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on a canadian community : a report
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CABLE AND CANADIANS:

A STUDY OF THE SOCIO-CULTURAL IMPACT
OF CABLE TELEVISION ON A CANADIAN COMMUNITY 8

a report submitted to
DEPARTMENT OF COMMUNICATIONS
GOVERNMENT OF CANADA

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PREFACE

This report represents the culmination of more than six years work on the impact of the introduction of cable television into a Canadian community. The motivation for the project has been a desire to examine how people respond to the entry into their lives of a major new form of mass communication. The potential for impact was thought to be great and to have important implications for policy makers, for the communications industry, and for Canadians themselves, in terms of how they use the 'new' television.

The results have not been disappointing. It has been shown rather conclusively that cable television does indeed influence the lives of those who subscribe to the service. The change brought about in viewing patterns and, to a less obvious extent, in attitudes and values is important. The shift, among both children and adults, toward more American programming should again raise concerns about the extent to which Canadians are exposed to non-Canadian content.

The project has been an interesting experience. Much has been learned about how Canadians use the media and how they are, in turn, influenced by them. More remains to be done. As with any project of this size, additional analysis of the data is possible and will be undertaken within the near future. I would hope that this project may encourage other researchers to embark upon similar studies. I would further suggest that a third stage of this project, several years hence, may prove valuable in tracing the effects of the media over time.

Projects of this size and complexity require the co-operation and contribution of many people. I am, of course, indebted to the Department of the Secretary of State and to Communications Canada which funded the project, and especially to Leo A. Dorais, Assistant Under Secretary of State, and to John R. Thera, Director, Research and Statistics. I owe special thanks to Huguette Labelle, Under Secretary of State, without whose support the second stage of the project may never have been carried out.

I have been indeed fortunate in having very capable research assistants who have made a major contribution to the success of this project. Karen Kelloway and Chris Vaughan handled many of the administrative details, arranged data collection and data entry, processed much of the computer data analysis, and compiled bibliographic references. Dr. Mick Silver of the University of Bath offered much appreciated advice on certain aspects of data

analysis. Regardless of the important contributions made by others, however, I accept full responsibility for the content of this report.

I am indebted to Memorial University of Newfoundland for encouraging and supporting this research and for providing the necessary resources which enabled me to complete it, while at the same time carrying out my administrative responsibilities. I have spent the past year on Sabbatical Leave at the University of Bath, England, where much of the final data analysis and the writing of this report were completed. The resources provided by that university and the benefits derived from interaction with my colleagues there were also much appreciated.

Finally, I especially thank my wife, Diane, for tolerating my enthusiasm for and commitment to research, and my daughters, Jennifer, Stephanie, and Karen for their own special contribution to my study of children and television.

James G. Barnes
June 1983

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Chapter 1

IMPACT OF THE MASS MEDIA

1.1 Introduction

There is little doubt that the mass media have become a fundamentally important aspect of the lives of most people in the developed world. They are relied upon for the provision of information about local, national and international events, they entertain, they persuade, they influence their readers, viewers and listeners in a multitude of ways. The powers, effects and impact of the mass media have been studied and reported upon by many authors in numerous studies. This particular research report hopefully represents an important addition to that literature in that it examines the impact of a change in the nature of the Twentieth Century's most studied mass medium, television. The volume and nature of television programming provided to an urban Canadian market has been altered considerably with the availability of cable television. This study has examined the effect of that change on the beliefs, values, attitudes, and lifestyles of television viewers.

Generally, the mass media, with the power to deliver their messages, information and entertainment to many millions in their audiences, may potentially have a variety of different effects. Those effects will vary with the nature of the medium itself, of the message, of the audience, and of the setting and context in which the communication takes place. The media effects with which this study is primarily concerned are those which may be labelled 'social'. One author (Larsen, 1964) has observed that "...mass communication has influenced to some degree nearly every aspect of social life in modern society." (p. 353). An inventory of such social effects of the mass media would include the following:

1. The development of the mass media has created or stimulated vast new complexes of activities centering on the manipulation of symbols - e.g. advertising, public relations, entertainment, market research.
2. By narrowing physical, temporal, and social distances, mass communication has widened the public that is taken into account.....Mass communication has become the major means

for expediting the flow of information, thus extending the horizon of every man's environment.

3. Mass communication has not only introduced new content into the patterns of conversation and interpersonal interaction but has also become a force for the standardization of basic speech patterns and other language habits.
4. The mass media have become a major arbiter of social status. The media manipulate prestige and authority simply by giving or withholding attention and recognition to persons, issues, organizations, and movements.
5. Mass communication has given new emphasis to personality as a factor in social and political life. The media are a major source for identifying and evaluating heroes and villains and thus provide significant role models that serve as socializing agents in society.
6. Mass communication has altered family patterns. The media challenge traditional lines of authority by influencing the basis for family formation through the portrayal of romantic values, by offering guidance on family problems, by redefining parental roles and reinforcing the prerogatives of children, and by creating new choice points in the budgeting of family recreational activities.
7. Mass communication, coupled with mass production, has magnified material values, created 'thing' consciousness, and generally elevated the perception of the importance of the economic sector of society.
8. Mass communication has speeded the process of cultural diffusion, has brought urban values and attitudes to rural settings, and has generally served as an agent fostering social change. (Larsen, 1964, pp. 353-354, emphasis added)

This non-exhaustive list of the effects of the mass media serves as a valuable guide to the direction of this research study. The impact of cable television on an urban Canadian audience may be assessed largely in terms of the effects which Larsen has identified. Keeping in mind the cautionary note offered by Klapper (1960, p. 8) that the mass media ordinarily do not in and of themselves serve as a necessary and sufficient cause of audience effects, but rather function in a climate of mediating factors and influences, there is considerable evidence that the mass media have made a major contribution to social change in Canada in recent decades and that the impact of cable television will be no less significant.

Television has tended to be singled out among the mass media for particular study during the past thirty years, possibly because of its relative novelty among the established media, its

potential impact on these other media (most notably radio and movies), and its intrusive nature. Television has been seen to be the most powerful among the mass media because of its almost universal acceptance, its ability to combine sound and movement with visual images (and later colour), and to deliver this impressive package right to the living rooms of its consumers. Television has revolutionized the transmission of information and entertainment. Its presence in literally every home, coupled with its intrusive nature and its perceived power, has led to many potential effects being attributed to television and to numerous research studies being devoted to studying these effects.

Just as the introduction of television in the early 1950s provided an opportunity to study the response, particularly of specific segments of the viewing audience, to this revolutionary new medium (e.g. Himmelweit, Oppenheim and Vince, 1958; Schramm, Lyle and Parker, 1961), so too have the changes in the medium provided similar opportunities. Research into the effects of television has been ongoing during the past thirty years as the medium has matured. For the most part, this research has dealt with the time which viewers spend watching television and with the long-term effects of watching particular types of programming. Concern for the socializing effects of television, particularly on children, has been evident in those research studies which have been devoted to examining the impact of television advertising, violence and sex-role stereotyping. The persuasive effects of television in influencing voting behaviour and in bringing about change in antisocial behaviour have similarly been the subject of many studies. Finally, a great deal of attention has been paid to the so-called 'displacement' effects of television, to the way in which the medium is used, to the amount of time devoted to it, and to the time thereby taken from other activities. In fact, concern about the potential negative and antisocial effects of television itself has been so strongly felt that they have been the subject of study by numerous governmental and quasi-governmental bodies in many countries, including the Surgeon General in the United States and a Royal Commission in Canada.¹

The advances which have been made in communications technology in recent years have meant that television has undergone some important changes. The addition of new channels and the improvement of television receivers have made more channels available to the viewer of conventional television. But cable television has had a profound impact on the variety and volume of programming available to subscribers. Possibly more than any

1. A useful review of the research which has been devoted to studying the impact of television may be found in Comstock, 1978b.

other development to date, cable has changed the nature of television for most households which have adopted the innovation. In Canada, the introduction of cable television has meant far more than merely providing to subscribers a greater variety of television programming. For many Canadians, it has meant a dramatic shift in the nature of programming to which they are potentially exposed. Although Canadians who live relatively close to the American border have been able to receive television signals off air from the United States for some years, for many Canadian subscribers to cable television, the innovation meant a sudden increase in the amount of American programming to which they and their families are exposed. This change in the nature of the medium has potentially just as many important effects as did the introduction of television itself in the early 1950s. So, too, do other innovations which have been developed in recent years, such as the video recorder, video games, home computers, pay television, videotext, and video disc, all of which are 'television based' innovations and which, therefore, have considerable potential to influence the consumer's use of conventional television.

The environment which has been the subject of study in this project, therefore, is one characterized by a rather sudden availability of more and different television. Viewers who had been able to receive only two television channels were now able to subscribe, for the payment of a monthly fee, to an additional two channels (more were added later) which brought into their homes the television offerings of another country. This dramatic change in the nature of programming and in the variety of programs available represents an opportunity to again examine the effects which television has on its viewing audience. Essentially, this is a longitudinal study of the impact of television in influencing social change among groups of television viewers.² Much of the research tradition surrounding television is applicable here and has been drawn upon in designing and conducting the study. The potential effects of cable television in an urban Canadian setting may be examined under three broad headings: (1) cognitive; (2) attitudinal or cultural; and (3) behavioural.

2. By studying changes which take place among the viewing audience of cable television over a five-year period, this study addresses a concern voiced by several authors (e.g. Davison, Boylan and Yu, 1976, p. 162) that research on the mass media has not tended to investigate effects over long periods of time or among groups and society as a whole.

1.2 Cognitive Effects of Television

Recent research on the effects of television has focussed attention on the transfer of knowledge or information which is brought about by exposure to television (Roberts and Bachen, 1981). Clearly, the objective of television newscasts and public affairs programs is to convey information to their audiences about a variety of different topics. However, there is also considerable information conveyed by television programming that is primarily designed to entertain, rather than to inform or educate. We learn something of the day-to-day routine of the squad room of a large American city police force from programs such as Hill Street Blues and Barney Miller. We also develop a picture of life on Canada's west coast from The Beachcombers. In both cases, the audience is receiving not an accurate picture of reality, but television's view or interpretation of that reality. Nevertheless, certain information is clearly communicated.

Interest in television's ability to contribute to knowledge has tended in the past to be limited to the measurement of its ability to communicate factual information. What percentage of 'heavy' television viewers are able to name the Prime Minister of Great Britain, or even of Canada? What percentage are knowledgeable concerning major Canadian artists or athletes and their American counterparts? But concern for television's ability to communicate must go beyond the transmission of factual information to address the question of its role in influencing the viewer's perception of reality. Of considerable interest to the television researcher must be the contribution which the medium makes to the consumer's 'view of the world'. Although several recent studies have indicated that people generally state that they rely heavily on television news for information (thereby contributing somewhat to a declining readership of newspapers), research has also tended to find only very limited evidence of even a moderate relationship between television use and knowledge. On the other hand, a relatively strong positive relationship has been found between knowledge and readership of newspapers. One explanation suggested for the apparent inability of television to deliver factual information as effectively as does print is that "television's search for exciting visuals often leads to a focus on peripheral aspects of the news, on action and events rather than issues and policies....Hence, it is argued, people who depend on television for their news obtain a fragmented, nonrepresentative view of the world which mediates against the acquisition of substantial current events information." (Roberts and Bachen, 1981)

Attention to the cognitive effects of television viewership must, therefore, include not only the extent to which television communicates factual information but also the degree to which it contributes to the development of the viewer's perception of reality and to his or her beliefs about that reality. Within the cognitive effects area, research has been directed not only toward identifying the ability of television to communicate information or to make people aware of issues, but also toward its ability to communicate differentially with various groups of viewers, to suggest to viewers the relative importance of various issues or pieces of information, and to contribute to their beliefs about certain issues or concepts.

Television influences different segments of the public in different ways in terms of its ability to inform or to communicate information. Although some researchers have suggested that people characterized by higher levels of socioeconomic status are more likely to receive information from the mass media, thereby contributing to a widening of the 'knowledge gap', others have indicated that the acquisition of knowledge from the media is not simply related to level of social status. Clearly, the level of interest which a viewer of television holds in the subject matter will have some influence on the information obtained from a particular program or series of programs in so far as it will affect the extent to which he or she will watch the program seriously and attempt to learn from it. Quite possibly, other demographic variables such as age and education level also affect the extent to which viewers learn from television.

The mass media do not, of course, merely convey to their audience information about issues but are also influential in contributing to the ordering of those issues in terms of their relative importance or salience. 'Agenda setting' refers to the ability of the media to direct attention toward specific subjects or issues. It was this to which Larsen (1964) referred when he observed that the media manipulate prestige and authority by giving or withholding attention and recognition. There are both media related and audience related factors which influence the extent to which the media set agendas (Roberts and Bachen, 1981).

The media are also generally considered to be influential in contributing to the opinions which the public holds concerning certain issues and events and to their beliefs about what is considered to be appropriate and inappropriate opinion. Possibly the most widespread research effort in recent years in this area has been directed at the effects of television in influencing viewers' perceptions of reality. Gerbner and his colleagues at the Annenberg School of Communications have employed 'cultivation analysis' to ascertain the extent to which television viewing contributes to a distorted set of beliefs. The research of Gerbner has essentially concluded that heavy viewers of television have a view of the world which is different from reality but which is consistent with the view presented by

television. Much of this work has centered on the effects of the presentation of violence on television and the contribution of this content to viewers' beliefs about the amount of crime, the number of police officers, and the number of professionals in society (Gerbner, et al., 1980). Although the findings of this research has been questioned by a number of authors (e.g. Hirsch, 1980; Hughes, 1980), there is still widespread support for the hypothesis that television contributes to a set of beliefs about the world which may well be a distortion of reality.

Another characteristic of television which has been discussed by several authors (e.g. Krugman, 1965) is its ability to allow the viewer to learn from the subject matter without becoming deeply involved in it. In the case of the print media, the reader must actively make the effort to select certain newspapers or magazines or to read particular articles or news items. With radio, particularly radio drama, the listener to a certain extent again gets some return from the investment which he or she makes in listening in so far as imagination must be employed in order to embellish and to add the listener's own interpretation to the sounds and voices emanating from the radio. With television, however, practically everything is done for the viewer. Not a lot of imagination is needed or can be used in that what is shown on the screen is 'what's happening'. The settings used, background characters, and the general atmosphere surrounding a program also contribute subtly to the viewer's perception of real life, even though particular attention may not be paid to them. Hence the allegation that television communicates without involvement on the part of the viewer.

1.3 Attitudinal Effects of Television

Possibly the most important effect which television allegedly has on its viewers, and the one which is of principal interest in this study, is its influence on attitudes and values. As a socializing agent, television is widely regarded as an especially powerful force. Whereas other media potentially influence the individual only after the socializing functions of the family have already begun, television is present practically from birth in most homes and its potential to influence the values, attitudes, opinions and beliefs of the individual begins then. As Gerbner, et al. (1980) have observed, "television dominates the symbolic environment of modern life." It reaches the individual directly, bypassing social and interpersonal socialization patterns. Parents are no more capable of preventing their children from being socialized by television than they are of preventing themselves from being influenced by newspapers, magazines and television itself (White, 1977, p. 102).

