m.	132.00	130.00	132.00	131.00	130.00	131.00
After 10:30 p.m.	31.00	26.00	26.00	29.00	33.00	29.00
Mean Number of Households	43.66	45.17	43.66	45.50	44.00	44.40



noticeably better for the Public channel, attracting an average of eleven more viewer-households than did Community channels on both days.

The 7-to-10:30 p.m. prime-time period netted the greatest average number of respondent-household viewers, followed by the 4-to-7 p.m., 12-4 p.m., and after 10:30 p.m., 9 a.m. to noon, and 6-9 a.m. time blocks, respectively.

Only two time blocks, however, really accounted for the higher ratings of Public over Community channels. In fact, from 6 a.m. to 7 p.m., Community channels attracted a higher average number of respondent households. Comparison of the average number of viewing households in time periods for the two channels, clearly shows that Community channels sustained the largest comparative rating loss from 7 to 10:30 p.m., attracting 69.8 households to Public's 131 - a difference of 61.2. Public also surpassed Community channels by 19.2 households After 10:30 p.m.

#### Viewing Patterns: Commercial

##### Channels

The viewing pattern of Commercial channel viewers was much the same as that for Public. As shown in Table XVII there was little difference in the daily average number of respondent-household viewers.

As with the Public channel, the differences in audience ratings came during prime-time periods - not days of the week - for Commercial channels. The three most-viewed time periods stretched from 4 p.m. through the After-10:30 p.m. period. Six-to-9 a.m. was the fourth-rated time period, followed by 9 a.m. to noon and 12-to-4 p.m., respectively.

TABLE XVII

NUMBER OF VIEWER-HOUSEHOLDS FOR COMMERCIAL  
CHANNELS: BY DAY AND TIME OF DAY

Time of Day	Days of Week					Mean Number of Households
	Monday	Tuesday	Wednesday	Thursday	Friday	
6-9 a.m.	53.00	54.00	54.00	54.00	54.00	53.80
9 a.m.-12N	20.00	23.00	20.00	23.00	21.00	21.40
12-4 p.m.	35.00	36.00	34.00	36.00	35.00	35.20
4-7 p.m.	100.00	95.00	94.00	94.00	95.00	95.60
7-10:30 p.m.	201.00	196.00	196.00	203.00	199.00	199.00
After 10:30 p.m.	81.00	80.00	82.00	85.00	98.00	85.20
Mean Number of Households	81.67	80.67	80.00	82.50	83.67	81.70

### Comparative Viewing Patterns

To bring the discussion into perspective, the investigator compared the ratio of viewers of each channel to every other channel - by days of the week and times of day. In other words, answers were sought to such questions as: For every single household reporting as having viewed Community television on, say, Monday, how many reported viewing Public channels? Commercial channels? From such ratios, on which days of the week did Community channels compete best with Public and Commercial channels? Etc?

The following analyses gave fairly clearcut indication of the relative competitive performance of each type of Channel, by days and times of day.

By Days of Week. Mean number of viewer households for each day of the week were listed in Tables XV, XVI and XVII for Community, Public and Commercial channels, respectively. For example, Community channels drew an average of 35.50 responding households on Mondays, while Commercial channels drew an average of 81.67. The ratio of households viewing Community channels to those viewing Commercial channels, then, was 1.00 to 2.30, i.e.,  $81.67/35.50 = 2.30$ .

If survey respondents, then, represented a cross-section of all Tulsa cable subscribers, the investigator would suggest that for every household that viewed Community television on Monday, an average of 2.3 households viewed Commercial television. Table XVIII lists these ratios for the three possible pairs of channels, by days of the week.

Community v Commercial channels - From Table XVIII, one can see that, on the average during the five weekdays, 2.42 households reported

TABLE XVIII

RATIO OF HOUSEHOLDS VIEWING EACH CHANNEL TO  
THOSE VIEWING EACH OF THE OTHER CHANNELS:  
BY DAYS OF THE WEEK

Days of Week	Pairs of Channel Types		
	Community to Commercial	Community to Public	Public to Commercial
Monday	1 to 2.30	1 to 1.23	1 to 1.87
Tuesday	1 to 2.22	1 to 1.24	1 to 1.96
Wednesday	1 to 2.53	1 to 1.36	1 to 1.83
Thursday	1 to 2.39	1 to 1.32	1 to 1.32
Friday	1 to 2.64	1 to 1.39	1 to 1.39
Mean Ratio	1 to 2.42	1 to 1.31	1 to 1.67

viewing Commercial television for every 1.00 that reported viewing Community programs. Further, this ratio was fairly consistent throughout the week, although on Wednesdays and Fridays, Community channels fared less well than they did on the average (1.00 to 2.53 and 2.64 households, respectively).

Community v. Public channels - Community channels considerably were more competitive with Public than with Commercial channels. Still, for every household that viewed Community channels, an average of 1.31 viewed Public channels during an average week day. And, again, Community television fared less well on Wednesdays and Fridays.

Public v. Commercial channels - Public competed better with Commercial channels on each and every weekday, than did Community channels. An average of 1.67 households viewed Commercial channels on the average

weekday for each one attending Public television. Public competed with Commercial channels best on Thursdays and Fridays, while Community, it will be recalled, fared best against Commercial on Mondays and Tuesdays.

By Times of Day. As a competitor with Commercial television, Community channels fared somewhat better than Public channels during pre-prime-time segments of the day, as shown in Table XIX.

TABLE XIX  
RATIO OF HOUSEHOLDS VIEWING EACH CHANNEL TO  
THOSE VIEWING EACH OF THE OTHER CHANNELS:  
BY TIME OF DAY

Times of Day	Pairs of Channel Types		
	Community to Commercial	Community to Public	Public to Commercial
6-9 a.m.	1 to 2.89	1 to .65	1 to 3.90
9 a.m. - 12 N	1 to 1.09	1 to 1.00	1 to 1.09
12-4 p.m.	1 to 1.07	1 to .90	1 to 1.67
4-7 p.m.	1 to 1.77	1 to .76	1 to 2.22
7-10:30 p.m.	1 to 2.85	1 to 1.88	1 to 1.52
After 10:30 p.m.	1 to 8.69	1 to 2.96	1 to 2.94
Mean Ratio	1 to 3.06	1 to 1.36	1 to 2.22

Community v. Commercial channels - Community channels competed well with Commercial from 9 a.m. to 4 p.m., only on an average of 1.08 households to Commercial stations for each one they, themselves, claimed ( $1.09 + 1.07/2 = 1.08$ ). Community channels lost the heaviest number of households to Commercial during early morning programs (6-9 a.m.) and to prime-time and After 10:30 p.m. programs.

Community v. Public channels - the over-all better audience draw of Public over Community channels, again, shows up in Table XIX as solely due to prime-time and post prime-time programs (1.00 to 1.88 and 2.96, respectively). Community, however, surpassed or equalled Public channels in drawing viewers from 6 a.m. to 7 p.m.

Public v. Commercial channels - like Community channels, Public competed fairly well with Commercial stations between 9 a.m. and 4 p.m. (1.00 to 1.09 and 1.67 households, respectively). However, Public fared considerably better against Commercial channels later in the day than did Community channels. After 10:30, for example, an average of 2.94 households viewed Commercial channels for every 1.00 that viewed Public, while the ratio between Community and Commercial channels was 1.00 to 8.69. Public also competed relatively well against Commercial channels during prime-time (1.00 to 1.52 households).

Again, it should be noted that Community television, from 6 a.m. to 7 p.m., competed successfully with Public channels, and fared relatively better than did Public channels against Commercial prior to prime-time.

In summary, Community channels showed their greatest relative audience strength on Mondays and Tuesdays, but they showed weak drawing power in the very early and late hours. Community channels competed best with Commercial channels from 9 a.m. to 4 p.m., and with the Public channel during prime-time.

Utility of Channel: By Income  
and Education

Items 8, 9 and 10 asked respondents to designate how many Community, Public and Commercial programs were viewed by one or more household members. Including a blank for "other," 12 listings appeared for Community channels, and 9 and 13 listings appeared for Public and Commercial channels, respectively.

Number of listings marked by respondents for each channel was taken as an index of channel usage. Degree of channel usage was dichotomized as follows: Community and Commercial channels were judged to have Moderate-to-High Utility by respondents who checked five or more programs, and Low Utility for four programs or less. Moderate-to-High and Low Utility of the Public channel were noted if six or more and five or less programs were checked, respectively.

With this classification, the investigator then was able to determine any relationships between level of Income and degree of Utility of each channel. This was done by tallying the number of households in each Income level which fell into each Utility level for each channel. Likewise, relationships between Educational level and degree of channel

Utilization were tested for their probability of exceeding chance expectations.

Utility By Income. This three-way relationship was significant and rather strong.<sup>39</sup> However, analyses showed that Income - when channels were disregarded - contributed practically nothing to channel Utility.<sup>40</sup> Simple, two-group analyses showed that more responding households in each Income group indicated Low Utility of television, over-all. The proportion of Low-to-Moderate-to-High Utility households in the Income groups were similar. (The investigator hastens to remind the reader that "Utility" was determined by the number of programs checked among those presented to the respondents...not among all programs offered by each of the three channels).

Utility by Channel. The negligible relationship of Income to Channel Utility left only the type of channel to help explain the relationship between the number of households and degree of program Utilization. Indeed, Utility was related to channels rather substantially.<sup>41</sup> Noteworthy is that the strength of relationship between Channel and Utility was nearly identical to the contingency coefficient when both Income and Channels were juxtaposed on Utility.<sup>42</sup> In other words, type of channel explained usage as much as did Income and type of channel combined.

Table XX gives a clear indication of where the interaction was between Channel and Utilization.

Clearly evident is that Commercial channels most accounted for the Channel-Utility differentiation. Compared with Community, the Commercial channels claimed far more Moderate-to-High Utility households



TABLE XX

NUMBER OF HOUSEHOLDS INDICATING LOW AND MODERATE-  
TO-HIGH UTILIZATION OF COMMUNITY, PUBLIC  
AND COMMERCIAL TELEVISION CHANNELS

Degree of Utility	Type of Channel			Total
	Community	Public	Commercial	
Moderate-to- High Utility	12	26	207	245
Low Utility	237	223	42	502
TOTAL	249	249	249	747

(207 v 12) and far fewer Low Utility (42 v 237).<sup>43</sup> Nearly identical interaction emerged when Commercial channels were compared with the Public channel on Utility.<sup>44</sup> Commercial drew more Moderate-to-High Utilizers (207 v 26) and fewer Low ones (42 v 223).

Thus far, Type of Channel, not Income level, "determined" the differential disparity between the number of Low and Moderate-to-High Utility households. Further, this disparity was due mostly to Commercial channels claiming far fewer Low- than Moderate-to-High Utility households, while Community and Public drew far more Low- than Higher-Utility households.

Regarding the usage of programs then, Community channels competed well only with the Public channel. Further, both Community and the Public channel drew far more Low- than Moderate-to-High usage households. This means, in essence, that many Community and Public television programs were not viewed by sample subscribers.

## Program Utility By Income

Community Channels by Income. Though Income was not related to Utilization of channels, over-all, additional insight came from looking at individual programs listed in Item 9. The analysis, thus far, simply dealt with the number of programs viewed on each channel, by how many households. But what about the viewership of specific programs on each channel? The investigator, for example, wanted to know which Community programs were viewed in the greatest number of households. Also, did some programs draw a greater proportion of viewers from one Income group than another?

In Item 8, twelve Community programs, including "Other" were listed. The investigator tallied the number of households which reported viewing each program. This was done for each Income and Educational level.

Programs then were rank-ordered from High to Low Utility, according to how many households reported viewing them. A rank of "1" designated the highest Utilized program; that is, the greatest number of households reported viewing it.

Table XXI shows the rank positions of twelve Community programs by Income levels.

The reader readily can see that across all Income groups, the most viewed programs were City Commission meeting re-runs and Slimnastics. A rather drastic dropoff of absolute numbers of viewing households came at midpoint of Table XXI, with programs dealing with Health and Leisure Activities, Library, school programs and "Others." However, did this over-all picture vary by Income groups?

TABLE XXI

RANK POSITIONS OF 12 TULSA COMMUNITY EDUCATION TELEVISION  
PROGRAMS, AS VIEWED BY LOWER-, MIDDLE- AND  
HIGHER-INCOME HOUSEHOLDS

Programs	Levels of Income			Over-all Rank
	Low	Middle	High	
City Commission (reruns)	1.0	1.0	5.0	1.0
Slimnastics	2.0	2.0	6.0	2.0
City Commission (live)	6.5	5.0	2.0	3.0
Zoo	4.0	4.0	3.5	4.0
Performing Arts	8.5	3.0	3.5	5.0
Sports	8.5	6.5	1.0	6.0
Health	4.0	6.5	9.5	7.0
Leisure	4.0	9.0	9.5	8.0
Library	11.0	8.0	9.5	9.0
Other	6.5	10.5	7.0	10.0
High School Activities	10.0	10.5	12.0	11.0
Elementary Enrichment	12.0	12.0	9.5	12.0

Lower- v Middle-Income - Performing Arts, Sports and certain "other" programs drew a proportionately lesser number of Lower- than Middle-Income households, while Health, Leisure and Library programs were less favored by the Middle-Incomers. This can be seen simply in the comparative direction of these programs' rank positions in Table XXI. There was substantial correlation, however, between the number of Low- and Middle-Income households that viewed Community programs ( $r = .77$ ,  $df = 10$ ). In other words, with exception of above mentioned differences, High- and Low-Utilized programs in Lower-Income households also were High- and Low-Utilized in Middle-Income groups.

Lower- v High-Income - A proportionately lesser number of Lower-Income households utilized "live" City Commission broadcasts, Performing Arts and Sports programs, while High-Incomers attended less than Lower-Income households to City Commission re-runs, Slimnastics and programs on Health and Leisure. The correlation between the Lower- and High-Income groups' Utility of Community programs was very weak ( $r = .21$ ,  $df = 10$ ).

Middle- v High-Income - Middle-Incomers, relative to High-Income households, too, favored less the "live" City Commission broadcasts and Sports, in addition to Library Services and Elementary School Enrichment programs. Compared to High-Income, the Middle-Income households showed relatively higher Utilization of Commission reruns, Slimnastics and Health programs. Relationship between Middle- and High-Income group preferences for Community programs was moderate ( $r = .59$ ,  $df = 10$ ).

To sum up, the programs drawing the greatest number of Lower-Income households were: City Commission reruns, Slimnastics, Health

and Leisure. Best Middle-Income attractions were City Commission runs, Slimnastics and Performing Arts. The only relatively highly-attended programs for all three groups dealt with animals and the zoo. "Other," High School activities, and Elementary School Enrichment programs drew a proportionately low number of households from all Income groups.

If one were to choose a group that would best predict the relative Utilization of Community television programs, it would be the Middle-Income ( $r = .98$ ,  $df = 10$ ). In other words, the more highly Utilized programs of Middle-Incomers also were Utilized by all respondents.

Public Channels By Income. Public, like Community channels, encountered low Utilization from households, in terms of numbers of programs watched among the 9 listed in Item 9. Table XXII, however, shows the rank positions of each program by Income level.

TABLE XXII

RANK POSITIONS OF NINE TULSA PUBLIC TELEVISION  
PROGRAMS, AS VIEWED BY LOWER-, MIDDLE-  
AND HIGHER-INCOME HOUSEHOLDS

Programs	Levels of Income			Over-all Rank
	Low	Middle	High	
Nova	1.0	2.0	1.0	1.0
Other	2.0	1.0	3.0	2.0
Electric Company	3.5	3.0	4.0	3.0
Sesame Street	6.5	5.5	2.0	4.0
Mister Rogers	6.5	4.0	5.0	5.0
Art	3.5	5.5	8.0	6.0
Books	6.5	7.5	6.0	7.0
Drawing	6.5	7.5	7.0	8.0
Children's Problems	9.0	9.0	9.0	9.0

Across all Income groups, Nova, "Other," Electric Company, Sesame Street and Mister Rogers gave the best mileage to Public channels -- from those listed. A sharp decrease in respondent households occurred with Arts, Drawing and Children's Problems programs.

The Public channels considerably were more consistent in their programs' relative "drawing powers" among the Income groups. This was evident in the relative small differences in program rank positions across the rows of Table XXII.

In fact, only Sesame Street and Art programs drew proportionately different numbers of viewers from different Income groups. Sesame Street claimed a proportionately greater number of High- than Low- or Middle-Income households. The Art program, however, claimed a proportionately higher number of Lower- and Middle-Income households.

Again, Low- and Middle-Income groups were most similar in relative program preference ( $r = .91$ ,  $df = 7$ ), although Middle-Incomers also showed a high degree of similarity to High-Income groups ( $r = .81$ ,  $df = 7$ ). Middle-Income households were the best predictors of Public television programs' Utility rank positions, just as they were for Community programs ( $r = .98$ ,  $df = 7$ ).

Over-all, Public television programs were utilized relatively to the same degree by all Income groups.

Commercial Channels By Income. Table XXIII shows the rank positions of thirteen Commercial type programs by Income level.

The reader readily can see that, across all Income groups, the most viewed programs were Documentary/expose, news interview and straight news. No large drop-off came until the last four categories: religion, underwater-science, kiddie entertainment and "Others."

TABLE XXIII

RANK POSITIONS OF 13 COMMERCIAL TYPE TELEVISION  
PROGRAMS, AS VIEWED BY LOWER, MIDDLE- AND  
HIGHER-INCOME HOUSEHOLDS

Programs	Levels of Income			Over-all Rank
	Low	Middle	High	
Documentary/expose	1.0	1.0	2.0	1.0
News interview	2.0	3.0	4.0	2.5
Straight news	4.0	2.0	3.0	2.5
Sports	7.0	4.0	1.0	4.0
Family entertain- ment	3.0	5.0	6.0	5.0
Situation comedy	5.0	6.0	5.0	6.0
Crime show	8.5	7.0	7.0	7.0
Late night movies	6.0	8.0	9.0	8.0
Home Box Office	8.5	10.0	8.0	9.0
Religion	10.0	11.0	11.0	10.5
Others	11.0	9.0	12.0	10.5
Underwater science	13.0	12.0	10.0	12.0
Kiddie entertain- ment	12.0	13.0	13.0	13.0

Middle-Income respondents were very close to the over-all rank, and only two great deviations were noted, one in each of the Low- and High-Income categories. Among Low-Income respondents, sports was noticeably below the over-all rank, while among the High-Income respondents, sports ranked first.

Home Box Office, an additional charge option, was noticeably lower among the Middle-Income respondents. The investigator could find no apparent reason for this phenomenon.

If one were to choose a group that would best predict the relative Utilization of Commercial television programs, it would be the Middle-Income. In other words, the more highly Utilized programs of Middle-Incomers were also utilized by all respondents.

Program Utility By Education

As in the case of Income levels, Education had practically no differential "effect" on the degree to which responding households utilized television, over-all.<sup>45</sup> Table XXIV indicates that the total number of Low- and Moderate-to-High Utility households did not depend on whether the responding household member completed twelve or less years of school or was a college graduate.

TABLE XXIV

NUMBER OF HOUSEHOLDS INDICATING LOW- AND  
MODERATE-TO-HIGH UTILIZATION OF  
COMMUNITY, PUBLIC AND  
COMMERCIAL TV  
CHANNELS

Degree of Utility	Educational Levels		Total
	High School & Less	College Graduate	
Moderate-to- High Utility	106	132	238
Low Utility	236	262	498
TOTAL	342	394	736

Again, the type of channel made the difference in degree of household Utilization of television. The pattern was nearly identical to that found in the analysis of Income levels. Commercial channels claimed more Higher- than Lower-Utility households, while Community and Public channels drew more Low- than Moderate-to-High. The strength of



relationships were nearly identical to the previous analysis - in all contingency breakdowns. In other words, neither Income nor Education made a significant difference in channel Utilization, and the relationship was equally weak in both cases. Type of channel made the difference.

Community Channels By Education. When programs were analyzed individually, however, some notable differences in Utilization by Educational level were noteworthy. Table XXV shows the rank positions of Community channel programs by Lower- and Higher-Educational levels. The reader is reminded that a program's rank position was derived from the relative number of households viewing the program; that is, households within a given Educational level.

TABLE XXV

RANK POSITIONS OF 12 TULSA COMMUNITY EDUCATION  
TELEVISION PROGRAMS, AS VIEWED BY LOWER- AND  
HIGHER-EDUCATED RESPONDENT HOUSEHOLDS

Programs	Level of Education		Over-all Rank
	High School & Below	College Graduate	
City Commission (reruns)	1.0	1.0	1.0
Slimnastics	2.5	2.5	2.0
City Commission (live)	4.5	2.5	3.0
Zoo	2.5	6.0	4.0
Performing Arts	6.0	4.0	5.0
Sports	4.5	5.0	6.0
Health	7.0	8.0	7.0
Leisure	8.0	9.5	8.0
Library	11.5	7.0	9.0
Other	10.0	9.5	10.0
High School Activities	9.0	12.0	11.0
Elementary Enrichment	11.5	11.0	12.0

In over-all "drawing power," Table XXV tells a story similar to that of Table XXI, which involved Income levels. City Commission and Slimnastics programs were high across both Educational levels, while Health, Leisure, Library, School and "Other" programs ranked relatively low in number of respondent viewers, regardless of Educational level.

Worthy of mention is that proportionately more Lower-Educated respondent households viewed the programs on animals and the zoo, while proportionately more Higher-Educated watched "live" City Commission and Performing Arts programs.