Relatively early research on the effects of the mass media indicated that persuasive mass communication is somewhat ineffective in altering highly salient or deeply held attitudes - those which Klapper (1964, p. 45) referred to as 'ego-involved' attitudes. However, most of the content of television is not intended primarily to be persuasive. With the exception of commercial advertising, party political broadcasts and various prosocial media campaigns advocating the use of seat belts in automobiles, promoting physical exercise, and encouraging consumers not to use tobacco and alcohol, most of the programming on television is news and entertainment. Deeply held attitudes are more likely to be influenced by interpersonal communication than they are by the impersonal, information and entertainment programming of television. But what of less salient attitudes? It may be argued that the influence of television is considerably greater in its ability to contribute to the formation of attitudes and to the modification over time of those attitudes which are less strongly held. Again, in this case the influence of television is more subtle and takes place in a low-involvement setting. Certainly, the extent to which prolonged heavy exposure to television contributes to the formation of certain attitudes and values and to the change of others merits research attention.

Although much research has concluded that the media are somewhat less powerful than may have been believed in bringing about major changes in salient attitudes, a particularly prevalent finding in recent years has been that the major effect of media exposure has been to reinforce existing attitudes (McLeod and Reeves, 1981, p. 254). The reinforcement of deeply held opinions through media exposure is not surprising in light of the tendency of media consumers to selectively expose themselves to content in which they are interested and toward which they are already predisposed and which is, therefore, likely to be consistent with their own viewpoints. However, again the intent of much of this research has been to look for rather dramatic swings in public attitudes and values rather than the subtle and gradual changes which are more likely to take place over time.

Of considerable interest also is the possibility that prolonged exposure to television programming may contribute to a homogenization of attitudes and values among users of the medium. Several authors have argued that, because television reaches practically every home and because the same programming is viewed by millions simultaneously, it represents a shared experience on a scale never before seen (Davison, 1976, p. 190; Novak, 1981, p. 27). The outcome of sharing exposure to television is likely to be a sharing of attitudes toward the situations, issues and people presented on television. Consequently, the medium is accused of contributing toward relatively homogeneous attitudes and (primarily middle class) values shared particularly by heavy viewers. This effect has been referred to by Gerbner and his colleagues as 'mainstreaming'

(Gerbner, et al., 1980), a sharing by heavy viewers of a commonality of outlooks cultivated by television.

The shared experience of television contributes, therefore, to a shared culture, thereby raising concerns in some quarters for its subsequent effect on the diminution of interest in the perpetuation of unique cultures. The work of Gerbner and others in the area of cultivation analysis leads to the conclusion that television presents a somewhat unrealistic and distorted view of the world and that extensive exposure to that world (through heavy viewing) leads to the development of perceptions, attitudes and values which are at odds with what is the actual 'real life' situation. Concerns about the distortions attributed to heavy viewing of television and about its homogenizing effects are all the more important when they deal with a resultant reduction in attention and adherence to norms which are considered an important part of a culture.

In two relatively recent Canadian research studies, exposure of children and adolescents in Canada's north to television for the first time was found to influence their perceptions of other cultural groups and to accelerate their acculturation to southern Canadian attitudes and values (Caron, 1979; Coldevin, 1979). In a rather insightful article which links modern mass communications to a 'crisis of culture', Grossberg (1979) reviews the work of a number of authors including Innis and McLuhan and concludes that for them the crisis of culture is seen in terms of the domination of one communications system over other systems.

Whereas researchers may raise alarms that American viewers of American television may develop unrealistic perceptions of American society, the concern is all the greater that Canadian viewers of American television may develop similarly distorted views, but that these views are applied to their perceptions of Canadian society. The cultural implications of this research are important in that it is intended to examine the possibility that prolonged, heavy exposure to American television may alter the view of the world held by Canadians, may diminish their interest in and knowledge of things Canadian, and may generally make them 'more like Americans' in their attitudes and values.

1.4 Behavioural Effects of Television

Concern for the behavioural implications of heavy television viewing should be directed not simply at the response of viewers to persuasive communication, including advertising, but also to the influence which the medium has on their lives by virtue of the time which is spent viewing. Research throughout the 1970s and early 1980s has tended to confirm that the average amount of time which viewers spend watching television during the day has

not diminished, but at least among certain groups has increased. This is seen by some as an indicator of the final complete adoption of the innovative new medium by those among the public who were the least receptive, namely those who were better educated and more wedded to a print culture (Gerbner, 1978a).

For most Canadians, and for the citizens of most countries of the Western world, television now occupies more time than any single activity except sleep and work. For heavy viewers, it is the activity which occupies most of their time. Since the time available to devote to any purpose is unquestionably limited, the introduction of television and its subsequent entrenchment in the lives of most people has meant that less time is spent at certain activities than was the case previously. Robinson (1981) found that time spent watching television by Americans had increased during the period from 1965 to 1975 and that the increased time came at the expense of other activities, particularly those which were considered 'obligatory', such as work and housework.

The study of the so-called 'displacement' effects of television viewing is well developed. Much research has been devoted to examining the effects of increased television viewing on the use of other media, on other forms of information acquisition such as reading, on social interaction, and on leisure time activities generally. The amount of time devoted to television viewing is related to characteristics both of television itself and of its audience. The number of hours during the day when television is available, the variety of programming, and the number of channels presents an increasingly attractive offering to the viewer. Hence, the increase in time spent viewing television during the past decade or so is not unrelated to developments such as cable television, early morning programming, and 24-hour channels.

Television viewing has been found to be closely related to certain demographic factors. The higher income, better educated segments of society have been the least likely to devote large amounts of time to television. This is likely in part related to the perceived attractiveness of the programming and to the relative appeal of other activities which compete for the limited time available. Similarly, the relationship between age and time spent watching television has been clearly established. Viewing time tends to increase with age until early adolescence, when a dramatic drop is observed. Relatively low but increasing volumes of viewing are noted throughout adulthood, culminating in dramatic increases in viewing following retirement. Again the relationship between television viewing volumes and the attractiveness of competing activities is obvious.

In the early stages of its development, television contributed to a decline in attention paid to other media. Dramatic reductions in the number of movies attended and in time spent listening to radio were observed (Robinson, 1972), although readership of newspapers appeared to be somewhat isolated from the effects of television, at least in its early years. More

recent research has shown, however, a significant decline in newspaper reading (Robinson, 1981), at least among the American public, and a corresponding increase in the use of television for the acquisition of news information - a development likely not unrelated to an increased emphasis on the presentation of news programming by the television networks.

Clearly, the introduction of television and its development over the past thirty years or so has led to its occupying a major part of the daily lives of most people. It has served, and continues to serve, to alter the way in which we spend our time. Although some researchers felt that the time devoted to television viewing had 'peaked' during the 1960s, recent studies have shown that such was not the case. The development of alternative channels, public television, and other innovations has served to make television even more attractive to certain segments of the public who previously may have devoted less time to the medium than did the traditional 'heavy viewers'.

The time spent viewing television rather than at other activities is related to the perceived relative attractiveness of the various alternatives. As television programming, at least for some segments of the public, may have become progressively more attractive over the years, so too have other competing activities become less so. In a recent study of the impact of inflation and recession on Canadian consumers, many people interviewed observed that they had increased the amount of time which they spend watching television in recent years and had decreased the number of occasions on which they go to movies or nightclubs or participate in other social activities outside the home as the cost of these competing activities increased. Television viewing was seen to be a 'cheap form of entertainment' at a time when the cost of most other forms of entertainment was increasing dramatically (Barnes and Sooklal, 1983).

Just as the introduction of television itself and of its various modifications have contributed to even more time being spent at viewing, we can expect cable television to have a similar effect. This development in the evolution of the medium will appeal to some segments for whom conventional television may not have been particularly attractive. Viewing of channels on cable will likely take time away from the viewing of 'local' channels and may well increase the total television viewing time of its subscribers, thereby contributing further to an erosion of time spent at other activities.

1.5 Cross-cultural Aspects of Television

In Canada, the presence of foreign offerings is a notable characteristic of the mass media. Especially in the programming on Canadian television networks and in the selection of magazines on newsstands, the percentage of non-Canadian material is striking. This situation has prompted the enactment of Canadian content regulations for the broadcast media by the Canadian Radio-Television and Telecommunications Commission (CRTC) and various tax measures to protect Canadian media from advertising expenditures being channeled south of the border to American media which then beam their signals or otherwise send advertising messages north to a Canadian audience.

In a relatively free marketplace, Canadian media consumers have tended to opt for American content at the expense of the home-grown competition. American magazines (in some cases offering Canadian editions) prosper while Canadian publications require tax protection and occasionally subsidization. American television programs dominate the Canadian ratings and occupy a large portion of prime time programming on Canadian networks and would likely occupy more were it not for the CRTC rules on Canadian content. Any list of favourite television programs generated from a sample of Canadian television viewers is guaranteed to contain no more than four or five Canadian programs in the top twenty.

Much public comment has been directed at what is to many Canadians an unacceptable situation. In addition to the difficulties which such American competition creates for Canadian broadcasters, publishers, authors and artists, much of that public comment has been directed at effects which are much more difficult to identify and to measure, namely cultural effects. To be specific, what effect does so much American content have on the attitudes and opinions of Canadians? What is the long-term effect of exposure to American news and entertainment on what has variously been termed Canadian culture, character, or national identity?

Concern regarding Canada's cultural domination by the United States is not of recent vintage. It is part of the larger issue which includes the extent to which American-owned companies dominate the Canadian economy and the employment of American teachers and the use of American materials in Canadian educational institutions. In fact, during much of its recent history, Canada seems to have been obsessed with the question of American domination - an obsession which has led not only to Canadian content regulations for the media, but to controls on foreign ownership of Canadian business, the establishment of the

Foreign Investment Review Agency, and active programs to employ more Canadians in our universities.

Many authors have commented on the apparent lack of a distinct Canadian national character or identity. Some have related the absence of an obvious answer to the question 'what is a Canadian?' to the tendency for Canada to retain the 'mosaic' nature of its society by encouraging distinctive cultural groups to retain their heritage, thereby contributing to a diverse fabric of Canadian society (Naegele, 1961, p. 44). This is distinct from the 'melting pot' which is the United States and which encourages cultural assimilation. The presence of a Minister for Multi-culturalism in the federal cabinet illustrates something of the nature of the Canadian character. Many other reasons have been put forth for the differences which exist between Canadians and Americans, including the approaches which were taken to settling the frontier regions of the respective countries and the form of government in Canada which places certain important powers in the hands of the provinces.³

Although there is little agreement on what constitutes the Canadian identity, there has been widespread concern that Canadian culture has been eroded by American domination of the media. The Royal Commission on Broadcasting in its 1957 report observed "...as a nation we cannot accept, in these powerful and persuasive media, the natural and complete flow of another nation's culture without danger to our national identity." Bain stated "under the heavy and increasing flow northward of ideas - and myths - a generation eventually must result here which will be so confused about national identity as to see no reason for insisting on it" (1964, p. 67). Porter claimed that the American media "contribute substantially to 'Canadian' values and the view of the world held by Canadians" (1971, p. 6).

There have been relatively few experimental studies designed to address the effects of American content in Canadian mass media. There is, however, considerable evidence that Canadians are heavily exposed to American information and entertainment and that there are likely some effects from that exposure. For example, Beattie (1967) found Canadian university students to be more knowledgeable about American public affairs and personalities than they were about Canadian. In the area of music, Skipper (1975) found that Canadians overwhelmingly choose non-Canadians (mostly Americans) as their favourite artists.

Such results may be explained in part by the sheer volume of American content which appears in the media. Hart (1963) found

3. For additional discussion of aspects of the differences between Canadian and American national character, see Arnold and Barnes, 1977.

that 56 per cent of all foreign news in a sample of Canadian newspapers was about the United States. Worthington (1971) also claimed that news items are often presented directly from news agency wire services and that these news agencies are usually American. But it is for television that the strongest criticism is generally reserved. Because of its perceived power, the presentation of American content on Canadian television is seen by many to have a powerful potential impact on the attitudes, values and beliefs of Canadians. The Royal Commission on Broadcasting expressed the concern that "American programs deal with American values and hence help to create an American consciousness and sense of identity" (1957, p. 66).

Despite similar concerns being raised continuously over the past twenty-five years and despite government regulations designed to increase the amount of Canadian content on the broadcast media, the problem still remains and may have been exacerbated in recent years. As early as 1974, a study prepared by the Canadian Broadcasting Corporation found that the introduction of cable television had led to a fragmentation of the viewing audience of Canadian stations and to an increase in viewing of American channels (Canadian Broadcasting Corporation, 1974). Other studies have also noted a decrease in the viewing of Canadian channels after the introduction of cable (Stanton, 1975; Woods, Gordon & Co., 1975). Griffiths (1976) noted that "cable has brought us the whole overwhelming U.S. television system and, thus, a diminution of the Canadian identity."

For most Canadians, the overwhelming presence of American content on television is clearly not a major issue. They obviously prefer American programs to those produced in Canada and, as the ratings continuously prove, watch them in far greater numbers. Dickey (1975) called "the American broadcasting presence....a major challenge for Canadian cultural nationalism just because it is not a major concern of the Canadian audience." A study conducted ten years ago examined the potential of cable television to formulate or change attitudes and found cable subscribers to be more pro-American than were non-subscribers. The beliefs of the cable viewers were less stereotyped and less socially distant from American beliefs as seen on television (Kiefl, 1973). A later study (McPhail and Barnett, 1977) found that heavy viewers of American television perceived themselves to be further away from Canada than from the United States. The more Canadian television watched, the greater was the nationalistic or patriotic feeling exhibited toward Canada.

In an interesting study of a similar but opposite effect, Payne (1978) examined the effect of viewing only Canadian television channels on residents of rural Minnesota who were unable to receive American television signals. He employed a sophisticated research design which controlled for a total of 24 possible contaminating variables and found that Americans who watched Canadian television were more knowledgeable of Canadian affairs

and of Canadian-American relations than were those who watched American television. He did not find, as had been hypothesized and as had been found in other studies, that viewers of Canadian television developed a more positive attitude toward Canada and a reduced feeling of pride in being an American. This is at least partially explained by the volume of American programming on the Canadian channels.

This research suggests that exposure to American information and entertainment content on Canadian media has the potential to produce certain cognitive, attitudinal and behavioural change in Canadians. The nature of such change brought about by television has been examined in earlier studies, but, it is significant to note, not in an experimental context. The issue, it may be suggested, is all the more important in light of the level of acceptance of cable television by Canadians and considering the nature of the cable offerings. The regulations imposed by the CRTC which restrict Canadian television networks and stations in terms of the amount of non-Canadian programming they can broadcast may have had an impact on the amount of Canadian programming watched in this country if the only channels available to Canadian audiences were those originating in Canada. However, with more than fifty per cent of Canadians able to receive a selection of American channels via their cable systems, their access to American content is practically unlimited. In fact, many Canadians have much better access to American television than do a large percentage of Americans themselves. This study is designed to examine the impact over time of prolonged exposure of Canadians to a heavy diet of American television which is not limited to the selected American programs broadcast by the CBC and CTV and to the coverage given to American issues and events on Canadian newscasts. On the contrary, Canadian cable television systems offer their subscribers a complete selection of the best and worse of American television network programming from game shows, situation comedies, television evangelism, and Dallas, to Monday Night Football, advertising, and the local news from Bangor, Maine.