Relative Utilization by both Educational groups was very similar ( $r = .83$ ,  $df = 10$ ), and the Lower- and Higher-Educated groups' preferences were "equally" predictive of over-all preference ( $r$ 's =  $.96$  and  $.95$ ,  $df$ 's =  $10$ , respectively).

Public Channels By Education. When Educational levels were compared, Public channels were even more consistent in attracting respondents than they were when only Income levels were compared, as shown in Table XXVI, and the over-all rank-order of Program Utilization was the same.

The only difference remotely worthy of mention from Table XXVI is that a proportionately greater number of Higher- than Lower-Educated respondent households watched Sesame Street.

The relative Utilization of the nine Public channel programs by the two Educational groups was identical ( $r = .93$ ,  $df = 7$ ). Furthermore, each group "equally" predicted Utility rank positions of programs ( $r$ 's =  $.99$  and  $.98$ , and  $df$ 's =  $7$ ).

TABLE XXVI  
 RANK POSITIONS OF NINE TULSA PUBLIC TELEVISION  
 PROGRAMS, AS VIEWED BY LOWER- AND HIGHER-  
 EDUCATED RESPONDENT HOUSEHOLDS

Programs	Level of Education		Over-all Rank
	High School & Below	College Graduate	
Nova	1.0	1.0	1.0
Other	2.0	2.0	2.0
Electric Company	3.0	4.0	3.0
Mister Rogers	4.0	5.0	4.0
Sesame Street	5.0	3.0	5.0
Performing Arts	6.0	6.0	6.0
Books	8.0	7.0	7.0
Drawing	7.0	8.0	8.0
Children's Problems	9.0	9.0	9.0

Commercial Channels By Education. Table XXVII shows the rank positions of Commercial channel programs by Lower- and Higher-Educational levels.

The only differences worthy of mention in Table XXVII are that a proportionately greater number of Higher- than Lower-Educated respondent households watched sports, and a proportionately greater number of Lower- than Higher-Educated respondent households watched situation comedies.

Due to the irregularity of broadcast schedules on the Community channels on weekends, it was not feasible to do similar analyses to the foregoing data, as our main concern was the Community channels. Instead, the following data were tabulated:

On the Community channels, there was a noticeable drop in the number of respondents marking the 6-to-9 a.m. and 4-to-7 p.m. time

TABLE XXVII

RANK POSITIONS OF 13 COMMERCIAL TYPE TELEVISION  
PROGRAMS, AS VIEWED BY LOWER- AND HIGHER-  
EDUCATED RESPONDENT HOUSEHOLDS

Programs	Level of Education		Over-all Rank
	High School & Below	College Graduate	
Documentary/expose	1.0	1.0	1.0
Straight News	2.0	3.0	2.0
Sports	5.0	2.0	3.0
News interview	4.0	4.0	4.0
Situation comedy	3.0	5.0	5.0
Family entertainment	6.0	6.0	6.0
Crime show	8.0	7.0	7.5
Late night movies	7.0	8.0	7.5
Home Box Office	9.0	9.0	9.0
Others	10.0	10.5	10.0
Underwater science	12.0	10.5	11.0
Religion	11.0	12.0	12.0
Kiddie entertainment	13.0	13.0	13.0

periods on weekends. The number of viewers after 10:30 p.m. is almost double on weekends, as compared to weeknights. There is very little difference in the number of viewers, comparing Saturday and Sunday, over-all.

On the Public channel, there was also a noticeable drop in the number of respondents marking the 6-to-9 a.m. time period on weekends. Saturday 9 a.m. to 12 noon was up considerably, compared to the other six days. A slight increase was noted in the noon to 4 p.m. time period, as compared to weekdays. Again, there was very little difference in the number of viewers, comparing Saturday and Sunday, over-all.

A noticeable drop was noted on the Commercial channels at both periods Sunday morning. One might assume that church attendance and/or

social activity the night before accounted for most of this drop. Viewing doubled in the noon to 4 p.m. slot, both days, increased somewhat 4-to-7 p.m. both days, and on Saturday from 9 a.m. to 12 noon and after 10:30 p.m.

#### Results of Testing Hypothesis One

The null proposition of the first hypothesis was tested as follows:

Ho<sub>1</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television weekdays.

The first null hypothesis was tested by using frequency distribution analysis of response to question 11, as presented in Table I. From the data presented in Table I, page 44, noticeable statistical differences were found (chi square = 110.20, df = 2,  $p < .001$ ) among the number of hours subscribers watched Community Education (184), Public (399), and Commercial (896) television on weekdays. These results allowed the researcher to reject the first null hypothesis.

#### Results of Testing Hypothesis Two

The null proposition of the second hypothesis was tested as follows:

Ho<sub>2</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekends.

The second null hypothesis was tested by using frequency distribution analysis of responses to question 11, as presented in Table I. From the data presented in Table I, page 44, noticeable statistical differences were found (chi square = 110.20, df = 2,  $p < .001$ ) among

the number of hours subscribers watched Community Education (78), Public (372), and Commercial (1377) television on weekends. These results allowed the researcher to reject the second null hypothesis.

#### Results of Testing Hypothesis Three

The null proposition of the third hypothesis was tested as follows:

Ho<sub>3</sub> There is no significant difference among the times of day for viewing the Community Education, Public and Commercial television stations.

The third null hypothesis was tested by using frequency distribution analysis of responses to questions 14, 15 and 16, as presented in Table II. From the data presented in Table II, page 46, it was evident that there was statistically significant difference among the times of day subscribers watched Community Education, Public and Commercial television stations. Viewing-time blocks were related significantly to type of channel (chi square = 304.79, df = 10,  $p < .001$ ). These results allowed the researcher to reject the third null hypothesis.

#### Results of Testing Hypothesis Four

The null proposition of the fourth hypothesis was tested as follows:

Ho<sub>4</sub> There is no significant difference among the days of the week for viewing the Community Education, Public and Commercial television stations.

The fourth null hypothesis was tested by using frequency distribution analysis of responses to questions 14, 15 and 16, as presented in Table III. From the data presented in Table III, page 47, statistically significant differences were noted (chi square = 45.16, df = 12,

$p < .001$ ). These results allowed the researcher to reject the fourth null hypothesis.

#### Results of Testing Hypothesis Five

The null hypothesis of the fifth hypothesis was tested as follows:

$H_{05}$  There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Income is used as an independent variable.

The fifth null hypothesis was tested using frequency distribution analysis of responses to questions 14, 15 and 16, along with a breakdown of Income figures in question 5, as presented in Tables VIII, IX, X and XI. From the data presented in these tables on pages 57, 58, 59 and 61, respectively, it was evident that there was statistically significant interaction between Income and Viewing Time, but the association was low to negligible (chi square = 7.97,  $df = 2$ ,  $p < .05$ ,  $C = .11$ ). These results allowed the researcher to reject the fifth hypothesis.

#### Results of Testing Hypothesis Six

The null proposition of the sixth hypothesis was tested as follows:

$H_{06}$  There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when the amount of education completed is used as an independent variable.

The sixth null hypothesis was tested using frequency distribution analysis of responses to questions 14, 15 and 16, along with a breakdown of amount of Education figures in question 6, as presented in Tables XII, XIII and XIV. From the data presented in these tables on

pages 63, 64 and 65, respectively, it was evident that there was a statistically significant but weak relationship between Education and Viewing Time, but the association was low to negligible (chi square = 6.15,  $df = 1$ ,  $p < .05$ ,  $C = .09$ ). These results allowed the researcher to reject the sixth hypothesis.

#### Summary of Results of Empirically Tested

##### Hypotheses One Through Six

The results of testing the six null hypotheses showed that there were statistically significant differences noted among the times of day and days of the week the entire sample were watching Community Education, Public and Commercial television each week. There were statistically significant differences among the number of hours subscribers watched Community Education, Public and Commercial television each week, when independent variables - Income and Amount of Education completed - were interjected into the study.

The conclusions drawn from these results are presented in Chapter V. The final chapter also contains a summary of the study and some suggestions for further research.

#### Additional Findings

Through frequency analysis, the following information was obtained from the nineteen-point questionnaire.

Responses to question 1 sought reasons for subscribing to Tulsa Cable Television. Over half of the sample - 61 per cent - cited a wider program selection as the reason for subscribing. Another sizable group - 13.6 per cent - subscribed because of the promise of



better reception. Still others cited old movies, Christian programming, children's programming, Home Box Office and FM music as reasons for subscribing--the latter two being extra-cost options. Several cited too much violence on the Commercial channels as reasons for subscribing to cable, believing they would have a wider choice of options. Others expressed a desire in receiving Kansas, Texas and other out-of-state stations. Some of the respondents indicated past residence in these states.

Most of the respondents, 73 per cent, have subscribed to Tulsa Cable Television for two years or more, as indicated by responses to question 2. Average family size was 3.36. Tulsa is a rich, well-educated community, with cable households containing just over three persons. Some 356 males and 318 females (question 3) and 172 children under 18 (question 4) were in the households surveyed in this study.

Over half the respondents had an income of \$20,000 or over (question 5) and have at least a college education (question 6). Only twelve respondents reported an annual income of less than \$10,000. Of the twelve, eight had subscribed over 3 years to cable; ten were high school graduates, and two were college graduates. Six of the high school graduates subscribed to HBO. The two respondents indicating only grammar school education earned incomes of \$15-20,000 a year, but did not subscribe to HBO, even though being on the cable over three years. These two questions were analyzed further as independent variables in the summary of findings. Only a few respondents failed to answer all questions in the study. Of the 251 responses, seventeen refused to respond to the Income category question, yet all responded to the level of education completed by the head of the household.

In response to question 7, only 13.8 per cent of the respondents were unaware of the programs available on all the cable television channels in Tulsa. Forty-seven respondents or 19 per cent admitted they never watched these channels, and seventeen specifically commented that they failed to know what was available, and at what times, because of a lack of publicity for these channel offerings.

In response to question 8, the most popular Community Education television program was the Tulsa City Commission rebroadcasts, followed by Slimnastics, and then by the live broadcasts of the Tulsa City Commission meetings. By far, Nova was the most watched program on the Public broadcasting channel, in response to question 9. Despite the additional cost of Home Box Office, it drew many viewers. Family-type entertainment, sports, news, comedy and documentaries like Sixty Minutes rated highest in the Commercial area, as indicated by responses to question 10. Movies were the number one viewer preference, checked 212 times (late night movies and Home Box Office). Only 37.8 per cent actually paid additional fees for HBO, but Income made no difference in those who subscribed. A total of 207 persons indicated they watched Sixty Minutes and other documentaries.

Religious programs like the weekly Oral Roberts series were not watched in any great number among the sample. Also, there were some programs shown on the Community Education channels which were watched by only a few cable subscribers in this study.

In response to question 11, cable television was watched in the average Tulsa subscriber's home 37.2 hours per week, or slightly less than 5 and 1/3 hours per day over-all. A further breakdown indicated

Tulsa subscribers watched 7.2 hours on weekends and about 6 hours per day, Monday through Friday.

Regarding content of Commercial television (question 12), twelve respondents considered it to be "poor." All twelve of these respondents were bracketed in the Income level of \$20,000 and above. Level of education made very little difference in this area of concern, as some representatives from all educated groups considered content "poor." Community Education or Public television programming was rated "high" in content and quality. Over-all, of those responding to question 12, Commercial television was rated lowest, even though it was watched most.

When asked if there were perceived needs for more Community Education programs (question 13) one hundred and twenty-one respondents were satisfied with the present numbers, while one hundred and two said more such programs were needed. Only ten of the respondents indicated a desire for less Community Education programs.

Of the ten respondents indicating interest in fewer Community Education programs, all ten were in the two Higher-Educated categories, and eight of the eight who listed Income were in the two Higher-Income brackets. Not a single respondent in the three Lower-Income brackets or the three Lower-Educated brackets wanted less Community Education programs than at present.

All but eight gave opinions on their perception of Commercial program content. In this category, six rated the Commercial programs excellent, 80 indicated good, 93 rated them fair, 52 said not very good and 12 indicated poor content.

On the Educational or Public channel, seventy-one of the 207 who responded to the question rated programs excellent; 111 rated them

good and 25 fair. Not a single respondent listed this type of channel less than fair.

Six respondents rated Community channel programming excellent, eighty-two indicated good and 35 indicated fair. Six persons considered these programs not very good, while not one person labeled them poor.

Results of responses to questions 14, 15 and 16 are given in the study summary on page 105. Through two open-ended questions, 17 and 18, the investigator sought to determine just what programs, not now being offered by Community Education leaders, would be of interest to our sample.

There was concern for reasons the respondents chose to watch the Community Education channels, 24 and 26/27, and various reasons were noted in question 17. Thirty-three cited "subjects of interest" as the top reason, while 29 others cited the ability to "sit-in" on City Commission meetings as their top reason. Others expressed a desire to know what's going on in Tulsa, and being able to watch programs with educational value. Some watch Community Education programs when there is nothing else of interest on the other channels. Some have watched by accident, some by curiosity, and some have found programs to be more interesting than the Commercial channels are offering at a given time. Still others have watched when they knew in advance that a relative or friend was to be a program participant.

Even though it was obvious from the research that Commercial television is still the most popular fare seen on cable television, it is also obvious that there are many areas where Community Education programs could fill a void. Over 40 different areas of concern were

listed by respondents when asked what Community Education programs would be watched, if available. Several areas were listed by many respondents, while other areas received only one or two mentions. Included in the program types desired most were such topics as: amateur and playground sports, politics, local performing arts, conferences and lectures--particularly those originating at Oral Roberts and Tulsa universities, gardening, home care and repairs, medicine, science, travel, flowers and drugs. Only two respondents showed any interest in programs from the public schools.

Certainly one of the shortcomings of Community Education programming is the complete lack of publicity. Rarely, if ever, are programs publicized in advance. The Commercial and Public broadcasting programs are listed in the newspaper, TV Guide, and in individual station's promotion efforts.

Viewers look for different types of programs on cable television. Two hundred and eighty-one responses were given when this question was asked of respondents. Many viewers were unaware of many of the Community Education programs which are offered and indicated they would watch some of them if they knew time and channel of broadcast. There is a growing dislike for many of the current programs on Commercial television because of the amount of sex, violence and ridiculous and poor-taste commercials. Groups like the Federal Trade Commission, the Federal Communications Commission, Action for Children's Television, various P.T.A. groups, and others are getting into the act. Daytime television viewing is down - as more and more housewives are being absorbed into the working force. ABC moved to the top of the ratings in 1978-79 by offering shorter, true-to-life situations to which the

viewer can relate. The television audience is looking for something new - something that interests them as individuals - and this is where Community Education leaders can deliver needed programming.

According to a two-phased attitudinal study made in the summer of 1976 and in February of 1977 by KPR Associates of Phoenix, Arizona, a cable research group, movies were the most popular television program type, with documentaries as second choice, and sports, third. In the Tulsa study, the top two were in the same order, with sports, fourth. The difference might be explained by program description. KPR used documentaries, sports and public affairs categories, while the Tulsa study used documentaries, sports, straight news and news/interview categories.

The first major discrepancy was comedy: sixth in the Tulsa study, but ninth, nationwide. Family entertainment was ranked seventh in both studies. Crime shows were eighth in the Tulsa study, and sixth, according to KPR, nationally.

The two operators of the Public access channels in Tulsa and management at Tulsa Cable Television have expressed an interest in the results of this study. Those who responded to questionnaires were asked if they would like to have results of the study, and slightly less than 30 per cent expressed an interest in their replies to question 19. Each of these respondents are to receive a summary sheet of results at the completion of the study.

The frequency tables for the nineteen items of the questionnaire may be studied in the Appendix, beginning on page 130.

As an aside, 75 percent of editors and other media people polled in January, 1978, by the Associated Press Broadcasters think the public

is interested in sports, while only 35 per cent of the public expressed such an interest. In the Tulsa study, 37.8 per cent paid additional dollars for Home Box Office which features primarily live sports events and recent movies, many of them either R or X-rated. Twenty-three respondents desired coverage of amateur and playground sports by some outlet.

In the same survey, 34 per cent of the media executives believed the public was interested in national news, while 60 per cent of the public indicated such an interest. All Income levels in this study rated news very high in their listening choice.

## FOOTNOTES

### CHI SQUARE AND C-COEFFICIENT COMPUTATIONS

#### UTILIZED IN CHAPTER IV

1. Chi square = 110.20, df = 2,  $p < .001$  (page 44)
2. Chi square = 304.79, df = 10,  $p < .001$  (page 45)
3. Chi square = 45.16, df = 12,  $p < .001$  (page 46)
4. Chi square = 28.44, df = 1,  $p < .001$  (page 46)
5.  $F = 7.13$ , df = 1/102,  $p < .01$ , critical difference = .30,  $p < .05$   
(page 52)
6. Chi square = 98.73, df = 8,  $p < .001$ ,  $C = .35$  (page 54)
7. Chi square = 120.42, df = 2,  $p < .001$  (page 55)
8. Chi square = 34.90, df = 1,  $p < .001$ ,  $C = .26$  (page 55)
9. Chi square = 118.88, df = 1,  $p < .001$  (page 56)
10.  $C = .45$  (page 56)
11. Chi square = 7.97, df = 2,  $p < .05$  (page 56)
12. Chi square = 5.78, df = 1,  $p < .05$ ,  $C = .13$  (page 56)
13.  $C = .13$  (page 56)
14. Chi square = 6.60, df = 1,  $p < .05$ ,  $C = .11$  (page 57)
15. Chi square = 35.13, df = 2,  $p < .001$ ,  $C = .48$  (page 58)
16. Chi square = 24.84, df = 1,  $p < .001$ ,  $C = .49$  (page 58)
17. Chi square = 14.06, df = 1,  $p < .001$ ,  $C = .39$  (page 58)
18. Chi square = 48.65, df = 2,  $p < .001$ ,  $C = .35$  (page 59)
19. Chi square = 17.12, df = 1,  $p < .001$ ,  $C = .27$  (page 60)



20. Chi square = 45.12, df = 1,  $p < .001$ , C = .41 (page 60)
21. Chi square = 8.44, df = 1,  $p < .05$ , C = .19 (page 60)
22. Chi square = 45.81, df = 2,  $p < .001$ , C = .40 (page 60)
23. Chi square = 26.14, df = 1,  $p < .001$ , C = .37 (page 61)
24. Chi square = 45.60, df = 1,  $p < .001$ , C = .22 (page 61)
25. Chi square = 144.78, df = 5,  $p < .001$ , C = .40 (page 62)
26. Chi square = 6.15, df = 1,  $p < .05$ , C = .09 (page 62)
27. Chi square = 133.43, df = 2,  $p < .001$ , C = .39 (page 63)
28. Chi square = 83.76, df = 2,  $p < .001$ , C = .44 (page 64)
29. Chi square = 31.76, df = 1,  $p < .001$ , C = .36 (page 64)
30. Chi square = 11.42, df = 1,  $p < .001$ , C = .22 (page 64)
31. Chi square = 75.26, df = 1,  $p < .001$ , C = .49 (page 65)
32. Chi square = 54.16, df = 2,  $p < .001$ , C = .12 (page 65)
33. Chi square = 5.80, df = 1,  $p < .025$ , C = .32 (page 66)
34. Chi square = 30.72, df = 1,  $p < .001$ , C = .32 (page 66)
35. Chi square = 59.10, df = 1,  $p < .001$ , C = .43 v .39 (page 66)
36.  $F = 5.82$ , df = 4/20,  $p < .05$  (page 67)
37.  $F = 699.15$ , df = 5/20,  $p < .001$ . Critical differences in tests between-the-means were 2.19,  $p < .05$  for days, and 2.53 for times of day (page 67)
38.  $F = .97$ , df = 4/20,  $p > .05$  (page 68)
39. Chi square = 379.97, df = 8,  $p < .001$ , C = .60 (page 77)
40. Chi square = .43, df = 2,  $p > .50$ , C = .02 (page 77)
41. Chi square = 406.69, df = 2,  $p < .001$ , C = .59 (page 77)
42. C = .59 v .60 (page 77)
43. Chi square = 303.78, df = 1,  $p < .001$ , C = .62 (page 78)
44. Chi square = 262.24, df = 1,  $p < .001$ , C = .59 (page 78)
45. Chi square = .52, df = 1,  $p > .30$ , C = .001 (page 85)

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

This final chapter was divided into two parts. The first part is a summary of the study and findings. The second part contains conclusions drawn from the findings, recommendations for the use of cable television as a delivery system of Community Education, and suggestions for further research.

#### Summary of Research Findings

A brief summary of the investigator's findings indicated:

The choice of channels, as well as times of day and days of the week when programs were presented are important factors to be considered, but Income and Education of the respondents are not important considerations when programming of Community Education television was contemplated. Viewers seemed to have program-type preferences and indicated the types of programs, not now being offered, that they would like to see in the future. The number of children in the households surveyed had very little to do with program-types watched.

While movies seemed to be the number one attraction viewed by the cable subscribers, most viewers were aware that programs were available to them on all thirty Tulsa cable channels. It was their consensus that more Community Education programs should be offered.

Although earlier surveys were limited in scope, they seemed to indicate many of the same characteristics found in this study. Compared with certain aspects of national surveys, Tulsa, Oklahoma, appeared quite similar in many ways to other cities, but Income level and the amount of formal Education completed by the head of the household was considerably higher, at least in the sample drawn for this study.

Respondents to this study indicated that the quality of Public television programming was considered highest, with Commercial programs being evaluated as lowest. The higher-educated respondents watched City Commission meetings live and the Performing Arts programs more than other groups. Lower-Income householders tended to rate program content higher than did High-Income respondents.