1.6 The Introduction of Cable Television

Cable television was introduced in St. John's, Newfoundland, in December 1977. Prior to that time, viewers in the St. John's area could receive only two television signals, a local Canadian Broadcasting Corporation (CBC) station, and a local independent station which is part of the national CTV network. The nature of the television programming made available to cable subscribers was dramatically different from that which had been offered previously by the two Canadian networks. American television signals were received directly from Bangor, Maine, via a

microwave link and consisted initially of two American networks, NBC and ABC. The offerings of the Bangor affiliates of these networks were received intact, consisting of network and local programming, including local news and advertising. At the time of the 1982 survey, the offerings of the Public Broadcasting System from the United States had been available for several months to subscribers on the cable system, although the cable operator had not at that time obtained formal permission from the CRTC to offer the service. In addition, the introduction of cable improved reception of the signals of the local Canadian stations for cable subscribers.

The cable television licensee in St. John's was also required as part of the license granted by the CRTC to provide a community channel which would be available for public access purposes, an educational channel which was to be operated by the Educational Television Service of Memorial University of Newfoundland, and an automated news and weather channel. The community channel - Channel 9 - went on the air in March 1979, broadcasting programs which are community oriented and which are locally produced. From a modest beginning of only one hour of broadcasting per week in 1979, Channel 9 now offers approximately thirty hours of local programming weekly.

The educational channel on the cable system also began operating in 1979. A requirement imposed by the CRTC when the cable operator's licence was granted was that a channel must be provided to Memorial University of Newfoundland to be operated for educational purposes. This channel (ETV - Channel 13) is programmed and operated totally by the Educational Television Service of the university and features educational programming, including both degree credit and non-credit courses offered via television.

The cable operator in St. John's began wiring the city area on a region by region basis in October 1977. Some parts of the city where cables had to be installed underground (so-called 'buried' areas) were later being wired for cable television, but by May 1979 the entire city area had been wired. The rate of acceptance of cable television in St. John's was similar to that experienced in other parts of Canada (Katz, 1983) and, by 1980, penetration is estimated to have exceeded sixty per cent. An increase of thirty per cent was noted in total television viewing in the city from 1971 to 1980, and practically the entire increase was accounted for by viewing of American channels now available on cable, although viewership of Canadian channels increased marginally over the same period (Katz, 1983, p. 28).

The nature of the introduction of cable television to St. John's was somewhat different from the experience of many other Canadian cities. Because of their geographic location, residents of St. John's were unable to receive any television signals other than the two Canadian networks prior to the introduction of cable. Whereas many other cities in Canada could receive

television signals 'off air' from the United States because of their proximity to the American border, the only American programming to which residents of St. John's had been exposed was that shown by the Canadian networks under the Canadian content regulations imposed by the CRTC. This had been limited to those American entertainment series, sporting events, and public affairs programs which were (and still are) purchased by the Canadian networks from their American counterparts for broadcast to Canadian audiences.

In summary, then, at the introduction of cable television to St. John's in 1977 in return for payment of a \$25.00 installation charge and a monthly fee of \$8.75, the cable subscriber received improved reception on the two Canadian channels, two American networks (NBC and ABC), and an automated news and weather channel. At the time of data collection in 1982, the monthly subscription fee had been increased to \$9.00 and the subscriber received (in addition to the services listed above) Community Channel 9, Educational Channel 13, a CBC French-language service on Channel 12, broadcasts from the Canadian House of Commons, a children's channel (which broadcasts from 7:30 AM to 3:30 PM Monday to Friday and from 1:00 PM to 5:00 PM on Saturday and Sunday), and (although not approved by the CRTC) the programming of the American PBS network.

1.7 Anticipated Effects of Cable Television

The introduction of cable television to St. John's, with the resultant increase in the volume of American programming available to subscribers, was expected to bring about certain changes which would be similar in nature to those attributed to television itself earlier in this chapter. However, the effect of cable television on residents of Newfoundland may have been expected to be more dramatic than that on residents of many other parts of Canada.

Although, as Payne (1978, p. 740) has observed, Canada and the United States represent 'developmentally similar' cultures, certain parts of Canada have historically had less direct contact with the United States. Whereas residents of those provinces which border on the United States have engaged in international travel and cultural exchange on a wide scale, and have been able to partake of American broadcast media 'off air', those who are located in Canada's north and in provinces which are farther removed from the border have been somewhat more culturally isolated from the United States. In Newfoundland, direct contact with the United States and with Americans has been for most residents limited to: (a) some family contact deriving from the fact that many Newfoundlanders moved permanently or temporarily to the eastern United States (especially Boston and New York) in

the 1920s and 1930s in search of employment; (b) the establishment of American armed forces bases in Newfoundland during the Second World War - leading to friendships with Americans, to exposure to American Armed Forces radio, and to some family ties resulting from marriages between Newfoundlanders and American servicemen; (c) vacation travel to the United States, which appears to have become more popular in recent years; and (d) media exposure through American magazines and movies, and through the American programming which appears on Canadian television.

In so far as American television programming reflects American values and is governed by American laws and standards, the principal hypothesis which underlies this study is that prolonged exposure to American television will contribute to a shift in Canadian values and attitudes so that they become more similar to those held by Americans. These and other changes will be subtle and will occur gradually over time. The changes which will take place in cable subscribers - who are more likely to be heavy viewers of American television - will be greater than those observed in viewers of Canadian television (i.e. non-subscribers to cable). In short, the sharing of the homogenized world of American television is expected to make Canadians more like Americans in many ways.

While the process of social change involving a transfer of American cultural traits to Canadians is of considerable interest in this study, other elements of change brought about by cable television will also be examined. A discussion of the types of changes anticipated follows.

1.7.1 Changes in Modal Personality

A detailed review of the literature in comparative sociology has revealed that many authors generally agree on a number of personality traits which distinguish Canadians from Americans. These have been discussed in detail in Part II of the 1978 report on this study (Barnes, Russell and Kelloway, 1978), but will be reviewed briefly here. Although much of the comparative literature dates from the 1930s, many of the observations on Canadian-American differences lack empirical support. They have, however, been mentioned with sufficient frequency as to have become accepted as representing valid differences. Heavy exposure to American television programming through cable is expected to move Canadians closer to Americans on many of these modal personality variables.

Various definitions of 'national character' have been put forth. Inkeles and Levinson (1969) define it as "relatively enduring personality characteristics and patterns that are modal among the adult members of the society" (p. 428). Lipset (1970) pointed out that ascribing particular modal personality characteristics to a society does not imply that the value

applies in an absolute sense, but rather in a comparative perspective. Thus, while Canada and the United States share many of the same values, differences occur in the degree to which these values are held. In other words, we should regard each of these values or characteristics as representing a continuum. While both Canadians and Americans may be farther to the left or right on the continuum than are the residents of other countries, they nevertheless are themselves sufficiently far apart for differences to be measured and for these differences to be important in distinguishing between the two peoples.

Possibly the most obvious and certainly the most frequently cited characteristic distinguishing Canadians from Americans is their conservatism. Numerous authors, including Naegele (1961) and Horne (1961) have commented that Canadians are more reserved, self-contained, cautious, and unexpressive - more British than American. Studies have also demonstrated that Canadians consider themselves to be more conservative, quiet, traditional, and conforming (Diemer and Dietz, 1970; Whitehurst and Plant, 1971). Other authors have noted the financial conservatism of Canadians and their unwillingness to risk capital (Eayrs, 1964; Naegele, 1961). Arnold and Tigert (1974) found Canadian consumers less likely to try new brands and more conservative than Americans in their use of credit. Several different dimensions of conservatism will be examined in this study.

Another characteristic on which Canadians have been distinguished from Americans is egalitarianism - belief in the equality of all men. In an egalitarian society, status differences are not stressed in social relationships, while in an elitist society, those in high positions in business and government are treated with respect and deference. Several indications of a stronger elitist orientation on the part of Canadians have been noted. Although several authors have pointed to the aristocratic traditions of Canada as reflected in its political attitudes, educational systems, and respect for the family and for leaders (Clark, 1950; Lipset, 1964), there has been some difference of opinion with respect to interpreting the willingness of Canadians to accept government involvement in economic and cultural affairs. Arnold and Tigert (1974) found Canadians to be more receptive to government intervention and control, interpreting this to mean that they rely on the better judgement of a powerful elite. On the other hand, Truman (1971) and Rokeach (1974a) interpreted this as an indication of egalitarianism in reducing the gaps between the more and less privileged in Canadian society.

Lipset (1963b) has also noted that the United States stresses achievement more than any other industrial country. This element of the American value system emphasizes individual ability and performance as opposed to ascribed or inherited qualities such as family background or race. The belief that one could get ahead by hard work, initiative, and dedication to the task is characteristic of the United States. The retention of more

elitist values in Canada has meant greater emphasis on the means one uses to succeed. Several authors (Clark, 1968; Porter, 1971) have commented on a lack of achievement orientation on the part of Canadians.

Parsons (1951) described a collectivity-orientation as an indication that the collectivity in society appears to have a claim on individuals to conform to the defined interests of the larger group. The opposite, individualism, describes a society where the stress is on actions which predominantly reflect the perceived needs of the individuals themselves. The greater willingness on the part of Canadians to allow government involvement in the economy, in cultural matters, and in the provision of social services has been seen by a number of authors as an indication of the collectivity-orientation of Canadians as compared with the greater individualism of Americans.

Another variable which has been used to compare Canadians and Americans is materialism. Kernan, et al. (1970) felt that Americans were more materialistic because of their greater tendency to rely on products for personal expression and as a basis for evaluating one's position and competence. The American preoccupation with acquiring money and possessions has been linked with the emphasis in that country on individual achievement and success. Material goods are seen as a means of expressing a person's success in society.

Peers (1970) mentioned differing notions of community between the two countries. Most observers agree on an American sense of civic responsibility and on their commitment to fulfill group expectations with more intense activity and enthusiasm than Canadians (Lentner, 1972). Arnold and Tigert (1974) found that Americans showed a significantly higher level of community involvement than did Canadians.

On a related dimension, Americans are generally acknowledged to be more patriotic than Canadians, to take greater pride in their national heritage. In this sense, the importation of foreign television signals may serve to have important influences on the extent to which viewers identify with their own country as opposed to the country from which the programming is transmitted. We may anticipate that continued exposure to American mass media will have some effect on the extent to which Canadians take pride in being Canadian. As Davison, et al. (1976) have observed, one condition for a sense of national cohesion is that people communicate more with people in the same country than they do with those from other countries (p. 193).

Americans have also been described as more cosmopolitan and more extroverted than Canadians. While Canadians are noted for their self-restraint and unexpressiveness, Americans are often seen as more self-assured and boastful (Naegele, 1961). Dhalla (1966) described Canadian life as "marked by the northern qualities of sobriety, orderliness and lack of exuberance" (p.

Several authors have also commented that Canadians are less optimistic than Americans, that they exhibit lower levels of self-confidence and self-esteem, that they are less adventuresome, less innovative, and less aggressive.

1.7.2 Changes in Attitudes

Differences between Canadians and Americans have also been noted in terms of their attitudes toward certain social institutions and concepts. For example, Canadians have generally been seen to demonstrate a more traditional, conservative attitude toward the family. Larson (1976) suggests that statistics revealing a lower divorce rate, fewer marriages, and fewer single and married women and mothers in the labour force as indicative of the more traditional Canadian view. In so far as the greater diversity of family forms is reflected in American television content, this may be expected to influence the Canadian view of the traditional family.

Canadians are also perceived as holding different views on education and religion than their American neighbours. Whereas Americans have traditionally viewed education as preparing the individual for a career, the Canadian emphasis in education has been on scholarship. Likewise, the Canadian view of religion has tended to be more conservative and ecclesiastical, stressing the strong ties between church and state. On the contrary, American religion has been much more evangelical, secular and voluntary in nature. Something of the nature of American religion is reflected in religious television programming which is featured on the American channels which form part of the cable offering. Exposure to this form of religious fundamentalism on television may be expected to have some influence on the attitudes of Canadians.

Considerable research and comment has been directed at the extent to which Canadians demonstrate greater respect for law and order than do Americans. Whereas Canadians are much more likely to place the responsibility for keeping the peace in the hands of the police and the courts, Americans are more likely to advocate taking private action. Much of the difference has often been attributed to the frontier development of the two countries; Canada's more orderly under the supervision of the military and the Mounted Police, that of the United States more subject to the rule of the gun. Numerous differences in crime statistics are generally cited as support for the existence of this difference in attitude. Again, in light of the fact that American television programming would be likely to reflect the differing approach to law enforcement, the different criminal justice system, and different legal environment generally, we might expect exposure to such programming over time to alter Canadian attitudes toward law and order. As with the law, Canadians have

also been noted for showing greater respect for political leaders (Lipset, 1970) and a less cynical attitude toward politics generally.

As this study is intended to examine the impact of cable television, it is appropriate to include some measure of subjects' attitude toward television itself. Extensive studies by Steiner (1963), Bower (1973), and others have examined the attitudes of the viewing audience toward the medium. It will be interesting in this context to explore the extent to which exposure to the offerings of cable television will have brought about changes in the attitudes of cable subscribers to television.

One aspect of the mass media which receives considerable attention is advertising. Television advertising in particular is felt to be especially influential and much criticism has been directed toward advertising on television over the years. Attitudes toward advertising can be related to media usage and to certain personality characteristics. Various authors (Card, 1968; Goodis, 1972; Porter, 1971) have commented on the potential of advertising to shape individual values. While advertising is often accused of promoting materialism, Lyle and Hoffman (1972) found that negative attitudes toward advertising on television did not relate to anti-materialism. Again, in light of the different nature and volume of advertising to which cable television subscribers are exposed, it will be important to examine whether their attitudes toward advertising have been altered since cable was introduced. Also, since advertising on American television channels is different from Canadian commercials in so far as they may promote different products and lifestyles and are governed by different laws and regulatory codes, it will also be interesting to note whether exposure to cable television brings about any change in subscribers in terms of their attitudes toward health and nutrition.

1.7.3 Changes in Behaviour

In addition to the important attitudinal and cultural changes outlined above, the introduction of cable television to a Canadian audience is expected to have certain behavioural implications. These may be examined under three headings: use of television itself; use of other media; and allocation of time.

Research has tended to be quite consistent in terms of its estimates of the time spent watching television. Generally, studies in the United States and Canada have shown that the average person spends between three and one-half and four hours watching television each day. Johnson (1977) estimated that Canadians spend 46 per cent of their leisure time watching television. Although one might have expected total viewing time to reach a plateau as television reached the maturity stage of its life cycle in the late 1960s, there has nevertheless been

evidence in a number of studies (e.g. Robinson, 1981) that average viewing time has continued to increase gradually in recent years.

This continual increase in the time spent watching television may be linked to the concept of product life cycle mentioned above. As the innovative nature of television declined through the 1950s and 1960s, and as the medium became practically universally accepted, the potential for it to generate additional interest among the viewing audience was diminished. However, changes in the delivery of television programming and in the manner in which consumers use television have represented extensions to the product's life cycle. As long as viewers could tune to only one or two channels, presumably there were limits to the attractiveness of the offerings and, therefore, to the amount of time which they were prepared to devote to watching them. The addition of more channels serving certain market areas and the improvement in technology which led to improved reception (thereby allowing some Canadians to receive signals from other Canadian cities and from the United States) provided an increased variety of programming. This, coupled with the addition of a second or third television set in many homes (particularly as colour sets were purchased and the old 'black and white' kept as a second set), led to an increase in total viewing time.

The medium of television has continued to evolve and to extend its life cycle through innovative developments. Cable television is one such innovation which has the potential to continue to increase the amount of time which cable subscribers spend watching television. Presumably those persons who subscribe to cable television do so in order to increase the variety of programming available to them and to provide themselves with more of the type of programming they enjoy. We can expect, therefore, that cable subscribers will increase the total time which they spend watching television as a result of adopting this innovation.

Not only can we anticipate some increase in average viewing time, but we might also predict shifts in viewing patterns. Again, since cable television in the Canadian context delivers to subscribers primarily American programming, we might presume that those who subscribe find this programming attractive and will watch more as a broader variety is provided to them. Thus, following the introduction of cable television, it is not unreasonable to expect that subscribers will not only increase the amount of time which they spend watching television, but will also shift their viewing patterns to include more American programming and less Canadian.

If we predict an increase in total television viewing time on the part of subscribers to cable television, then that increase must lead to a decrease in time spent at other activities. Traditionally, increased use of television has led to a decline in time spent at other media (Bogart, 1956; Coffin, 1955;

Himmelweit, et al., 1958; Weiss, 1969). In particular, the introduction of television led to an immediate reduction in the time which consumers spent listening to radio and attending movies. More recently, increased television viewing has been found to be related to decreased readership of newspapers (Robinson, 1981).

It is in the general area of the allocation of leisure time that cable television might be expected to have considerable effect. Although the amount of leisure time available to Canadians stabilized or even declined during the 1970s as the average work week remained at late 1960s levels and more women entered the labour force, so too did the activities available to occupy leisure time expand. As pressures on leisure time grew and as viewership of television continued to increase, some studies noted a decline in the amount of time spent at activities which had been considered obligatory, such as eating, sleeping and housework. The attractiveness of cable television to those who subscribe is such that an increase in viewing time might be expected to contribute to a further decline in such activities.

The picture surrounding television viewing during the past five years is somewhat confused, however, by a number of environmental factors, including the state of the economy. In a study recently completed, the author found that Canadians were watching more television because they considered it a 'cheap alternative' to attending movies, visiting nightclubs, or other forms of paid entertainment (Barnes and Sooklal, 1983). If this is the case, then we can expect most Canadians to be similarly affected. We might, therefore, expect cable television subscribers to watch even more television in the early 1980s than they would have done had the economy been more healthy.

1.8 Hypotheses

Generally stated, this research study has been designed to test a series of hypotheses relating to the impact of cable television on an urban Canadian television audience. It is anticipated that changes will have taken place on a variety of different dimensions and affecting all consumers during the course of the five years covered by the study. However, it is also likely to be the case that the nature of change will be found to be different among those who have chosen to subscribe to cable television as compared with those who chose to remain consumers of 'conventional' Canadian television programming. In the analysis described in later chapters, efforts will be made to control for certain extraneous factors which might have contributed to change during the period of the study and to isolate those which might be attributed directly to exposure to cable television. The principal hypotheses which will be tested

follow.

1. that exposure to American television programming through subscription to cable television will contribute to a shift in certain values so that they are more similar to those held by Americans. These changes in the values held by cable subscribers will occur in such modal personality traits as conservatism, egalitarianism, achievement-orientation, individualism, materialism, patriotism and others discussed above;
2. that exposure to American television programming on cable television will also contribute to a change in attitudes toward certain institutions and concepts so that they more closely resemble attitudes held by Americans. These would include attitudes toward the family, religion, politics and television itself;
3. that subscription to cable television will be found to contribute to a more positive attitude on the part of subscribers toward the United States and toward Americans, and a corresponding decrease in their identification with Canada and in their sense of Canadian nationalism;
4. that subscription to cable television will be found to contribute to an increase in total time spent viewing television;
5. that subscription to cable television will also lead to increased viewing of American programming and a corresponding decrease in the viewing of Canadian programs;
6. that subscribers to cable television will be found to be lighter users of other media, including radio and newspapers;
7. that the anticipated increase in total television viewing following the adoption of cable television will contribute to a corresponding decline in time spent at certain other leisure time activities and at some obligatory activities;
8. that those consumers who adopt the innovation of cable television relatively soon after its introduction will be found to be heavy users of television generally and to have more positive attitudes toward television and toward the United States than do non-subscribers;
9. that children's use of television will be influenced by cable television in much the same way as will that of their parents - that is, that it will be seen to contribute to more television viewing and to heavier viewing of American programs.

Chapter 2

RESEARCH DESIGN AND METHODOLOGY

2.1 Research Design

Since the principal objective of this research project has been to examine the effects of a naturally occurring event - the provision of cable television service to an urban Canadian community - the research design employed could not be considered a true experiment. Rather, this project represents an excellent example of ex post facto research. Kerlinger (1973, p. 379) described this form of research as follows:

"Ex post facto research is systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct intervention, from concomitant variation of independent and dependent variables."

In order for a research study to be considered a true experiment a number of conditions must be met. Principal among these are (a) that subjects who participate in the research are randomly selected; (b) that the researcher can manipulate the independent variable in which he or she is interested, while holding other variables constant; and (c) that the researcher can randomly assign subjects to treatments. In other words, in a true experimental situation which might, for example, be designed to examine subjects' opinions on nuclear disarmament following exposure to a particular television program dealing with the issue, the researcher would randomly select a sample of subjects, would randomly assign some of them to exposure to the experimental variable (the television program on disarmament), others to a neutral program, and would measure differences between the groups following the exposure. This represents a rather simplified approach to an experimental study, but it presumes that the researcher would control for as many extraneous variables as possible by ensuring, for example, that both groups were briefed in the same way, that they sat in the same theatre, with the same level of lighting, the same length of program, served the same refreshments (if any), and compensated and

debriefed similarly. Also, in the true experimental situation, the researcher would be able to randomly assign subjects to each of the two 'treatments' - in this case, the two television programs.

In the case of ex post facto research, this type of control on the part of the researcher is not possible. In this particular project, neither the introduction of cable television nor the decision on the part of people to subscribe could have been influenced by the researcher. It clearly would have been impossible to manipulate the research situation so that only the independent variable (cable television) was changed while all other potentially influential variables were held constant. Similarly, the researcher could not have selected certain households at random to receive the cable service, while others were denied it. Such action would have indeed created an artificial situation.

Rather, the researcher availed of a 'naturally occurring event' in society and took appropriate steps to measure its effects. Data were collected from a randomly selected sample. Then cable television (the independent variable) was introduced. Participants in the study then 'self selected', deciding for themselves whether they wished to become cable subscribers. Then following the passage of time, follow-up data were collected to ascertain whether certain changes had taken place in the 'experimental' group - those who had chosen to subscribe to cable - which may not have taken place to the same extent in the 'control' group - those who had not become subscribers.

The nature of ex post facto research is not that it is necessarily inferior to experimental research, but that it is appropriate in different contexts - particularly where the researcher is unable to exert control over the experimental situation, and over the experimental or independent variable in particular, because such control would be impractical, costly, or ethically undesirable. The results of this type of research must be interpreted with caution. Whereas in the case of the true experiment, controls are exercised so that the researcher can point with some confidence to a relationship between an independent and a dependent variable, with ex post facto research other variables which are uncontrolled may have contributed to the outcome of the research. For example, if it was found that people who subscribe to cable television watch more television and are more favourably predisposed toward the United States, it would be extremely dangerous to suggest that cable television causes or contributes to heavy viewing and positive attitudes toward the United States. Because subjects are not assigned randomly to cable and non-cable groups, it is impossible to dismiss the possibility that people who subscribed to cable were heavier viewers and more positively inclined toward the United States before cable was even available to them. Indeed, their tendency to watch more television and their affinity toward the United States may have contributed to their decision to

subscribe.

Similarly, research may indicate that, following their adoption of cable television, viewers spend less time going to movies. Again, it would be inappropriate to conclude that the introduction of cable leads to a decline in movie attendance. Because the researcher is unable to control what goes on in the environment of the television viewer during the course of the research, he is unable to make such definitive statements. It may be the case that both the decision to subscribe to cable television and that to cut down on movie attendance are aspects of the same phenomenon and attributable to a third variable, such as the rising price of movies.

In this study of the introduction of cable television, certain safeguards have been built into the research design in order to enable conclusions to be drawn concerning the relationships between independent and dependent variables. A design could have been used which would have simply compared cable subscribers and non-subscribers following the introduction of the innovation.

This design might have been depicted graphically as follows:¹

R	X	O

R		O

However, in this particular design, it is impossible to know what characteristics each of the groups possessed prior to the introduction of cable television (X) as no pre-measurement has been taken. Hence, any changes which might have taken place and any differences between the two groups may have been attributable to a variety of factors, including X.

In actual fact, data were collected in 1977, prior to the introduction of cable television to the St. John's area, the service was introduced in late 1977, and data were collected from many of the original subjects and from an additional sample in 1982. Consequently, the final sample includes four distinct subgroups: (a) those interviewed in 1977 who subsequently subscribed to cable and were interviewed again in 1982; (b) those interviewed in both 1977 and 1982 who did not subscribe to cable;

1. This manner of presenting research designs in graphical form follows that used by Campbell and Stanley <1963> in their excellent volume dealing with designs for experimental and quasi-experimental research. The symbol X represents the exposure of a group to an experimental variable or event; O refers to the measurement of certain variables; R indicates that samples have been randomly selected; and a dashed line between groups is an indication that subjects have not been randomly assigned to treatments.

(c) those who subscribed to cable but were interviewed only in 1982; and (d) those who were interviewed only in 1982 but had not subscribed to cable. All subjects had been selected randomly, but made their own decisions whether or not to subscribe to the cable television service. This research design may be described as follows:

Group a	R	O	X	O

Group b	R	O		O

Group c	R		X	O

Group d	R			O

This particular research design allows the researcher to overcome certain of the shortcomings of ex post facto research by injecting a certain amount of control. In particular, it overcomes the problem inherent in the design presented earlier of measuring results only after the introduction of cable television. By taking measurements both before and after, the focus of the research shifts to examining the nature of the change which may have taken place. The presence of a control group (b) allows for comparison between the 1977 and 1982 results for a group which was not exposed to cable television. Hence, by focussing on the changes in Group a as compared with the changes in Group b, it is possible to obtain a more accurate estimate of the effects of cable television. The introduction of an additional experimental group (c) and control group (d) who were not interviewed in 1977, not only adds to the size of the final sample available for analysis, but also allows for the measurement of the effect, if any, of Groups a and b having been interviewed in 1977. Finally, in the absence of the ability of the researcher to control for independent variables other than cable television which might explain changes in dependent variables over the course of the study, certain statistical controls will be utilized to improve the extent to which conclusions might be drawn concerning relationships between the introduction of cable television and changes which have taken place over the course of the study.

2.2 Sample Selection

In 1977, it was decided that a sufficiently large sample should be drawn to allow for two particular eventualities. Firstly, it was important to have a sample large enough to allow for meaningful subgroup analysis. Secondly, since the 1977 sample would be interviewed again in 1982 and since a certain amount of attrition was anticipated, it was important to select a 1977 sample which would ensure a sufficient number remaining in 1982

to again allow for meaningful analysis. Taking these two factors into consideration, it was decided that a total of six hundred completed interviews would be sufficient for the 1977 sample.

In order to obtain a sample of this size, a systematic random sampling procedure was used. The geographic area of the City of St. John's was divided into eight regions of approximately equal population size. An interviewer was assigned to each region and instructed to obtain a certain quota of completed questionnaires. The basis for constructing the eight regions was data on the population of St. John's obtained from the 1976 Census. Two or more census tracts were combined to create each of the eight regions. The quota of completed questionnaires required from each region was:

$$\text{QUOTA} = \frac{1976 \text{ POPULATION OF REGION} \times 600}{1976 \text{ POPULATION OF ST. JOHN'S}}$$

Once the regions had been formulated, maps were prepared for each interviewer. The number of households in each region was obtained from the 1977 St. John's City Directory and from postal walk lists provided by Canada Post. The number of households in a region was divided by the quota for the region to determine the frequency of selecting a household. For example, if a region contained 2250 households and had a quota of 75 completed questionnaires, then every thirtieth household in the region was contacted. The frequency of selection was approximately the same for all eight regions. On longer streets and in apartment buildings, the total number of households was divided by thirty to determine the number of completed questionnaires to be obtained. One household was selected at random as a starting point and every thirtieth household thereafter was contacted. Smaller streets and 'cul de sacs' were grouped together to form collections of thirty or more households and one was selected at random from this grouping.

In 1982, a similar procedure was applied to select the 1982 additional sample. Interviewers contacted as many of the 1977 sample as could be traced and also interviewed an additional sample to provide Groups c and d in the representation of the research design shown in the preceding section. This new 1982 sample was selected utilizing precisely the same procedures as were employed in 1977. At the time of the 1982 survey, the researcher had the benefit of access to 1981 census data on which to base the calculation of quotas for each of the eight regions. A target of six hundred completed interviews was again employed for the 1982 survey, in addition to the number which could be re-interviewed from the 1977 sample.

2.3 Data Collection

In order to obtain completed questionnaires from a representative sample of households in the City of St. John's, a personal delivery and collection approach was used. In 1977, a total of eight non-professional interviewers were recruited and were trained in the administration of the questionnaire and in the procedures to be used in selecting households to be contacted. Each interviewer was assigned to a particular region of the city and was instructed to obtain a quota of completed questionnaires from that region.

Each interviewer was to contact designated households in his or her assigned territory, seek the co-operation of a male or female adult member of the household, offer a gift if the questionnaire was completed, leave the questionnaire for the respondent to complete, and return four or five days later to collect the completed questionnaire and to compensate the respondent with his or her gift. The personal delivery and collection approach was employed rather than other data collection methods for a number of reasons, including the length of the questionnaire and the nature of the questions asked. It was felt that having a personal explanation of the questionnaire would lead to an increased response rate and to an improvement in the attention which respondents actually devoted to completing the questionnaire.

The personal delivery and collection approach to data collection has been reviewed by Lovelock, et al. (1976) who concluded that this approach:

"....appears to be a particularly appropriate method in surveys involving long and possibly complex questionnaires, requiring both substantial unit mailing expenses and significant effort for respondents to complete. Detailed surveys of consumer attitudes and behavior patterns are especially likely to be in this category.

"For such surveys, the indications are that personal delivery, by lightly trained survey takers, can be expected to yield higher response rates than mail delivery at competitive cost per completed response.

"Another appealing aspect of this approach is the greater control it gives over sample design. It permits tight, complete, and up-to-date identification of subjects' geographic locations as well as selective elimination of subjects outside the predefined sample

frame on demographic, behavioral, or object ownership criteria.