Income made no difference in perceived program content quality among higher-educated respondents, and Education made no difference among Lower-Income households in perceived program content quality. Community channels showed their greatest relative audience strength during pre-prime-time periods. Specials on both Commercial and Public channels were viewed by a large group of respondents, particularly those who knew of the program offerings in advance.

Commercial and Public channels drew their largest audiences from 7 to 10:30 p.m., when Community channels sustained their largest comparative rating loss. However, Community channels in Tulsa are not always operating in prime-time. Heavy viewers watched more Community programs than Public, while Light viewers watched more Public programs.

It could not be determined why Wednesday and Friday were the weakest audience attraction days on the Community channels. Similarly, weakest audience attraction days on the Public channel were Monday and

Wednesday, and on the Commercial channels the weakest audience attraction days were Tuesday and Wednesday. Wednesday showed up in each category, indicating it to be the day when fewer people watched television in the Tulsa area.

No one day stood out as the strongest audience attraction day in Tulsa, as more people watched Community channels on Tuesday; more watched the Public channel on Thursday, and more watched the Commercial channels on Friday.

In testing the six null hypotheses, the first four were rejected by the data found in Tables I, II and III.

- Ho<sub>1</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekdays.
- Ho<sub>2</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television on weekends.
- Ho<sub>3</sub> There is no significant difference among the times of day for viewing the Community Education, Public and Commercial television stations.
- Ho<sub>4</sub> There is no significant difference among the days of the week for viewing the Community Education, Public and Commercial television stations.

The remaining two hypotheses were rejected as stated, as is borne out by Tables VIII through XIV.

- Ho<sub>5</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Income is used as a secondary explanatory factor.
- Ho<sub>6</sub> There is no significant difference among the number of hours subscribers watch Community Education, Public and Commercial television each week, when Level of Education is used as a second explanatory factor.

### Conclusions and Recommendations

Subscribers bought cable because of a wider program selection, and indicated they either wanted more programs dealing with Community Education subjects, or at least the same amount. Only ten respondents indicated a desire for less Community Education programs.

Results of this study indicated, by a wide margin, that Channel 24 is the most viewed channel presenting Community Education programs. There was an interest in Coaches Corner one year, and a few watched last year's productions of Leisure Learning and Then and Now--both on Channels 26/27. Overall, there was no real criticism of the quality of content of the Community Education programs, but there was a noticeable lack of publicity for these programs, and time was never considered a factor in scheduling. There seemed to be little interest in programs which had been produced by the community schools.

Many Community Education programs had been well received in Tulsa; others had been suggested, as this study found. There was not maximum use of any of the Community Education channels - 24, 26/27, and 28 - the latter assigned to the Tulsa universities, but not now being used at all.

There are types of programs which can be produced, which have interest. Many of these will have to be produced by private citizens - well versed in their respective fields. Traveling microphones and cameras will be a necessity--going into the universities, to lecture halls, to public hearings and school board meetings, to press conferences, to playgrounds and to studios.

At this time, unless there is more interest on the part of those who operate the television channels at the public school system, any

money expended for Community Education programs would be better spent in the utilization of Channel 24, and a concerted, unified effort be made to activate a strong interest in the universities in Tulsa to program Channel 28. Those with authority over the public school channels need to take a hard look at what they are presenting, and what they intend to present. What little that has been produced in the past was not watched, although a part of the reason could be the overall lack of publicity. Even programs supplied by the Oklahoma Educational Television Authority are being viewed only in the classroom, probably for the same reason. Those who rated over-all content of these programs in the past, rated it good.

The Community Education programs, originating outside the schools, will have to utilize the Community Education channels, and even then, someone must bear the cost. The people who pay these costs desire a voice in what type programs they are paying for, hence surveys can be a valuable tool to program producers, channel owners, city-county governing bodies and the average taxpayer, as well.

The essence of the Community Education philosophy is that the program must serve and be responsive to the entire community and not be looked upon as the board's, a service club's, or some minority organization's program. It must have a broad base of support no matter who produces it. Community Education provides a system for involvement of people in the identification and solution of their problems.

The television medium is familiar to all people. They have been nourished on it, and for many, it has replaced printed materials. Local involvement, community control and minority ownership are important cable considerations for the future.

As was suggested earlier, the production of television programs is expensive, and there is always a chance of wasted time, talent and material. There is the legal question involved in whether tax funds legally can be spent for a service available only to a few - the cable subscribers who pay additional dollars for this service. If a school system, or any other unit, is to produce quality Community Education programs, there must be persons in authority who know their art. Someone who knows the marketplace, the demographics of the audience, has the ability to seek out qualified "performers," and the know-how of good production are musts, if there is to be accountability for dollars appropriated. This person must be able to work with other Community Education channel administrators in the avoidance of duplication, and must have the ability to seek out volunteers with various areas of expertise to produce programming with credibility. Constant ascertainment and the flexibility in scheduling are important. Studies such as this one should be made annually to determine changing patterns of listener interest.

An annual survey should be made to determine if viewing patterns in Tulsa change with the addition of the many new subscribers. Are new programs viewed and properly publicized? Do the times and days of viewing differ from those of this study? Does the percentage of viewers increase proportionately with the number of subscribers? Studies such as this one should be made in other communities having cable television to see if information compiled in this study differs from other communities and why. A look at cable and its involvement with Community Education leaders across the state could inspire new program ideas in each locality.

Cable television is not going to make it on subscriber fees alone. Ancillary income has to be found, and the most obvious source is payable for entertainment, sports and movies like those featured on Home Box Office (HBO). Therefore, cities considering the franchising of other cable operators should make serious studies on the past records of these operators before giving them carte blanche. Operators, sympathetic to Community Education and public service programming of an educational nature in other communities, should be given preference over others who do not have or have not shown an interest in furthering Community Education.

It is to the cable company's advantage to furnish subscribers with variety and quality programming. Locally-originated programs also add to subscriber appeal, as does the opportunity of repeating some of the better, current programs several times daily or weekly.

Educators need to understand how much cable television can do for them. Community Education programs cannot hope to compete with the number of regular television series, but they could be slotted at times when Commercial or Educational television programming is noticeably inadequate, such as 6-to-9 a.m. and 9 a.m. to Noon.

Operators must realize they are operating on channels which should and must serve the people. As the broadcast media people realize, "the airwaves belong to the people." The operator must assume a role of responsibility to his community; to provide channels for local origination of important issues; and to help various elements within the community in disseminating their views and concerns. This is where Channel 24 fits into the Tulsa picture. In addition to their regular programs, many of which are repeated, some public hearings have been telecast



and others are planned in the future. The mayor's bi-weekly news conferences are being telecast. The Tulsa Park Department, during the summer of 1978, presented a weekly program from the parks designed to entertain children and encourage them to visit the parks.

Community channels like 24, 26/27 and 28 are probably the main sources for Community Education programs. The Commercial stations, except for their public affairs programs and public service announcements required by the Federal Communications Commission, are not inclined to give away "time" which they can sell. Much of this may no longer be required should Congress pass a rewrite to the Communications Act of 1934 or the FCC relax some of their requirements. As of April 1, 1979, two bills advocating a rewrite had already been introduced in the House of Representatives. Hearings are continuing into the summer of 1979.

It was not the investigator's intent to criticize what has been done in the past by the community schools in Tulsa, but the fact remains, programs produced by the community schools for television viewing did not get viewed. Another look must be taken at the entire effort. A place to start might be with the parents of school-age children through a questionnaire asking some of the same questions this study asked, and then attempting to satisfy at least this one public. What is finally done must be publicized to create an interest. Tulsa Cable Television began a new line installation and expansion program in late 1979 which will raise their viewer-households from 25,000 to 50,000 over the next few years. As of July 1, 1979, the number of subscribers was already up to 42,000. This represents a rather large segment of Tulsa's population who ultimately must share in the cost of Community Education in that area.

It is the investigator's contention, based on this study, that Community Education programs cannot be solely produced by the schools. It will take the involvement of many persons to make a successful effort. It will take additional funds, whether they are local, state or federal. The concept of Community Education must be better budgeted by using, not just someone who feels he or she can do the job, but someone specifically trained to do this particular endeavor.

Cable television will become more important in the years ahead as a method of disseminating information and education. The wise community leaders will seek a viable working agreement with cable operators regarding Community Education whether the schools are involved or not. The schools are an important part of the Community Education philosophy, but Community Education can also work outside the schools, as it has in Tulsa, Oklahoma.

Cable television is a viable delivery system. Whether Community Education will continue to grow through the community schools or through the involvement of outside interests is the question. Perhaps, both are necessary. In either case, close cooperation among the many entities espousing Community Education is important. There are not enough monies available for each entity to do its own thing. Someone needs to coordinate the effort. Someone who knows what Community Education includes is important, as is someone who can work with people to see that all efforts in Community Education get publicized and are regularly reviewed.

Community educators would be wise to encourage the use of cable channel 28 in Tulsa. This channel has been set aside for use by the Tulsa universities, but there has been little interest. This would be another outlet for Community Education in Tulsa.

Considering the amount of programming offered on weekends by the Community Education channels and the popularity of what is presented, it is apparent that more programs should be presented, particularly on Sunday. Weekdays, Community Education channels compete favorably in the 9-to-12 noon time period with both the Public and Commercial channels.

Eleven respondents in this study expressed an interest in programs in Tulsa and Oral Roberts universities. Twelve others desired that more telecasts of conferences and lectures be presented. Some of these would originate at these universities. Even Tulsa Junior College should be considered as a source for Community Education programs.

One other recommendation concerning the city-county government Channel 24: financial reports should be made regularly for the benefit of the taxpayers of Tulsa who really are the ones who finance it. Its audience is limited, but as the audience increases, citizens need to be made aware of what is being done and what needs to be done, should funds continue to be available. An uninformed or disinterested mayor could easily eliminate the city's support of Channel 24 in an austerity program.

Administrators of all the Community Education channels in Tulsa need to meet and work together more closely than in the past to avoid duplication of effort and inform each other what is being done and what programs are lacking in over-all coverage of Community Education programs. Assistance from an outside party, aware of what Community Education can do for a community and armed with the proper data, such as this and other proposed studies, might be a great investment.

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**APPENDIXES**

APPENDIX A

CORRESPONDENCE

**OKLAHOMA STATE UNIVERSITY • STILLWATER**School of Journalism and Broadcasting  
(405) 624-6354

74074

March 9, 1978

Dear Tulsa Cable Subscriber:

You have been selected to participate in an important study of community education programs seen on Tulsa Cable Television.

Community education is growing, and has outstanding possibilities, particularly in the way the programs are presented and viewed on cable. The Tulsa Cable system is expanding, and the Tulsa public schools are planning a more complete and diversified schedule of programs on channel 26/27. Tulsa City-County government also needs to be aware of viewer interest in their efforts on channel 24. In short, we need to know what and when you are watching and why.

Your name was chosen at random from a list of Tulsa Cable Television subscribers. Your answers to the questionnaire inside will be most valuable as Tulsa plans expansion of the community education concept on cable.

Enclosed is a postage-free envelope for your prompt reply. Your willingness to answer the 19 questions will be most helpful and appreciated. It is not necessary for you to sign your name, although the option is yours.

NOW...you are even more special. The author needs to know if you understand the questionnaire or had difficulty in answering any question. You are one of only 15 persons out of 25,000 to preview this exercise. Your response is really needed to let us know if our instrument is valid. It is really in rough form...please note there are 4 pages seeking answers...19 questions in all.

May I expect a quick response? Many thanks!

Sincerely,

Philip E. Paulin  
Chairman, Broadcasting  
Oklahoma State University  
Stillwater, OK 74074

**OKLAHOMA STATE UNIVERSITY • STILLWATER**School of Journalism and Broadcasting  
(405) 624-6354

74074

April 1, 1978

Dear Subscriber:

You have been selected to participate in an important study of community education programs seen on Tulsa Cable Television.

Community education is a growing concept with outstanding possibilities, particularly in the way the programs are presented and viewed on cable. The Tulsa cable system is now expanding, and the Tulsa public schools are planning a more complete and diversified schedule of programs on channel 26/27. Tulsa City-County government also needs to be aware of viewer interest in their efforts on Channel 24. In short, we need to know what and when you are watching and why.

Your name was chosen at random from a list of Tulsa Cable Television subscribers. Your answers to the enclosed questionnaire will be most valuable as Tulsa plans expansion of the community education concept on cable.

Enclosed is a postage-free envelope for your prompt reply. Your willingness to answer the 19 questions will be most helpful and appreciated. Only about 10-15 minutes are required to complete the instrument. It is not necessary for you to sign your name, although that option is yours.

May I expect your response within 10 days? Thank you.

Sincerely,

Philip E. Paulin  
Chairman, Broadcasting  
Oklahoma State University  
Stillwater, OK 74074

Enclosure



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**OKLAHOMA STATE UNIVERSITY • STILLWATER**

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School of Journalism and Broadcasting  
(405) 624-6354

74074

April 23, 1978

Dear Subscriber:

You were randomly selected to participate in an important study of community education programs seen on Tulsa Cable Television. On April 1 you were sent a 19-item questionnaire. We have not received your reply in the stamped envelope provided.

Your answers will be most valuable as we look to the future in community education and the expansion of the Tulsa cable system.

Would you be so kind as to return the questionnaire, properly completed, so that we might begin analyzation of the data? You need not sign your name unless you want a copy of the results at the end of the study.

Again, may I thank you in advance for your prompt reply.

Sincerely,

Philip E. Paulin  
Chairman, Broadcasting  
Oklahoma State University  
Stillwater, OK 74074



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**OKLAHOMA STATE UNIVERSITY • STILLWATER**

School of Journalism and Broadcasting  
(405) 624-6354

74074

May 4, 1978

Dear Subscriber:

This week I called to remind you of the questionnaire sent to your home recently dealing with your viewing of community education programs on Tulsa Cable Television. At that time you promised a quick response.

So that we might complete our data gathering and begin analyzing the questionnaires, please return your completed copy. It is not necessary for you to sign your name unless you want to receive a copy of the findings at the completion of the project.

Your assistance in this study is greatly appreciated. As a result of this study we hope to be able to supply much needed information to community educators and cable operators in this area.

Many thanks for your cooperation.

Sincerely,

Philip E. Paulin  
Chairman, Broadcasting  
Oklahoma State University  
Stillwater, OK 74074

APPENDIX B

QUESTIONNAIRE

QUESTIONNAIRE

Your cooperation in answering the following questions and returning the questionnaire promptly will be greatly appreciated. You do not have to sign your name.

For this study, please use this definition of community education:

Community education is a social development process: the sum total of those activities and events deliberately conceived and carried out by participating public and private institutions, agencies, organizations and individuals for the purpose of serving the needs of community residents, addressing community problems, and improving community life for all citizens.

----- Donald C. Butler, Mar/Apr 1977

A community education cable television program is defined as any program produced by the Tulsa public access channels (24 & 26/27) that relates directly to the citizens of Tulsa. This includes anything which fits into the curriculum of the Tulsa public schools or into the perceived needs of the Tulsa Community. Where or when this activity takes place is of little concern.

1. Why do you subscribe to Tulsa Cable Television?
  
2. How long have you subscribed? Under 6 mo. \_\_\_\_\_, 6 mo. to 1 yr \_\_\_\_\_, 1-2 yr \_\_\_\_\_, 2-3 year \_\_\_\_\_, over 3 yr \_\_\_\_\_.
  
3. How many males in your household? \_\_\_\_\_  
How many females? \_\_\_\_\_
  
4. How many children at home under 18? \_\_\_\_\_
  
5. Yearly family income level:
  - a. Under \$10,000 \_\_\_\_\_
  - b. \$10,000 - \$14,999 \_\_\_\_\_
  - c. \$15,000 - \$19,999 \_\_\_\_\_
  - d. \$20,000 - \$24,999 \_\_\_\_\_
  - e. \$25,000 and over \_\_\_\_\_
  
6. Your highest education (Head of Household):
  - a. Grammar school \_\_\_\_\_
  - b. High School \_\_\_\_\_
  - c. High School graduate \_\_\_\_\_
  - d. College graduate \_\_\_\_\_
  - e. Post-graduate work \_\_\_\_\_



7. Are you aware of the types of programs available on all cable television channels in Tulsa?
- Yes \_\_\_\_\_
  - No \_\_\_\_\_
8. These community education cable TV programs were locally produced either by or under the auspices of the Tulsa public school personnel or the City and County public access channel personnel, based at the Tulsa library. Which of these programs were watched in your home?
- \_\_\_\_\_ Tulsa City Commission (live)
  - \_\_\_\_\_ Tulsa City Commission (rebroadcast)
  - \_\_\_\_\_ The Opera "Aida" and others (Performing Arts)
  - \_\_\_\_\_ Coaches Corner (Sports)
  - \_\_\_\_\_ Slimmastics (Exercise/Fitness)
  - \_\_\_\_\_ It's Your Zoo (Animals)
  - \_\_\_\_\_ Leisure Learning (Leisure Activities)
  - \_\_\_\_\_ Accent on Health (Health)
  - \_\_\_\_\_ Tulsa Library Reference Service
  - \_\_\_\_\_ High School Highlights (School Happenings)
  - \_\_\_\_\_ Enrichment programs for elementary students in school
  - \_\_\_\_\_ Other \_\_\_\_\_
9. Instructional programming includes programs aired on Channel 11 (KOED), supplied by the Oklahoma Educational Television Authority. These are nationally produced. Which of these programs are watched in your home?
- \_\_\_\_\_ Mister Rogers (Young child's emotional developments)
  - \_\_\_\_\_ Nova (Synthesis of scientific data)
  - \_\_\_\_\_ Time to Draw (Drawing lessons)
  - \_\_\_\_\_ Self, Inc. (Children's day-to-day problems)
  - \_\_\_\_\_ Tilson's Book Shop (Exploring the world of books)
  - \_\_\_\_\_ Art Discoveries (Art appreciation)
  - \_\_\_\_\_ Sesame Street (Broadens horizons of primary children)
  - \_\_\_\_\_ The Electric Company (Children's reading difficulties)
  - \_\_\_\_\_ Other Please specify: \_\_\_\_\_
10. Many commercial television programs and others have some educational value. Which of these types do you watch? (An example of each type is given, where necessary, but the type program here is more important than the individual program listed).
- \_\_\_\_\_ family entertainment (The Walton's)
  - \_\_\_\_\_ underwater science-adventure (Man from Atlantis)
  - \_\_\_\_\_ sports
  - \_\_\_\_\_ religion (Oral Roberts)
  - \_\_\_\_\_ news/interview (Today, Good Morning, America)
  - \_\_\_\_\_ kiddie entertainment (New Mickey Mouse Club)

- g. \_\_\_\_\_ situation comedy (All in the Family, Alice)
- h. \_\_\_\_\_ straight news (Walter Cronkite, John Chancellor)
- i. \_\_\_\_\_ crime show (Baretta, Kojak, Barnaby Jones, Hawaii 5-0)
- j. \_\_\_\_\_ documentary/expose (60 Minutes)
- k. \_\_\_\_\_ late night movies
- l. \_\_\_\_\_ HBO - home box office
- m. \_\_\_\_\_ Other Please specify: \_\_\_\_\_

11. Indicate approximately the number of hours you watch these channels on Tulsa Cable Television. (Round time into whole hours)

	Channels 24 & 26/27	Channel 11	Commercial channels for example: 2-6-8 etc
WEEKDAYS			
WEEKENDS			

12. What about the overall program content of: (Please check)  
\*Do not rate if no programs in category is watched.

	Community Education Channels 24 & 26/27	Instructional Channel 11	Commercial All others
excellent	a. _____	f. _____	k. _____
good	b. _____	g. _____	l. _____
fair	c. _____	h. _____	m. _____
not very good	d. _____	i. _____	n. _____
poor	e. _____	j. _____	o. _____

13. How do you feel about the amount of community education programs being presented on cable television?

- a. definitely need more \_\_\_\_\_
- b. need somewhat more \_\_\_\_\_
- c. present amount o.k. \_\_\_\_\_
- d. could use less \_\_\_\_\_
- e. don't need at all \_\_\_\_\_

14. On what days and at what times would members of your household most likely watch community education programs on Tulsa Cable Television? Please indicate times and days with x's. (Channels 24 and 26/27)

	6 - 9am	9:00 - 12 noon	Noon- 4 pm	4 - 7pm	7:00 - 10:30pm	After 10:30pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

15. On what days and at what times would members of your household most likely watch instructional or public television programs on Channel 11 (KOED)? Please indicate times and days with x's.

6 - 9:00 - Noon- 4 - 7:00 - After  
 9am 12 noon 4pm 7pm 10:30pm 10:30pm

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

16. On what days and at what times would members of your household most likely watch commercial programs on Tulsa Cable Television (2-6-8 etc)? Please indicate times and days with x's.

6 - 9:00 - Noon- 4 - 7:00 - After  
 9am 12 noon 4pm 7pm 10:30pm 10:30pm

Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

17. Why did you decide to watch the community education programs like Tulsa City Commission, It's Your Zoo, Coaches Corner, etc?

18. What topics would you like to see covered through community education programs on Tulsa Cable Television?

19. Please signify if you would like a summary of the results.

- a.  Yes  
 b.  No

Many thanks.