"Last, individual feedback from survey takers, through the media of logsheets, evaluation forms, or personal debriefing, can provide useful insights into such aspects as respondent characteristics, attitudes toward the survey, and reasons for nonparticipation.

"The writers believe that the advantages of personal delivery and collection make it worthy of evaluation for survey research projects conducted by both commercial firms and university researchers."

In 1977, interviewers were recruited and trained during the week prior to the commencement of data collection. A pen and pencil set having a retail value of approximately ten dollars had been selected as a gift for respondents. Each interviewer was assigned to a region of the city, was provided with a map of the region, and instructed to sample households in accordance with the sampling procedure outlined above. They called on designated households primarily during late afternoon and evening periods. If an adult member of the household answered the door, he or she was asked to participate. Interviewers tried to schedule their visits so as to obtain approximately equal numbers of male and female respondents. A sample of the gift pen and pencil set was shown to the prospective respondent at this time as an incentive to participate. Those who did agree to participate in the survey were then instructed regarding the correct procedure for completing the questionnaire. The interviewer then left the questionnaire and a covering letter explaining the project and indicated that he or she would return to collect it in four or five days.

Where an interviewer encountered a situation where no adult member of the household was at home or where a prospective respondent refused to participate, the selected household was replaced with the household immediately next door. When leaving the questionnaire, the interviewer requested the respondent's name and telephone number so that he or she might telephone prior to returning to collect the completed questionnaire. Surprisingly few of those persons contacted refused to participate in the project. All interviewers had their quota of questionnaires distributed within three or four days of the commencement of the survey and very few households had to be replaced with next door neighbours.

Three or four days after leaving the questionnaire with the respondent, the interviewer telephoned to determine if it had been completed and to arrange an appropriate time when it might be collected. When the interviewer called to collect the completed questionnaire, a check was made to ensure that it had been completed and the respondent was presented with his or her gift. Within ten days of commencing the data collection stage of

the project, a total of six hundred completed and useable questionnaires had been collected.

In 1982, essentially the same procedure was followed. Two teams of interviewers were employed, one to contact the 1977 sample, and the second to distribute questionnaires to the additional 1982 sample. As the names and addresses of the six hundred persons who had participated in 1977 had been collected at that time, the principal objective with respect to this sample was to contact as many as possible and to invite them to participate in this second survey. Interviewers who were to contact members of the 1977 sample were assigned to each of the regions of the city which had been designated at that time and were provided with the lists of members of that sample. They were to call at the addresses provided, speak to the person who completed the 1977 questionnaire, and ask whether he or she would be prepared to complete the 1982 survey. An incentive in the form of a leather chequebook wallet having a retail value of approximately fifteen dollars was offered to those who agree to complete the survey.

As was anticipated, it was impossible to contact some members of the 1977 sample. Several had died and others had moved away from the St. John's area. Where respondents had moved within the city, an attempt was made to contact them. Although the interviewers were instructed to make at least three callback attempts, some sample members could not be contacted for a variety of reasons and others simply refused to participate again in 1982. The final result was that a total of 302 of the original sample of six hundred respondents completed the 1982 questionnaire.

With respect to the additional sample of respondents who were added to the 1982 survey, precisely the same procedures were employed as had been used in the original 1977 survey. In selecting this new sample, care was taken that no households which had been surveyed in 1977 were included. Interviewers called on designated households and again offered an incentive in the form of a pen and pencil set valued at approximately fifteen dollars. Questionnaires were left with those who agreed to participate and interviewers returned in four or five days to collect the completed questionnaires. A total of 580 completed and useable questionnaires were obtained.

Also, because the 1982 survey involved the collection of data from subscribers to cable television and from non-subscribers, a two-part questionnaire was developed. Those who had subscribed to cable television were provided with the basic questionnaire and with a second part dealing with television viewing which contained lists of programs which appear on cable. Non-subscribers were given the same basic questionnaire and a second part which contained lists of television programs which are shown only on the Canadian network channels which serve the St. John's market. A more detailed description of the

questionnaires used is provided in the following section of this chapter.

An added element to the 1982 survey was the fact that data were to be collected from children as well as from an adult member of the household. In order to distribute questionnaires to children, the interviewers were instructed to ask adults who agreed to participate whether there were any children aged five to fifteen at home. If a child was present, he or she was invited to participate in the survey by answering a separate children's questionnaire. The child was offered a pen as an incentive to participate and was instructed concerning the completion of the questionnaire. Very young children were advised to seek assistance from parents or older brothers and sisters in completing their questionnaires. Again, different versions of the children's questionnaire were distributed dependent on whether cable television was available in the household. The inclusion of children in the sample proved to be an especially successful aspect of the 1982 survey as those who participated proved to be genuinely interested in the project and completed their questionnaires in a most responsible manner. A total of 529 completed questionnaires were obtained from the children in the sample.

2.4 Questionnaire Design

In this project which extended over a five-year period and which involved the collection of data from 600 people in 1977 and from 1411 in 1982, a series of different research instruments were employed. The basic adult questionnaire administered in 1977 was repeated with some modifications, necessitated by changing circumstances, in 1982. In addition, different versions of the adult television viewership questionnaire and of the children's questionnaire had to be developed to allow for the fact that some households were subscribers to cable television while others were not.

2.4.1 Adult 1977 Questionnaire

Prior to commencing the development of the 1977 research instrument, the researcher undertook a lengthy review of the literature in a number of related fields. Since the objective of the study involved the identification of socio-cultural effects of the introduction of cable television, the literature review was concentrated in the following areas - many of which have already been reviewed in Chapter 1 of this report: the impact of American media on Canadian national identity; the differences between Canadian and American modal personalities; the impact of television on adults and children; the effects of television

viewership on attitudes and values, on the use of other media, and on other leisure time activities; and the possible effects of the introduction of cable on television usage by adults and children.

Out of this review was developed the framework for a five-part questionnaire which would provide data to test the hypotheses stated at the end of Chapter 1. The questionnaire was subsequently designed, pre-tested, modified, and, in its final form, distributed to respondents. The pre-test was conducted among approximately forty adult residents of St. John's and was designed to identify questions which might be difficult to understand or which might have been poorly designed. Also, the pre-test was intended to possibly identify questions which might be eliminated because they were unnecessary or difficult to answer, thereby contributing to a reduction in the length of the questionnaire. A number of minor problems in the initial draft of the questionnaire were identified in the pretest and subsequently corrected. The final version of the questionnaire was typeset and printed so as to achieve a high quality of physical appearance and to keep it to a manageable number of pages. The 1977 questionnaire was sixteen pages long and took respondents from ninety minutes to two hours to complete. This questionnaire and all others used in the 1977 and 1982 surveys are included as appendices to this report.

The first section of the 1977 questionnaire contained 197 statements to which respondents were asked to indicate their level of agreement on a five-point, Likert-type scale, ranging from 'strongly agree' to 'strongly disagree'. The list of 197 statements represented a total of 25 scales, each of which was designed to measure a particular attitude or a personality or lifestyle characteristic. The 25 respondent attitudes, values, and personality traits had been identified as relevant to the study during the literature review discussed in Chapter 1.

In preparing the first section of the questionnaire, standardized measures were sought for each of the 25 relevant value-attitude-personality scales. By utilizing scales which had been used and reported upon in earlier studies, it was possible to obtain evidence of validity and reliability for most of the scales used. An original list of 238 statements was developed to represent the 25 scales listed below. In the interest of keeping the list of statements to a manageable number, statements which were confusing, repetitive or poorly answered in the pre-test were eliminated from the questionnaire. The 25 values, attitudes and personality traits being measured in the first section of the questionnaire and the sources from which scale items were obtained are as follows (numbers in parentheses refer to the number of statements which comprise each scale):

VARIABLE	SOURCE
Achievement (8)	Jackson (1965) Eysenck and Wilson (1976)
Attitude toward advertising (8)	Barnes (1975) Burke (1970)
Aggression (8)	Jackson (1965) Sears (1961)
Attitude toward Americans and the United States (9)	Thurstone (1932)
Community-mindedness (7)	Bosworth (1954)
Conservatism (various dimensions) (40)	Levinson and Huffman (1955) Wright and Hicks (1966) Comrey and Newmeyer (1965) Burke (1970)
Cosmopolitanism (6)	Burke (1970)
Attitude toward Education (5)	Runquist and Sletto (1936)
Egalitarianism (8)	Bales and Couch (1969) Eysenck and Wilson (1976)
Extroversion (9)	Jackson (1965) Eysenck and Wilson (1976)
Attitude toward the family (4)	Runquist and Sletto (1936)
Attitude toward health and nutrition (8)	Burke (1970)
Individualism (4)	Burke (1970)
Innovativeness (7)	Leavitt and Walton (1974) Burke (1970)
Attitude toward the law (6)	Runquist and Sletto (1936) Watt and Maher (1958)
Materialism (8)	Burke (1970)
Nationalism, patriotism (9)	Helfant (1952) Ferguson (1942)
Optimism (3)	Burke (1970)
Self-esteem (6)	Rosenberg (1965)

	Coopersmith (1967)
Social desirability (11)	Crowne and Marlowe (1964)
Attitude toward television (13)	Burke (1970)
Attitude toward religion (4)	Comrey and Newmeyer (1965)
Attitude toward politics (6)	McClosky (1964) Campbell, Gurin and Miller (1954)

The second section of the 1977 questionnaire contained a number of questions dealing with the respondent's use of the media and with the way in which he or she spent leisure time. Specifically, the questions in this section dealt with the readership of newspapers and magazines, listenership of radio, television viewing, attitudes toward the number and quality of certain types of television programs, comparison of the mass media on a series of dimensions, readership of books, frequency of engaging in various leisure time activities, and the use of certain products. In so far as it was hypothesized that the introduction of cable television would have an impact on the manner in which subjects utilized their time, it was important to obtain measures such as these prior to the commencement of the cable service.

This section contained a series of questions dealing with the use or consumption of various products. These questions were asked in order to determine whether cable television subscribers alter their use of such products following exposure to American television programming and advertising via cable. These products (cigarettes, tea, coffee, soft drinks, and breakfast cereals) were selected because of differences in usage patterns between Canada and the United States or because of their different treatment in advertising on Canadian and American television.

The third section of the 1977 questionnaire contained a listing of 93 television programs which were then being shown on the two Canadian television channels serving the St. John's area. For each program listed, the respondent was asked to indicate his or her frequency of viewing on a four-point scale.

The fourth section contained a list of 61 television programs which were then being shown on the St. John's stations. These were primarily children's programs, but the list also included certain 'adult' and 'family' programs which were likely to attract children as part of their viewing audience. This section was to be completed by the parent who was asked to indicate the frequency of viewing for each program for one child in the family in each of the age groups: one to five; six to ten; and eleven to fifteen. The parent was asked to indicate whether the child

watched each program 'regularly' or 'sometimes'. A 'blank' or non-response indicated that the child never watched the program. This section of the questionnaire also contained a series of eighteen statements dealing with children's use of television. Each respondent who had children at home was to indicate his or her level of agreement with each statement on a five-point, Likert-type scale, ranging from 'strongly agree' to 'strongly disagree'.

The final section of the questionnaire contained a standard list of demographic and socioeconomic questions, including age, sex, family size, education, family income, occupation, and home ownership. In addition, questions were asked which dealt with the respondent's place of birth and with the length of time he or she had lived in St. John's, in other provinces of Canada, and in the United States. These and other questions dealing with exposure to the United States were to be used as control variables in the analysis which follows.

2.4.2 Adult 1982 Main Questionnaire

The questionnaire distributed to adult members of the 1982 sample was essentially the same as that used in 1977, with two exceptions. The list of television programs watched was included in a separate questionnaire and information on children's television viewing was obtained from children themselves, rather than from their parents.

The first section of the 1982 questionnaire remained unchanged from 1977, except that the 197 statements representing the 25 value-attitude-personality scales were randomized so that they appeared in a different order. The second section again contained questions dealing with media and leisure time usage. The only changes made in this section involved an updating of the lists of magazines, newspapers and radio stations, to reflect changes which had taken place in the preceding five years. In addition, questions were added in 1982 dealing with cable television, video-cassette recorders, video-discs, and home computers.

The lists of adult and children's television programs watched were dropped from the main adult questionnaires and included in separate questionnaires, as will be discussed in the following subsections. The eighteen Likert-scaled statements dealing with children's use of television were retained in the third section of the 1982 questionnaire, as were the demographic and socioeconomic questions in the fourth and final section.

2.4.3 Adult 1982 Television Questionnaires

Along with the main questionnaire described above, each adult in the 1982 sample was asked to complete a questionnaire dealing with the frequency with which he or she watched particular television programs. The main questionnaire was printed on white paper and two versions of the television questionnaire were printed, depending on whether or not the respondent was a cable television subscriber. Those who were not cable subscribers received a relatively short television questionnaire, printed on green paper, containing listings of programs appearing on the two Canadian channels serving the area. Those who were cable subscribers received a blue questionnaire which contained the same list of programs appearing on the Canadian channels, as well as lists of programs shown on those channels available on cable - ABC, NBC, PBS, the community and educational channels, and the channel which provides live broadcasts of the debates in the Canadian House of Commons. In each questionnaire, the respondent was asked to indicate on a four-point scale the frequency with which he or she watched each of the programs listed.

2.4.4 Children's 1982 Questionnaires

The children who participated in the 1982 survey were also provided with different colour-coded questionnaires depending on whether cable television was available in their homes. A yellow questionnaire was distributed to children in homes without cable television and it contained a series of questions intended to obtain certain demographic information, details about the child's television use and aspects of his or her lifestyle, such as library use and bedtime. A second part of the questionnaire contained a list of 68 television programs which were shown on the two Canadian channels and which might appeal to a children's audience. These were again a combination of children's, adult and family programs.

Children living in homes which received cable television were asked to complete a pink questionnaire which was identical to that distributed to children in 'non-cable' households except that it contained, in addition to the 68 programs on Canadian channels, a list of an additional 56 programs shown on the cable channels. In both cases, children were asked to indicate on a four-point scale the frequency with which they watch each of the programs listed.

2.5 Editing and Data Entry

The questionnaires which were used in the 1977 and 1982 surveys were designed in such a way that data entry to computer files could be done directly from the questionnaires. Each questionnaire contained a respondent number and subjects who participated in both the 1977 and the 1982 surveys were assigned the same number on both occasions. In addition, each question or response was pre-coded so that keypunching could be done directly from the questionnaires.

Once the completed questionnaires were returned by the interviewing staff, they were checked by the researcher and a research assistant with a view to identifying any which would have to be eliminated from the sample because they were incomplete or had not been completed accurately. Very few questionnaires were discarded from either the adult or children's samples. Those which were to comprise the final samples in each case were then edited in preparation for keypunching.

The editing stage involved an examination of each questionnaire by the researcher or a research assistant in order to identify any answers which were clearly inappropriate and to hand-code the few open-ended questions in the questionnaires. Inappropriate answers were 'blanked' and the numbers corresponding to the answers to the open-ended questions were written in red in the margins of the questionnaires so that they might be easily noted by the keypunch operators.

Data entry was done on to computer cards in 1977 and directly on to computer tape in 1982. In both cases, keypunching and verifying was performed so as to reduce as far as possible the number of keypunch errors. Once all the data entry had been completed, the preliminary analysis of the data could commence. The Statistical Package for the Social Sciences (SPSS) (Nie, et al., 1975) was used for most of the analysis which was done on the data and as a first step, simple frequency distributions were run on all variables. This process identified any mispunches which had been made in the data entry stage and allowed the researcher to make appropriate corrections in the data. It also provided a valuable 'first look' at the results of the surveys and provided valuable guidance for the analyses which were to follow.

Chapter 3

THE EARLY ADOPTERS OF CABLE TELEVISION

One of the first steps taken in analysing the effects of the introduction of cable television to a heretofore relatively isolated Canadian audience was to examine the characteristics of those television viewers who adopted the innovation soon after its introduction. Who exactly were the innovators? How did they differ from those consumers who did not rush to install cable television in their homes? In order to answer this question, this chapter draws heavily on earlier research on the diffusion of innovations. The literature in this area dates from the late 1880s with anthropology and later with the research traditions of sociology and rural sociology. In his extensive work, Rogers (1983) identifies five stages in the process of innovation adoption and attaches labels to that portion of the population who fall into each stage. These categories are used to indicate where a consumer stands in relation to others in the adoption of a new product or service. Since Rogers suggests that the true 'innovator' comprises a very small percentage of the population, for the purpose of this chapter the terms 'innovator' and 'early adopter' will be used interchangeably.

3.1 Characteristics of Early Adopters

The findings of diffusion studies from a variety of disciplines have led to numerous generalizations about innovators and early adopters. Many of these have been found to apply in the context of consumers adopting new products and services and have been classified into categories such as personality and lifestyle traits, purchasing and consumption characteristics, media usage, and socioeconomic and demographic characteristics.

3.1.1 Lifestyle Characteristics

A common and not surprising trait found to be characteristic of innovators is their venturesomeness or willingness to try new things. Robertson and Kennedy (1968) found that this trait explained 35 per cent of the difference between innovators and non-innovators. Closely related to this is the concept of

perceived risk, uncertainty of the consequences of making a decision to try something new. The consumer innovator has been shown to generally perceive less risk in such situations (Schiffman, 1972). Opinion leadership has also been shown to be closely associated with innovative behaviour (Myers and Robertson, 1972; Rogers and Shoemaker, 1971; Tigert and Arnold, 1971). This relationship is an important one, since as one who advises others in their adoption decisions, the innovator is likely to influence the acceptance or rejection of a new product or service by prospective later adopters.

According to Rogers and Shoemaker (1971), various studies have also characterized innovators as having higher levels of achievement orientation and higher aspirations than do non-innovators. They have also been found to be less dogmatic (Coney, 1972; Jacoby, 1971); to be inner-directed (Donnelly, 1970; Donnelly and Ivancevich, 1974); to be vivacious and avant-garde (Tigert and Arnold, 1971); and to have more favourable attitudes toward change, education (Rogers and Shoemaker, 1971), and advertising (Tigert and Arnold, 1971). While early adopters tend to be more cosmopolitan, they are also more socially integrated and more socially active (Rogers and Shoemaker, 1971). They also appear to be more socially and occupationally mobile (Boone, 1970; Pessemier, et al., 1967; Rogers and Shoemaker, 1971).

3.1.2 Purchasing and Consumption Behaviour

Innovators have been shown to be more bargain conscious and less brand loyal (Arndt, 1968; Tigert and Arnold, 1971). Rogers and Shoemaker (1971) also mention that the early adopter has a more favourable attitude toward credit. The innovator is also more likely to be a heavy user of the product category in which he or she is an early adopter (Arndt, 1968; Taylor, 1977). Thus, it is expected that heavy viewers of television are more likely to be early adopters of the cable television service than are light viewers.

3.1.3 Media Usage

While innovators tend to have greater exposure to the mass media in general, the findings for television have been less consistent than they have been for magazines. Several studies (King, 1965; Painter and Granzin, 1976) showed the innovator to have less exposure to television than does the non-innovator. Magazines appear to be a more favourable medium to the innovator, as a number of studies (Boone, 1970; Engel, et al., 1969) have found them to be heavier subscribers than are later or non-adopters. In particular, innovators are likely to have greater exposure to magazines which deal with the product category or area of interest in which they are innovative (Painter and Granzin, 1976; Summers, 1972).

3.1.4 Demographic and Socioeconomic Characteristics

Innovation studies have consistently found a positive relationship between early adoption and family income (Boone, 1970; Pessemier, et al., 1967; Robertson, 1971). This has been explained as possibly related to the costs involved in adopting some innovations, with higher-income households better able to absorb any loss associated with a poor adoption decision. The innovator is also more likely to have a higher level of education and higher occupational status (Feldman and Armstrong, 1975; Gorman and Moore, 1968; Rogers and Shoemaker, 1971). It will be interesting in this study to determine whether product usage or socioeconomic status is more influential in determining whether people adopt cable television. It is generally the case that heavier viewers of television are found among those with lower levels of education and occupational status.

Age and family size have yielded contradictory results when distinguishing adopter categories. A review of the literature by Robertson (1971) showed a lack of relationship between age and innovativeness. Several marketing studies (Feldman and Armstrong, 1975; McClurg and Andrews, 1974, Painter and Granzin, 1976) have found innovators to be younger than later adopters, but this finding may be related to the type of product under study, which was generally more appealing to a younger consumer. Robertson's (1971) survey also found no relationship between number of children in the home and innovative behaviour. Foster and Arbeit (1978) found family size to be related to innovativeness when a combination of age and number of children was used. These two variables, age and family size, are of particular interest in this study. Although persons aged 65 and older have been found to be the heaviest viewers of television (Canadian Broadcasting Corporation, 1973), it is anticipated that in many households the decision to adopt cable television was influenced by the presence of younger children.

In this chapter, we will examine the early adoption of cable television. A previous study by Boone (1970) on the early and later adopters of cable television (CATV) in Laurel, Mississippi, may serve as an interesting cross-cultural comparison with the present Canadian study. In Boone's study, the consumer innovator was found to be better educated, to earn a higher income, to be more likely employed in a professional or managerial capacity, and more likely to be married than was the later adopter. The innovator was also more occupationally mobile and more socially active in local clubs and organizations. The two groups also differed on personality traits, the innovator exhibiting more leadership ability, more self-confidence, more achievement motivation, greater open-mindedness, and greater acceptance of change.

3.2 Identification of the Early Adopters

Six months after the inauguration of the cable television service in St. John's, we obtained from the cable operator the names and addresses of those persons who had purchased the service. This list was matched against the list of six hundred respondents to the 1977 survey in order to identify cable television adopters among the sample. The total sample of six hundred was then divided into three groups as follows: (1) 149 respondents who had subscribed to cable within six months of its introduction (the early adopters); (2) 238 respondents who had access to the service but who had not subscribed (the non-adopters); and (3) 213 respondents who lived in areas of the city which had not been wired for cable and who were, therefore, unable to adopt the service.

Of the original twenty-five value-attitude-personality scales included in the first part of the questionnaire, eighteen were selected as being relevant to the early adopter of cable television. As the items measuring these characteristics were taken from standardized scales which had been validated by other researchers, simple sum scores were computed for each respondent on each scale. Early adopters and non-adopters were then compared on the basis of their mean scores on these scales as well as on the original variables. In the case of continuous variables, mean scores were calculated for each group and t-tests performed to determine the significance of differences between the mean scores. Similarly, in the case of categorized variables, crosstabulation analysis determined whether significant differences existed between the two groups. Finally, multiple discriminant analysis was used to determine which variables best discriminated between early adopters and non-adopters of the cable television service.

3.3 Analysis and Results

3.3.1 Values, Attitudes and Personality

Table 3-1 presents the results of an analysis of responses to the 197 agree-disagree statements in the first part of the questionnaire. Only those statements which produced a significant difference at the 0.05 level between early adopters and non-adopters are presented in this table.

The differences presented in Table 3-1 suggest that those persons who adopted cable television within six months of its introduction are more optimistic, ambitious or achievement oriented (statements 1 and 5); more out-going or extroverted (statement 2); more materialistic (statements 6 and 9); less price conscious (statement 10); less community-minded (statement 7); and less nationalistic and more positively inclined toward things American (statements 3, 8 and 11). Although they seem proud to be Canadians (statement 4), they apparently do not fear an American encroachment on Canadian life. It is, of course, a fact that a certain number of the 197 statements in Part I of the questionnaire would have produced significant differences between early adopters and non-adopters merely by chance. However, it is interesting to examine the pattern of these differences and to note the extent to which they support hypotheses stated earlier, before going on to examine differences on the eighteen scales which were constructed from these statements.

Table 3-2 contains a listing of those variables which produced significant differences between early adopter and non-adopters. This table contains only those continuous variables on which differences were noted which were significant at the 0.10 level or better. Although differences were, of course, found on other variables, they were not statistically significant. In addition to the differences on individual items discussed above, significant differences were noted on four of the scales constructed from the first section of the questionnaire. On these scales, early adopters were found to be significantly more achievement oriented, more individualistic, more materialistic, and to have greater self-esteem.

3.3.2 Demographics

Early adopters were also found to demonstrate significant differences from non-adopters on certain demographic variables. The early adopters were significantly younger and not only had more children at home, but significantly more in the eleven to fifteen age bracket. These latter differences testify to the importance of children in the decision to subscribe to cable television. Although those in the early adolescent years tend to watch less television, as we shall see later in this report, they nevertheless appear to be influential in the decision to adopt cable.

In addition to the demographic differences reported in Table 3-2, early adopters were found to have significantly higher annual family income - 40.5% of early adopters had an annual family income in 1977 of \$25,000 or more, as compared with only 29.3% of non-adopters. Early adopters were also more likely to be employed in clerical, skilled labour, and sales occupations, as compared with more professional, business and retired people among the non-adopters. They were also more likely to own their own homes and to own two or more vehicles. Finally, a

significantly higher percentage of early adopters of the cable service were born in St. John's, or in other provinces of Canada. On the other hand, more of the non-adopters were born in rural areas of Newfoundland, possibly indicating a greater cosmopolitanism among the early adopters.

3.3.3 Media and Product Usage

The remaining variables presented in Table 3-2 relate to media and product usage among the early adopters and the non-adopters. In addition to being significantly heavier viewers of television, the early adopters appeared to be heavier users of the media in general. They had significantly more radios, black and white and colour television sets in their homes. They read significantly more issues each week of both the morning and evening local newspapers. The early adopters were also found to be more avid readers of 'best seller' books and mystery and detective novels, but were lighter listeners to 'serious' radio stations - those featuring a format of news, public affairs, and 'good' music.

Respondents were also asked to indicate their usage of certain food, beverage, and other products. The only product on which a significant difference was obtained was cigarettes, as early adopters were found to be significantly heavier smokers than were non-adopters.

3.3.4 Television Usage

Although it has been determined that early adopters of cable television are heavier viewers of television in general, it is also interesting to note the types of programs which they tend to watch. Table 3-3 presents a comparison of early adopters and non-adopters in terms of their frequency of viewing certain television programs. Only programs for which significant differences were found are reported in this table. Clearly, the early adopter of cable television is a significantly heavier viewer of adult situation comedies such as Soap, All in the Family and The Jeffersons; family situation comedies such as Three's Company and Happy Days; Police action shows such as Switch, Kojak and The Rockford Files; light family dramas such as The Waltons, The Young and the Restless and Space 1999; quiz shows and movies. They are also slightly heavier viewers of sports programming. The converse is true, however, in the case of public affairs and news programs such as The Fifth Estate and Saturday Evening News, where a smaller percentage of early adopters than of non-adopters are regular viewers.

These results corroborate that the early adopter of cable television is also a heavy viewer, as the pattern of programs watched is dramatically similar to that demonstrated by heavy television viewers (Villani, 1975). The type of programs watched also suggests that the early adopter of cable has subscribed to

the innovation primarily for entertainment or 'escape' purposes. The early adopter appears to be disinterested in the potential educational value of cable television.

3.3.5 Major Differences

A multiple discriminant analysis was undertaken to identify those variables which were most important in explaining the differences between early adopters and non-adopters of cable television. Essentially, this procedure will produce a subset of variables which best 'discriminate' between the two groups or which best explain the variance between them. Owing to the extensive list of independent variables available, only those which had indicated a significant difference between early adopters and non-adopters in the preceding univariate analysis were entered into the discriminant analysis. Table 3-4 presents the results.

Discriminant analysis may best be understood as a special case of regression analysis in which the dependent variable is categorized. As with discriminant analysis, a stepwise solution may be used in which the first independent variable to enter the model explains the largest portion of variance between the two groups. Other variables then enter in descending order of importance. The number of colour television sets in the home is the most important variable discriminating between the two groups in this case, followed by two personality traits, materialism and individualism. Certain demographic factors also make a major contribution toward explaining the differences between early adopters and non-adopters, accounting for four of the first ten variables to enter the model.

One of the applications of multiple discriminant analysis is to allow a researcher to use the equation which is produced from the analysis to classify subjects into one or the other of the two groups. A test of the efficiency of the model is its ability to correctly classify respondents. A classification matrix showing the number of respondents in each subsample classified into each of the early adopter and non-adopter groups is presented in Table 3-5. The hit ratio or percentage of respondents correctly classified is 73.9 per cent which is significantly better than the 52.6 per cent which would have been expected by the proportional chance criterion (Morrison, 1969).

3.4 Conclusions and Implications

The results of the univariate and discriminant analyses presented above point to a clearly defined profile of the early adopter of cable television service, at least in the context of

the introduction of cable to a Canadian market. The early adopters were found to exhibit many of the same characteristics as those which have been associated with innovators in general. They are more achievement oriented, more individualistic, more materialistic, and possess greater self-esteem. However, they do not see themselves as especially innovative, nor were they found to be more community-minded nor socially active. Important also, in the context of introducing more American programming to a Canadian audience, is the fact that the early adopters also exhibit stronger pro-American attitudes. This supports an earlier study by Kiefl (1973) which found Canadian cable subscribers to be more pro-American than were non-adopters.

Unlike the case in Boone's (1970) study, the innovators in this study were found to be younger and to have more children at home in the eleven to fifteen age group. Also, there were no differences in educational levels attained by the two groups. Because of the \$27.00 cost of installation of the cable service and the monthly charge of \$9.45, it is not surprising that those who adopted the service early had higher family incomes. Although their incomes were higher, these incomes were obtained more often from non-business and non-professional occupations. The early adopters also tended to come from urban, rather than rural, backgrounds. They were also heavier users of the mass media in general and especially of television and newspapers. This and the fact that they had significantly more television sets in their homes supports the finding that innovators are generally heavier users of the product category in which they innovate.

The motivation of the early adopters of cable television appears to stem from a need for entertainment. They tend to be heavy users of the medium and to rely on television less for information than for 'escape', preferring to watch programs with mass audience appeal such as situation comedies, movies and police/action programs. Those who adopted cable television within six months of its being available were heavy consumers of American programming previously available on Canadian channels and wished to have more of the same.

The detailed profile of the innovator in the adoption of cable television contains much valuable information for companies which operate cable systems. The early adopter is part of a clearly defined segment of the public with obvious characteristics and preferences in television programming. Such information should be of considerable value to cable operators when entering a new area and when deciding on the type of programming alternatives which will best appeal to their target audience.