Name and Address (optional)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**APPENDIX C**

**DATA**

TABLE XXVIII

QUESTION ONE: WHY DID YOU SUBSCRIBE TO TULSA  
CABLE TELEVISION?  
(N = 251)

Response	Number
Wider program selection . . . . .	154
Better reception . . . . .	34
Old movies . . . . .	20
Christian programming . . . . .	8
Home Box Office (HBO) . . . . .	7
FM Muxic . . . . .	7
Educational programming . . . . .	5
Out-of-state stations . . . . .	5
Too much violence . . . . .	5
Continuous weather/news . . . . .	4
Dallas station . . . . .	4
Children's programs . . . . .	2
Kansas station . . . . .	2

TABLE XXIX

QUESTION TWO: HOW LONG HAVE YOU SUBSCRIBED TO  
TULSA CABLE?  
(N = 251)

Period	Number
Under 6 months . . . . .	4
6 months to 1 year . . . . .	16
1 year to 2 years . . . . .	42
2 years to 3 years . . . . .	68
Over 3 years . . . . .	121

TABLE XXX

QUESTIONS THREE & FOUR: RESPONDENTS  
IN HOUSEHOLDS?  
(N = 251)

Type	Number
Male . . . . .	356
Female . . . . .	318
Children (Under 18) . . . . .	172

TABLE XXXI

QUESTION FIVE: YEARLY FAMILY INCOME LEVEL?  
(N = 251)

Income	Number
Under \$10,000 . . . . .	12
\$10,000 - \$15,000 . . . . .	30
\$15,000 - \$20,000 . . . . .	47
\$20,000 - \$25,000 . . . . .	65
Over \$25,000 . . . . .	85
or	
as used in study	
Under \$15,000 . . . . .	42
\$15,000 - \$25,000 . . . . .	112
Over \$25,000 . . . . .	85

TABLE XXXII

QUESTION SIX: YOUR HIGHEST EDUCATION (HEAD  
OF HOUSEHOLD)?  
(N = 251)

Schooling	Number
Grade School . . . . .	2
High School . . . . .	24
High School Graduate . . . . .	93
College Graduate . . . . .	82
Post Graduate Work . . . . .	50
or as used in study	
High School Graduate or Lower . . . . .	119
College Graduate or Above . . . . .	132



TABLE XXXIII

QUESTION SEVEN: ARE YOU AWARE OF ALL THE  
PROGRAMS OFFERED ON TULSA CABLE TV?  
(N = 251)

Answer	Number
YES . . . . .	217
NO . . . . .	34

TABLE XXXIV

QUESTION EIGHT: THESE COMMUNITY EDUCATION  
PROGRAMS WERE WATCHED (IN ORDER OF  
REPLIES)?  
(N = 251)

Program	Number
Tulsa City Commission (Rebroadcast) . . . . .	76
Slimnastics . . . . .	60
It's Your Zoo . . . . .	52
Tulsa City Commission (Live) . . . . .	50
Performing Arts . . . . .	50
Coaches Corner . . . . .	45
Accent on Health . . . . .	29
Leisure Learning . . . . .	20
Tulsa Library Reference Service . . . . .	18
High School Highlights . . . . .	14
Enrichment Programs . . . . .	10
Other: (Then & Now, On Stage, and other one-time only programs . . . . .	18

TABLE XXXV

QUESTION NINE: THESE PUBLIC TELEVISION PROGRAMS  
WERE WATCHED (IN ORDER OF REPLIES)?  
(N = 251)

Program	Number
Nova . . . . .	91
The Electric Company . . . . .	58
Sesame Street . . . . .	52
Mr. Rogers Neighborhood . . . . .	50
Art Discoveries . . . . .	30
Tilson's Book Shop . . . . .	20
Time to Draw . . . . .	18
Self, Inc. . . . .	3
Other (Drama, musical productions, opera, Lehrer- MacNeil Report, Washington Week in Review, etc.) . . . . .	92

TABLE XXXVI

QUESTION TEN: THESE COMMERCIAL PROGRAM  
 TYPES VIEWED (IN ORDER OF REPLIES)?  
 (N = 251)

Program	Number
Documentary/expose (60 Minutes) . . . . .	207
Straight news (Cronkite/Chancellor) . . . . .	190
Sports . . . . .	178
News/Interview (Today, Good Morning America) . . . . .	175
Situation Comedy (All in the Family, Alice) . . . . .	169
Family Entertainment (Walton's) . . . . .	158
Crime Shows (Baretta, Kojak, Barnaby Jones) . . . . .	117
Late Night Movies . . . . .	117
Home Box Office . . . . .	95
Religion (Oral Roberts) . . . . .	56
Science-Adventure (Man from Atlantis) . . . . .	51
Kiddie Entertainment (New Mickey Mouse Club) . . . . .	37
Other: (Specials and Miniseries: Roots, Holocaust, Wheels, Washington Confidential, game shows, soap operas, etc.) . . . . .	68

TABLE XXXVII

QUESTION ELEVEN: INDICATE APPROXIMATELY THE  
NUMBER OF HOURS YOU WATCH THESE CHANNELS  
ON TULSA CABLE TELEVISION (ROUND TIME  
INTO WHOLE HOURS)?\*  
(N = 251)

Hours	Channels 24 and 26/27	Channel 11	Commercial Channels (2-6-8)
WEEKDAYS	184	399	896
WEEKENDS	78	372	1,377

\* Mailed questionnaires; 251 replies of 493 letters

TABLE XXXVIII

QUESTION TWELVE: QUALITY OF PROGRAMMING ON  
COMMUNITY, PUBLIC AND COMMERCIAL  
CHANNELS?  
(N = 251)

Quality	Community Channels 24 and 26/27	Public Channel 11	Commercial All Others
Excellent	6	71	6
Good	82	111	80
Fair	35	25	93
Not very good	6	0	52
Poor	0	0	12

TABLE XXXIX

QUESTION THIRTEEN: THE DESIRABILITY OF MORE  
COMMUNITY EDUCATION PROGRAMS?  
(N = 251)

Desirability	Number
Definitely Need More . . . . .	28
Need Somewhat More . . . . .	74
Present Amount O.K. . . . .	121
Could Use Less . . . . .	6
Don't Need At All . . . . .	4

TABLE XL  
 QUESTION SEVENTEEN: WHY DO YOU WATCH  
 COMMUNITY EDUCATION PROGRAMS?  
 (N = 251)

Reply	Number
Subjects of Interest . . . . .	33
Sit in on Commission Meetings . . . . .	29
Want to Know What's Going On . . . . .	20
Curiosity . . . . .	17
Educational Value . . . . .	11
Nothing Else On . . . . .	10
By Accident . . . . .	7
More Interesting Than Commercial . . . . .	7
Son Was On (Neighbor) . . . . .	3
Casual Interest . . . . .	3
Don't Watch At All . . . . .	47
No Publicity . . . . .	17



TABLE XLI

QUESTION EIGHTEEN: WHAT TOPICS WOULD YOU LIKE TO  
SEE COVERED THROUGH COMMUNITY EDUCATION  
PROGRAMS ON TULSA CABLE TELEVISION?  
(N = 251)

Reply*	Number
Amateur & Playground Sports . . . . .	23
Political Discussions . . . . .	19
Plants & Gardening . . . . .	18
Local Performing Arts . . . . .	13
Documentaries . . . . .	12
Conferences & Lectures . . . . .	12
Tulsa & Oral Roberts U. Programs . . . . .	11
Plays/Drama . . . . .	10
More Movies . . . . .	10
Arts Organizations . . . . .	10
Current Events . . . . .	10
Animal Life . . . . .	10
Consumer Programs . . . . .	9
Travel . . . . .	9
Flowers . . . . .	8
Science . . . . .	8
Home Care & Repairs . . . . .	7
Crafts . . . . .	7
Medicine . . . . .	7
Health Subjects . . . . .	6
Drugs . . . . .	5
Books . . . . .	4
Foreign Language . . . . .	4
Kids' Learning Programs . . . . .	4
Zoning . . . . .	3
Schools . . . . .	3
Astrology . . . . .	3
Captioned News . . . . .	3

TABLE XLI (Continued)

Reply	Number
Senior Citizens . . . . .	3
Tulsa Opera . . . . .	3
Debates . . . . .	3
Dance . . . . .	2
Ecology . . . . .	2
Hunting . . . . .	2
Water Skiing . . . . .	2
Scuba Diving . . . . .	2
Sign Language . . . . .	2
Puppet Show . . . . .	2
Nutrition . . . . .	2
Scouting . . . . .	2
Religious Music . . . . .	2
Driver's Education . . . . .	1
Cooking . . . . .	1
Legal Affairs . . . . .	1
TOTAL	281

\*  
Written Comments

TABLE XLII

COMPARISON OF RESPONSES TO QUESTION 11 ON  
PRE-TEST, QUESTIONNAIRE AND POST  
TELEPHONE CALLS\*

Time Period	Community Channels 24 and 26/27	Public Channel 11	Commercial Channels (2-6-8)
PRE-TEST 9 REPLIES OF 15			
WEEKDAYS	1.2 hrs	2.0 hrs	5.2 hrs
WEEKENDS	.9 hrs	1.8 hrs	8.8 hrs
-----			
MAILED QUESTIONNAIRE 251 REPLIES OF 493 LETTERS			
WEEKDAYS	.73 hrs	1.59 hrs	3.56 hrs
WEEKENDS	.31 hrs	1.48 hrs	5.48 hrs
-----			
POST-TELEPHONE CALLS 10 RESPONDENTS CALLED			
WEEKDAYS	.60 hrs	1.8 hrs	4.1 hrs
WEEKENDS	.10 hrs	1.9 hrs	6.3 hrs

**APPENDIX D**

**THE TULSA MODEL**

### THE TULSA MODEL

In order that the reader might have a look at the attitudes of some of the people involved in Community Education programming in Tulsa, the following information is supplied:

In six years of development, Tulsa schools in 1977 reached over 35,000 individuals, using six program locations: Monroe, Foster, Whitney, Byrd, Thoreau and Park, with more planned in the future. All of the programs place an emphasis on family participation.

From the beginning, the Tulsa model was essentially an experience in cooperation. Primary agencies involved in this endeavor were the Tulsa Board of Education and the City-County government of Tulsa, through its Parks and Recreation Board. Oklahoma State University is attempting to assist with the expertise of some of its faculty and by helping secure sizable grants from the Mott Foundation. This past year, the Tulsa Board of Education worked closely with the State Department of Education in Oklahoma and the Oklahoma Educational Television Authority (OETA).

This type of arrangement did not just develop, but was the result of years of hard work by people of the educational and recreational professions. In 1972, the Community School Coordinating Committee was formed. During 1973, as the first year of operation for two pilot projects were concluded and evaluated, a recommendation to continue the projects was made. With unanimous approval, a decision to expand from two to five schools was made, and that number has now increased to six.

One of the original intents of the community school system in Tulsa was to regularly produce programs dealing with Community Education on the public access channels (26/27), donated by the Tulsa Cable Television Company. However, this never really came about as educators had hoped. The cable television system in Tulsa is not being used as a distribution vehicle as much as it could be, or was intended to be used.