From a public policy perspective, however, it would appear that the first people to subscribe to cable television were those who were already heavy television viewers and heavy consumers of the type of American programming which they would receive in greater volume on the cable channels. The addition via cable television

of the American channels provides an even greater variety of this type of programming from which the early adopter may choose. The implications for Canadian programming and Canadian channels serving the cable market are considerable as the possibility of audience drift toward the American channels is considerable, thereby contributing to a fragmentation of the total audience and a smaller percentage viewing the Canadian channels.

Table 3-1

Significant Differences Between Early Adopters and
Non-Adopters in Level of Agreement with
Value-Attitude-Personality Statements

STATEMENT	EARLY ADOPTERS AGREEING-%	NON-ADOPTERS AGREEING-%	CHI-SQUARE (d.f.=4)
1. My greatest achievements are still ahead of me.....	56.1	50.4	9.98
2. I feel uncomfortable when people are paying attention to me.....	28.2	41.7	13.14
3. I would like to see more Canadian shows on television.....	28.4	42.3	11.72
4. I don't feel any special pride in being identified with Canada...	12.4	23.4	10.05
5. People today are just not willing to work for a living.....	49.0	40.5	12.11
6. Spiritual values are more important than material things.....	60.8	75.1	9.72
7. I like to work on community projects.....	41.4	52.9	12.13
8. The Canadian way of life is being influenced too much by the United States.....	41.5	43.6	9.43
9. People place too much value on having a lot of possessions....	82.3	89.8	9.83
10. A person can save a lot of money by shopping around for bargains	67.7	78.1	12.86
11. I would rather take a trip to the United States than visit another part of Canada.....	16.9	9.3	10.75

Note: all chi-squared statistics are significant at the 0.05 level or better.

Table 3-2

Significant Differences Between Early Adopters and
Non-Adopters on Selected Variables

VARIABLES	EARLY ADOPTER MEAN	NON-ADOPTER MEAN	T-STATISTIC
<hr/>			
Values-Attitudes-Personality:			
Achievement orientation	29.19	28.27	2.72
Individualism	12.66	12.01	3.55
Materialism	19.80	18.76	3.04
Self-esteem	14.88	15.43	-1.95
Demographics:			
Age	36.85	40.47	-2.37
Children at home	1.86	1.50	2.28
Children aged 11 to 15	0.58	0.34	2.79
Media Usage:			
Radios in home	3.31	2.92	2.42
Colour TV sets	1.06	0.72	5.84
Black and white TV sets	1.09	0.92	2.11
Issues of morning newspaper read per week	1.91	1.51	1.84
Issues of evening newspaper read per week	5.26	4.92	1.86
Hours of TV watched per week	15.82	13.07	2.09
Product Usage:			
Cigarettes smoked per day	8.34	5.87	2.24

Note: all t-statistics are significant at the 0.10 level or better.

Table 3-3

Significant Differences Between Early Adopters
and Non-Adopters of Cable Television on
Viewership of Selected Television Programs

PROGRAM	PERCENTAGE WHO WATCH REGULARLY/NEVER WATCH		CHI-SQUARE (d.f.=3)
	Early Adopters	Non-Adopters	
The Waltons	20.9/18.9*	20.9/23.9	7.69
The Young and the Restless	9.0/72.4	10.1/77.6	6.53
The Jeffersons	18.5/19.9	17.5/30.1	6.52
Switch	9.1/28.5	9.6/50.9	20.64
The Price is Right	14.9/31.1	14.8/42.4	6.71
Good Times	13.1/25.5	18.7/35.1	8.32
Kojak	19.5/22.9	13.7/31.8	7.82
Soap	22.7/37.9	15.6/55.0	10.78
Rockford Files	27.6/17.9	17.4/28.1	12.10
Six Million Dollar Man	18.5/23.3	19.6/37.1	9.54
Wednesday Night Movie	22.9/17.4	15.6/33.0	14.95
All in the Family	51.7/ 4.8	37.6/15.7	15.95
Happy Days	34.0/18.1	18.8/27.5	12.29
Fifth Estate	26.9/22.0	28.3/28.3	8.38
Space 1999	10.5/54.5	6.2/74.6	16.35
Three's Company	17.4/43.1	8.4/59.5	13.46
Hockey Night in Canada	32.9/35.6	26.4/37.7	7.30
Hymn Sing	7.7/71.3	7.2/62.9	6.47
Marketplace	31.7/16.6	31.4/28.3	8.01
Saturday Evening News	25.7/20.1	27.1/36.2	13.96
Sports Scene	8.2/69.2	4.9/67.6	8.52

* Note: These figures may be read as follows: among the early adopters of cable television, 20.9% indicated that they watch The Waltons regularly and 18.9% indicated that they never watch.

All chi-square statistics are significant at the 0.10 level or better.

Table 3-4

Summary of Discriminant Analysis Results

VARIABLES	STEP ENTERED	DISCRIMINANT COEFFICIENT
Lifestyle:		
Materialistic	2	-0.094
Individualistic	3	-0.155
Achievement oriented	18	-0.033
Socio-demographic:		
Number of children aged 11 to 15	6	-0.331
Respondent's age	7	0.016
Annual family income	8	-0.043
Number of vehicles	10	-0.172
Media usage:		
Number of colour television sets	1	-0.812
Number of black and white TV sets	4	-0.310
Viewership of All in the Family	5	0.216
Hours of television watched per week	9	-0.016
Enough drama programming on TV	11	0.152
Viewership of The Jeffersons	12	-0.252
Viewership of Kojak	13	0.135
Viewership of Six Million Dollar Man	14	-0.237
Viewership of The Rockford Files	15	0.166
Viewership of Space 1999	16	0.117
Viewership of The Waltons	17	0.158
Issues of evening newspaper read/week	19	-0.055
Constant		5.156

$$F_{367}^{19} = 6.646, \alpha < 0.001$$

$$\chi_{19}^2 = 111.040, \alpha < 0.001$$

$$\text{Wilks' Lambda} = 0.744$$

Chapter 4

CHANGES IN BEHAVIOUR AND ATTITUDES AMONG CABLE TELEVISION SUBSCRIBERS AND NON-SUBSCRIBERS, 1977-1982

As has been noted earlier in Chapter 2, a total of 302 respondents participated in both the 1977 and 1982 surveys. Of these, 247 (81.7%) had subscribed to cable television by the time of the 1982 survey. The remaining 55 respondents (18.3%) were non-subscribers. This chapter consists of a detailed analysis of the changes which took place over the course of the period between the two surveys among both the subscriber and non-subscriber groups. The analysis consists primarily of a comparison of the differences between 1977 and 1982 levels for each group on a series of variables including the scales representing attitudes/values/personality traits discussed in Chapter 2, television and other media usage, and leisure time activities. The statistical significance of the differences between 1977 and 1982 levels is tested using a T-test for paired samples (Nie, et al., 1975, p. 270).

4.1 Changes in Modal Personality Characteristics

At the end of Chapter 1 it was hypothesized that prolonged exposure to American television programming through subscription to cable television would contribute to a shift in certain values and personality traits among cable subscribers so that they would become more similar to those held by Americans. The results presented in Tables 4-1 and 4-2 allow for a testing of that hypothesis through a comparison of changes in certain modal personality variables from 1977 to 1982 among cable subscribers (Table 4-1) and non-subscribers (Table 4-2).

Whereas those who ultimately subscribed to cable television scored higher on the achievement orientation scale in 1977, over the course of the study both subscribers and non-subscribers became somewhat less achievement oriented. Although neither change was statistically significant, the result is that the groups are closer together on this scale than they were in 1977.

At the commencement of the study, those who subscribed to cable television were slightly more aggressive (as measured on the

aggressiveness scale). Over time, however, this group actually became significantly less aggressive, with the result that both groups scored at similar levels on this scale in 1982. This result is somewhat at odds with what might be anticipated in light of the greater exposure of cable subscribers to American television.

Both groups scored at approximately the same level on the cosmopolitanism scale in 1977 and neither changed appreciably over the course of the study. In the case of the egalitarianism scale, both groups were again quite similar in 1977, but those who did not subscribe to cable television became somewhat less egalitarian over the course of the study, although the change was not statistically significant. This result is in line with that anticipated, as Americans are generally considered more egalitarian than are Canadians.

Cable subscribers scored higher on the extroversion scale at the start of the study in 1977 and they also increased their mean score on this scale significantly over the course of the study. Although non-subscribers also scored higher on the extroversion scale in 1982 than they had in 1977, their increase was not statistically significant. This result is also consistent with that which would have been expected following the review of the differences between Canadians and Americans presented in Chapter 1.

At the time of the 1977 survey, those who did not later subscribe to cable television scored higher on a scale measuring orientation toward health and nutrition. Over the ensuing five-year period, the cable subscribers became significantly more oriented in this direction, while non-subscribers experienced only a very slight increase in their mean score. Changes in such an orientation over the period 1977 to 1982 are difficult to attribute to greater exposure to television, as a variety of forces were at work in Canada during that time to encourage Canadians to become more interested in their general level of health and physical fitness. Although by 1982 non-subscribers to cable television were still more health oriented, the gap between them and the cable subscribers had narrowed.

In the case of these groups of cable subscribers and non-subscribers, average scores on the innovativeness scale were approximately the same for both in 1977. However, over the course of the study, subscribers to cable television became somewhat more innovative and non-subscribers somewhat less so, although the differences between the 1977 and 1982 scores for both groups were not statistically significant.

As may have been hypothesized, those who were to become cable subscribers scored higher on the materialism scale in 1977. However, both subscribers and non-subscribers increased their mean scores on this scale significantly between 1977 and 1982. By the second stage of the study, subscribers were still more

materialistic in their orientations than were non-subscribers, and the gap between the groups had widened.

Both groups scored at approximately the same level on the self-esteem scale in 1977 and the mean scores of both changed very little between then and 1982. In the case of bargain orientation, however, we find that those who did not subscribe to cable television were slightly more bargain oriented in 1977 than were those who became subscribers. Over the course of the five-year period, subscribers became significantly more bargain oriented, while non-subscribers also moved in the same direction. By the time of the 1982 survey, both groups had almost the same mean score on this scale. This change on the part of both subscribers and non-subscribers toward a stronger bargain orientation during the period 1977 to 1982 is consistent with other research by the author (Barnes and Sooklal, 1983) which found that consumers generally had become more bargain conscious over that period. The greater increase on the part of subscribers may relate to their socioeconomic status and to the fact that they may have been more adversely affected by inflation and recession than were non-subscribers.

In the 1977 survey, those who were to become subscribers to cable television demonstrated a more liberal view on certain social and moral issues than did those who did not subscribe to cable. On such issues as abortion, birth control, drugs, homosexuality, and censorship, the subscribers were less conservative in 1977. During the course of the study, this group became significantly less conservative, while the non-subscribers on average strengthened slightly their more conservative outlook. This difference between the two groups on the moral conservatism scale may reflect greater exposure on the part of cable television viewers to a more liberal treatment of such issues on television.

In terms of their attitudes on certain subjects, it was also found that those who became cable subscribers already held a more positive attitude toward advertising in 1977. Over the course of the study, this group increased significantly their positive attitude toward advertising, while those without cable television modified their opinion only slightly, but also in the positive direction.

In the case of the scale which measured community orientation, we find both groups scoring at approximately the same mean level in 1977 and both becoming slightly more negative on community matters over the five-year period.

Mean scores in 1977 indicated that those who later adopted cable television were somewhat more family oriented than were those who did not subscribe. Over the course of the five years covered by the study, cable subscribers became significantly less family oriented while non-subscribers increased their mean level on this scale only slightly. The result was that the average

scores on this scale in 1982 were practically identical for both groups.

Attitudes toward the law and police in 1977 were more positive among those who later subscribed to cable television. However, between 1977 and 1982, the non-subscribers increased their positive attitudes significantly from a mean of 14.45 in 1977 to 15.55 in 1982. Over the same period, cable subscribers also became slightly more positive in their opinions of the law and of law enforcement officials, with the result that non-subscribers held the more positive view in 1982.

As might have been expected of heavier television viewers, cable subscribers held more positive attitudes toward television in both 1977 and 1982. It is interesting to note, however, that both subscribers and non-subscribers expressed slightly less positive opinions of the medium in 1982 than they had in 1977. While the stronger positive opinions held by cable subscribers were anticipated, there is no evidence that subscription to cable television contributes to an improved opinion of the medium. On the contrary, it would appear from these results that both subscribers and non-subscribers have become slightly disillusioned with television in recent years.

Those who did not later subscribe to cable television expressed a more positive attitude toward religion in 1977 than did those who later signed up for cable. Over the ensuing five years, the non-subscriber group increased their average score on the religiosity scale, while the mean score recorded by subscribers remained almost exactly at the 1977 level.

Subscribers to cable television had expressed a slightly more cynical or negative opinion of politics and politicians in 1977, but by 1982 had become significantly more positive in their outlook. Non-subscribers also improved their opinion of politicians over the same period, although not significantly. The result was that mean scores on this scale for both groups were quite similar in 1982.

Again, as befitting their stronger middle class and working class backgrounds, cable television subscribers held more positive attitudes toward labour unions in both 1977 and 1982. It is interesting to note that both groups actually improved their opinions of unions between 1977 and 1982 at a time when, in the view of many public commentators, labour unions were proving to be somewhat ineffectual in protecting their members against the ravages of inflation and unemployment.

In terms of their position on the scale measuring attitude toward female roles in society, subscribers to cable television held more progressive and contemporary views than did non-subscribers in both 1977 and 1982. This result may be due in part to the fact that subscribers are younger than non-subscribers. Both groups tended to become more positive in

their opinion of a contemporary female role over the course of the study, although the differences between the 1977 and 1982 mean scores on this scale are not statistically significant for either group.

An interesting result was found with respect to attitudes toward the use of credit. Whereas both groups had very similar mean scores on this scale in 1977, those who became cable television subscribers held a significantly more positive attitude toward credit by 1982. On the other hand, the opinion of non-subscribers concerning the use of credit became somewhat more negative over the same period. The result for subscribers is consistent with the discussion of Canadian-American differences presented in Chapter 1, which indicated that Americans are generally considered to be less conservative in their use of credit than are Canadians. The significant change in attitude on the part of cable subscribers may be considered surprising, however, coming as it does during a period when the Canadian economy was in a depressed state and consumers generally were reducing their use of credit (Barnes and Sooklal, 1983).

The final two scales discussed under the general heading of modal personality relate to feelings of patriotism and affinity toward Canada. In the first of these, attitude toward the United States and Americans, those who were to become cable subscribers were more positive toward things American even before cable television was introduced in 1977. By 1982, this group still held stronger pro-American views. Although both groups had become slightly more positive in their opinions of the United States over the five-year period, the gap between them had narrowed.

No significant changes were found in mean scores on the scale measuring nationalism or patriotism. Whereas those who did not subscribe to cable television were slightly more patriotic in 1977, they experienced a slight negative shift over the five years of the study, while cable subscribers became slightly more pro-Canada, with the result that by 1982 the positions of the two groups on this scale had reversed.