Since this study was concerned with Community Education in Tulsa, Oklahoma, an explanation of the term "Community Education," from Mr. Phil Goodman, Director of Community Education in the Tulsa schools seemed appropriate. In a recent interview, he defined Community Education as "a system or process of matching resources in the community to meet the needs of the community. It is an on-going process, an opportunity to come together, look at, and discuss all needs, including physical needs."

Goodman thinks Community Education is here to stay, and in Tulsa much Community Education is being offered through community schools. Schools, however, are not the only vehicle for Community Education. Close liaison is being maintained between the community schools and all other community agencies that may be conducting educational and recreation programs of any kind. This avoids possible duplication of effort.

Last year in Tulsa, 35,000 local residents found avenues of satisfying their educational and recreational needs by going back to school in community school classes and activities, most of these in the evening. None of these utilized cable television, but with the proper use of cable, many thousands more could be accommodated.

Nancy Leake, former supervisor of Educational television for the Tulsa Public Schools, and coordinator of all programs scheduled on the

Public school cable channel (26/27) was interviewed last year and defined Community Education as "anything which I feel fits into the curriculum of the public schools or into the needs of the community. This is not really 'broad' casting, but 'narrow' casting, as if offers programs to limited groups of people, specific groups like students, the handicapped, the elderly, the housewife, the opera lover, etc."

What actually happened is that during the 1975-76 school year three program series were produced: "On Stage," "High School Highlights," and "Coaches Corner." During the 1977-78 school year that number decreased to two, "Leisure Learning," describing what's going on in the community schools of Tulsa, and "Then and Now," a program dealing with the activities of senior citizens. These programs were produced on alternate weeks.

In the school year (1978-79), Tulsa community schools did no local originations of programs on channel 26/27. Beginning in February, 1979, there was classroom programming of 27 shows, each one being seen twice a week. These shows are tape recorded from the Public channel (11) and played at times suitable for the classroom teachers, times which were determined through a survey conducted earlier. The last of the locally produced programs, "Then and Now," was discontinued when its producer became ill and no one else seemed interested or qualified to continue its production.

The programs which were presented on channel 26/27 were supplied by the OETA and have more of a national connotation. The conclusion can be drawn that the Community Education programs being presented on cable television channel 26/27 in Tulsa do not come from the Community Education leaders in the school system. Channel 28, given to the Tulsa

universities by the cable system management, is not being used for Community Education.

However, the programs being produced on Channel 24, also a donated Public access channel, can come under the Butler definition umbrella of Community Education. These programs are being produced by station personnel and volunteer citizens with various areas of expertise.

This channel, licensed to the City-County government of Tulsa, is housed at the Tulsa Public Library and telecasts many programs that fit the Butler definition. Even Channel 24's library reference service, telecast on Channel 24, is a part of Community Education as it fills a particular community need.

At the time of this study, Tulsa was far below the national average on cable subscribers in the city because only 50 per cent of the city had cable availability. According to Mark Savage, general manager of Tulsa Cable Television, 43 per cent of the population in the wired area of Tulsa subscribed. When an analyzation of the map of the wired area (found in Appendix F) is made, one can determine that none of the area covered by Tulsa Cable Television is considered rural. All cable systems have a finite subscriber potential - ranging from none at all to every home in the community. In Tulsa, only one area had capability of receiving cable.

The general manager of Cable 24, Tom Ledbetter, stated in a late 1977 interview that they "can offer several alternatives to 'Vast Wasteland' programming for those who are interested in more than horse-opera and football. We realize we are not working as competition to Commercial programming but as a supplement to that service. We may never be the frosting on the cake, but we should at least be able to consider ourselves to be that interesting taste between the layers."



Commercial television views the cable system as another competitor for advertising dollars, particularly when outstanding sporting events, certain old-time movies, out-of-state stations, and religious programming gain either local or national advertisers. Additional viewer dollars go into added cost items on cable such as Home Box Office (HBO) and FM music. The two Public access channels in Tulsa do not feel competitive between each other - each one offering a different type of service or program, yet at times, do schedule similar programs at the same time.

APPENDIX E


TULSA CABLE TELEVISION CHANNELS



# tulsa cable television

BOX 45800 • 6650 EAST FORTY FOURTH STREET • TULSA, OKLAHOMA 74145

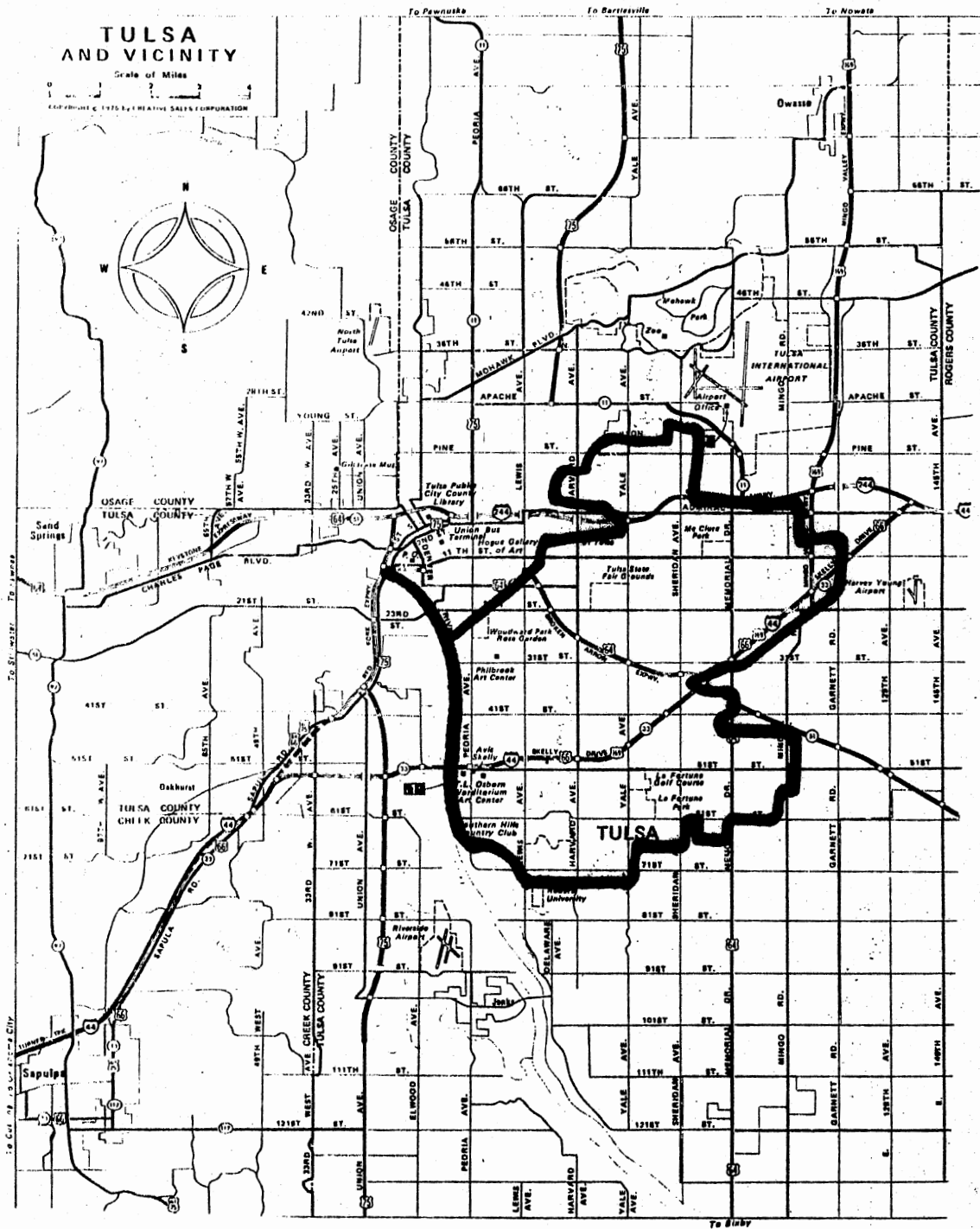
○ TWENTY FOUR HOUR SERVICES

KTEW NBC 2	KTVT Ft. Worth WFAA Dallas ③	KBMA Kansas City ④	Movies ⑤	KOTV CBS 6	KXTX Dallas WTCG Atlanta ⑦	KTUL ABC 8	Cable Entertainment Madison Sq. Garden 9	HECO Previews ⑩	KOED PBS 11	Time & Weather ⑫	Program Guide ⑬
HECO 14	Subscriber Information ⑮	Classified Ads ⑯	Shopping Guide ⑰	News World ⑱	News Oklahoma ⑲	News Business ⑳	Stock- Market Information ㉑	Religious Channel 22	Children's Channel 23	Local Govern- ment 24	Sports News ㉕
Tulsa Schools 26	Tulsa Schools 27	Tulsa Univer- sities 28	Sports Scores & Standings ㉘	Future Services 30	Access Video Test ㉙	 <b>Tulsa Cable Television</b>	<p><i>"Tulsa's Information &amp; Entertainment Center."</i> For Customer Service, phone 663-8330 For Repair Service, phone 663-9300</p>				

APPENDIX F

MAP OF WIRED AREA OF TULSA

CABLE TELEVISION



VITA<sup>2</sup>

Philip Edwin Paulin

Candidate for the Degree of

Doctor of Education

Thesis: THE VIABILITY OF CABLE TELEVISION AS A COMMUNITY EDUCATION  
DELIVERY SYSTEM IN A SELECTED MARKET, TULSA, OKLAHOMA

Major Field: Educational Administration

Biographical:

Personal Data: Born at Ironton, Ohio, September 16, 1924, the son  
of Joseph P. and Jennie K. Paulin.

Education: Attended Lombard Elementary School in Ironton, Ohio;  
graduated from Ironton, Ohio, High School in 1941; received  
the Bachelor of Arts degree from the University of Kentucky  
in 1969 with a major in Political Science; received the Master  
of Arts degree in Political Science from the University of  
Kentucky in 1975; completed requirements for the Doctor of  
Education degree at Oklahoma State University in July, 1979.

Professional Experience: Worked as announcer and news director at  
Radio Station WCMI, Ashland, Kentucky, from 1942-1944 and  
1947-1952; entered the United States Army in 1944 and was dis-  
charged in 1947; worked as program director and sports di-  
rector at Radio Stations WIRO, Ironton, Ohio, and WJER, Dover,  
Ohio, in 1952-1953; worked as Sports Director at Radio Station  
WMRN, Marion, Ohio, from late 1952 through August, 1966,  
serving also as studio manager in Bucyrus, Ohio, from 1963-  
1966; worked as account executive and sports director at Radio  
Station WBLG, Lexington, Kentucky, from 1966-1969, then as  
Sales Manager and Sports Director from 1969 through August,  
1971; managed Public Radio Station KOSU-FM, Oklahoma State  
University in Stillwater, Oklahoma, from 1971-1976; appointed  
acting chairman, Radio-TV-Film Department, Oklahoma State  
University, 1976; became chairman of department in 1977.