4.2 Changes in Media Usage and Consumption Patterns

One of the most important anticipated effects of the introduction of cable television relates to changes in the amount of time spent watching television. As may be seen from Tables 4-3 and 4-4, cable television subscribers were heavier viewers of television than were non-subscribers even before cable was introduced in 1977, viewing approximately twenty-three hours of television weekly as compared with fewer than seventeen hours for non-subscribers. By 1982, subscribers to cable had increased their total weekly viewing by an average of 0.16 hours (ten

minutes), while non-subscribers then watched an average of 0.24 hours (15 minutes) more television weekly. The increase in television viewing among cable subscribers is consistent with expectations following the introduction of cable, although a larger increase might have been anticipated.

Cable television subscribers also increased the time which they spend listening to radio from 12.05 to 12.68 hours weekly. Although this increase is not statistically significant, it is larger than that experienced by non-subscribers.

In addition to proving themselves heavier users of both television and radio, cable subscribers also read more newspapers than do non-subscribers. Both groups increased their weekly readership of newspapers during the course of the five-year study, although the increases were not statistically significant.

Both subscribers and non-subscribers also increased significantly the number of television sets which they have in their homes between 1977 and 1982. By the time of the second survey, cable subscribers had an average of more than two television sets in their homes, as compared with an average of slightly more than one and three-quarters in the homes of non-subscribers.

The higher average education level of those who have not subscribed to cable television is reflected in the number of books which they read. Whereas cable subscribers increased their annual readership of books only slightly between 1977 and 1982, from an average of 16.94 to 17.43, non-subscribers in the sample in 1982 indicated that they read an average of 32.82 books in the preceding twelve months, as compared with only 22.71 in 1977.

Finally, data were collected on consumption of a number of food and beverage products which are differentially featured and/or advertised on American television. Two such products were tea and coffee - tea having traditionally been more closely associated with Canadians and coffee with Americans. Cable television subscribers proved to be heavier consumers of coffee and lighter consumers of tea than were non-subscribers. Over the course of the five-year study, both groups increased their average daily consumption of coffee - cable subscribers by a significant amount, while consumption of tea remained at practically the same level among cable subscribers and dropped slightly among non-subscribers.

It is also interesting to note that a total of 39.6 per cent of cable subscribers were smokers in 1982, a decrease from 42.5 per cent in 1977. At the same time, the percentage of non-subscribers who are smokers fell from 30.0 per cent in 1977 to only 24.0 per cent in 1982.

4.3 Changes in Leisure Time Activities

One of the most interesting potential effects of the introduction of cable television is the impact which it might have on the way in which television viewers spend their leisure time. As may be seen from Tables 4-5 and 4-6, both cable subscribers and non-subscribers experienced considerable change in their pattern of leisure time activities over the five-year period from 1977 to 1982. Respondents were asked to indicate the number of hours which they spend in an average week at certain activities. Those who subscribed to cable television (Table 4-5) experienced statistically significant increases in the average amount of time which they spend weekly at sports or other forms of physical exercise and attending the performing arts. They also experienced a significant decrease in average time spent attending bingo and card parties outside the home.

Although differences between 1977 and 1982 levels were not statistically significant, cable subscribers also increased the time which they spend at hobbies or crafts, taking lessons or attending classes, and doing volunteer or community work. Conversely, they decreased the average time which they spend each week listening to records, visiting or talking with friends or relatives, playing cards at home, and going out for a drink.

Those who did not subscribe to cable television demonstrated a markedly different series of changes in their leisure time allocation between 1977 and 1982 (Table 4-6). The only statistically significant change among this group was that in 1982 they spent more time going out for a drink. They also spent more time reading, at various arts activities, and in doing volunteer and community work. Although they have increased slightly the time spent attending movies and the performing arts, they also are spending more time playing cards at home.

The most obvious differences between the two groups, in terms of the changes which they have made in their leisure time allocation over the five years of the study, lie in the areas of sports and exercise, hobbies and crafts, reading, and social drinking. While cable subscribers appear to have increased considerably the time which they spend at the former two activities, those who do not have cable television service are more likely to have increased considerably the amount of time which they spend reading and going out for a drink.

A related area of the study dealt with the number of occasions within the preceding two months when participants had attended or participated in a number of entertainment, cultural and social events. The results presented in Tables 4-7 and 4-8 indicate

that cable television subscribers have increased significantly their visits to museums and their attendance at concerts and plays since the study began in 1977. Conversely, they have decreased significantly the number of occasions on which they attend sports events. On the other hand, the only significant change in this general area on the part of non-subscribers is consistent with their increase in reading and is represented by an increase in visits to the public library.

Both groups have increased only slightly their attendance at movies and their visits to museums. They have both dramatically reduced their attendance at sporting events. While non-subscribers had increased significantly their number of visits to the public library, cable subscribers had decreased theirs. This is consistent with the fact that 34.8 per cent of non-subscribers were members of the public library in 1982, as compared with 30.4 per cent in 1977. On the other hand, only 27.5 per cent of cable subscribers were members in 1982 - an increase from 25.0 per cent in 1977.

4.4 Discussion

This chapter has examined in a somewhat preliminary fashion the changes which have taken place among subscribers to cable television and among non-subscribers between the collection of first wave data in 1977 and the second survey in 1982. Changes along a series of attitudinal and behavioural dimensions have been studied and differences between the two groups in terms of the magnitude and direction of change have been discussed. The changes which have been observed have generally supported the hypotheses stated at the end of Chapter 1, with some exceptions.

In general, the differential change between cable subscribers and non-subscribers was not found to be as dramatic as may have been anticipated. While many changes were in the expected direction, in the case of other variables no change had taken place or the change was in the opposite direction to that which had been expected. Over the course of the study, those participants who had subscribed to cable television became (relative to non-subscribers) more extroverted, more egalitarian, more innovative, and more materialistic - all traits which had earlier been associated more closely with Americans than with Canadians. With regard to a number of dimensions of conservatism, cable subscribers also became relatively less morally conservative (attitudes relating to social issues such as abortion, birth control, homosexuality, drugs, and censorship), more liberal in their views on the role of women in society, less conservative in their use of credit, and less positive on religion. They also by 1982 were, relative to non-subscribers, less family oriented, held less positive attitudes toward the law

and police, and more positive views regarding advertising.

Although a differential increase in the amount of television viewing on the part of cable subscribers following their adoption of cable was not found, there is evidence that they did modify their leisure time activities between 1977 and 1982. Whereas cable subscribers appear to have increased the amount of time which they devote to sports and physical exercise, hobbies and crafts, their non-subscribing counterparts have turned more toward reading.

The drawing of firm conclusions from these results concerning the effects of the introduction of cable television is complicated by a number of factors. Firstly, we must remember that we are dealing with a sample of subscribers and non-subscribers which, while they were selected randomly in 1977, may not necessarily constitute a representative sample of their respective populations in 1982. In addition to the fact that participants in the study 'self-selected' themselves into the cable and non-cable groups following the 1977 survey,¹ a certain number of the original sample could not be located in 1982 or refused to participate in the second stage of the research. By virtue of the fact that the entire original random sample did not participate in 1982, the question of the representativeness of the final samples of subscribers and non-subscribers, data from which were analysed in this chapter, must be raised.

In addition, the rate of cable adoption in the St. John's region was higher than had been anticipated in 1977 and resulted in a disproportionate number of cable subscribers in the final sample analysed above. The fact that the comparative 1977-1982 analysis had available only 55 non-subscribers meant that, in order for differences between 1977 and 1982 levels to be statistically significant, these differences would have to have been of greater magnitude among the non-subscribers than among the sample of cable subscribers, simply because of the differences in the size of the two samples.

Finally, there remains some additional analysis to be done on the data. To date, the analysis reported upon in this chapter has examined changes which have taken place between 1977 and 1982 in television viewing volume, in various attitudes, values and modal personality variables, and in a variety of leisure time and media-related activities. A small number of other, more detailed, variables - relating especially to type (as opposed to volume) of television viewing - remain to be studied. In particular, certain computer resource problems have contributed to the fact that changes since the introduction of cable television in the type of television programming watched by cable

1. see the discussion of ex post facto research in Chapter 2.

subscribers and non-subscribers has not been examined in detail. Also, it is intended that further analysis of these data will be undertaken so as to examine in detail changes in such television and other media-related variables as ratio of American to Canadian television programs viewed, opinions of various types of television programs, types of magazines read, ratio of American to Canadian magazines read, readership of particular sections of newspapers, and listenership of particular radio stations.

As has been discussed in Chapter 2, it is also inappropriate to attribute solely or precisely to cable television changes which have taken place between 1977 and 1982 in the cable subscriber (experimental) group. Owing to the fact that the environment into which cable television was introduced and in which it operates and is viewed could not, for obvious reasons, be controlled, the changes which have taken place may have been caused by a variety of different extraneous factors. Additional, more sophisticated analysis of the data is planned which will examine the relationship between cable introduction and change in a number of dependent variables, while controlling statistically for a variety of factors which could potentially influence the level and direction of change.

Cautionary comments notwithstanding, the results presented in this chapter have been both interesting and important. Changes have been found in both the subscriber and non-subscriber groups - possibly the most interesting of which has been the relatively small change in average television viewing volume on the part of both groups. Further analysis will explore changes in other variables and will examine in more detail the differences between subscribers and non-subscribers. The basic question to be addressed must be "is cable important?" in bringing about change and in contributing to differences between the two groups - or are such changes and differences attributable to other, more important variables. The analysis presented in the following chapter makes a major contribution toward answering this question.

Table 4-1

Changes in Mean Scores on
Attitudes/Values/Personality Variables
Among Cable Television Subscribers 1977-1982
n=245

VARIABLES	1977 SCORE	1982 SCORE	CHANGE	DIRECTION
Achievement Orientation	12.87	13.10	+ 0.22	negative
Aggressiveness	17.61	18.08	+ 0.47*	negative
Cosmopolitanism	7.22	7.32	+ 0.09	negative
Egalitarianism	12.35	12.36	+ 0.01	negative
Extroversion	11.46	11.78	+ 0.31*	positive
Health/Nutrition Orientation	12.40	11.98	- 0.42*	negative
Innovativeness	7.03	6.84	- 0.19	negative
Materialism	8.14	9.26	+ 1.12*	positive
Self-Esteem	9.07	8.98	- 0.09	negative
Bargain Hunting Orientation	10.14	9.56	- 0.58*	negative
Moral Conservatism	20.82	21.32	+ 0.49*	negative
Attitude - Advertising	12.11	12.53	+ 0.41*	positive
Community Orientation	6.51	6.70	+ 0.19	negative
Family Orientation	4.73	4.95	+ 0.21*	negative
Attitude - Law/Police	14.96	15.18	+ 0.22	positive
Attitude - Television	16.91	16.05	- 0.87	positive
Religiosity	6.94	6.96	+ 0.02	negative
Attitude - Politics/Politicians	13.31	14.03	+ 0.72*	positive
Attitude - Labour Unions	7.52	7.56	+ 0.04	positive
Attitude - Female Role	10.80	10.95	+ 0.16	positive
Attitude - Use of Credit	7.60	7.96	+ 0.36*	positive
Attitude - USA/Americans	18.43	18.51	+ 0.07	positive
Nationalism/Patriotism	10.92	10.80	- 0.12	negative

Note: an asterisk(*) indicates that the difference between the 1977 and 1982 scores is statistically significant at the 0.10 level or better.

Table 4-2

Changes in Mean Scores on
Attitudes/Values/Personality Variables Among
Non-Subscribers to Cable Television 1977-1982
n=51

VARIABLES	1977 SCORE	1982 SCORE	CHANGE	DIRECTION
Achievement Orientation	13.13	13.63	+ 0.49	negative
Aggressiveness	18.11	18.24	+ 0.12	negative
Cosmopolitanism	7.20	7.14	- 0.06	negative
Egalitarianism	12.45	12.88	+ 0.43	negative
Extroversion	11.00	11.33	+ 0.33	positive
Health/Nutrition Orientation	11.65	11.63	- 0.02	negative
Innovativeness	7.06	7.12	+ 0.06	negative
Materialism	7.75	8.51	+ 0.76*	positive
Self-Esteem	9.00	9.10	+ 0.10	negative
Bargain Hunting Orientation	9.92	9.57	- 0.35	negative
Moral Conservatism	20.33	20.27	- 0.06	negative
Attitude - Advertising	11.63	11.78	+ 0.16	positive
Community Orientation	6.57	6.86	+ 0.29	negative
Family Orientation	5.02	4.94	- 0.08	negative
Attitude - Law/Police	14.45	15.55	+ 1.10*	positive
Attitude - Television	15.04	14.69	- 0.35	positive
Religiosity	6.57	6.45	- 0.12	negative
Attitude - Politics/Politicians	13.59	13.94	+ 0.35	positive
Attitude - Labour Unions	7.12	7.20	+ 0.08	positive
Attitude - Female Role	10.04	10.37	+ 0.33	positive
Attitude - Use of Credit	7.63	7.51	- 0.12	positive
Attitude - USA/Americans	17.63	18.06	+ 0.43	positive
Nationalism/Patriotism	10.80	10.94	+ 0.14	negative

Note: an asterisk(*) indicates that the difference between the 1977 and 1982 scores is statistically significant at the 0.10 level or better.

Table 4-3

Changes in Average Levels on
Various Media and Consumption Variables
Among Cable Television Subscribers 1977-1982
n=245

VARIABLES	1977 LEVEL	1982 LEVEL	CHANGE
Hours of Television per Week	22.91	23.07	+ 0.16
Hours of Radio per Week	12.05	12.68	+ 0.63
Newspapers Read per Week	6.88	7.15	+ 0.27
Number of TV Sets in Home	1.94	2.14*	+ 0.20
Books Read Past 12 Months	16.94	17.43	+ 0.49
Cups of Tea Consumed per Day	2.81	2.82	+ 0.01
Cups of Coffee Consumed per Day	1.34	1.73*	+ 0.38

Table 4-4

Changes in Average Levels on
Various Media and Consumption Variables
Among Non-Subscribers to Cable Television 1977-1982
n=51

VARIABLES	1977 LEVEL	1982 LEVEL	CHANGE
Hours of Television per Week	16.73	16.96	+ 0.24
Hours of Radio per Week	12.18	12.22	+ 0.04
Newspapers Read per Week	6.06	6.57	+ 0.51
Number of TV Sets in Home	1.49	1.76*	+ 0.27
Books Read Past 12 Months	22.71	32.82	+10.12
Cups of Tea Consumed per Day	3.20	3.12	- 0.08
Cups of Coffee Consumed per Day	0.96	1.18	+ 0.22

Note: an asterisk (*) indicates that the difference between the 1977 and 1982 average levels on each variable is statistically significant at the 0.10 level or better.

Table 4-5

Changes in Average Time Spent per Week <in hours>
on Various Leisure Time Activities by
Cable Television Subscribers 1977-1982
n=245

ACTIVITIES	1977 AVERAGE	1982 AVERAGE	CHANGE
Sports/Physical Exercise	2.14	2.53*	+ 0.39
Hobbies/Crafts	3.46	3.87	+ 0.42
Listening Records/Tapes	3.69	3.17	- 0.53
Arts Activities	0.82	0.86	+ 0.04
Reading Books	4.77	4.72	- 0.05
Reading Magazines	2.39	2.26	- 0.13
Reading Newspapers	4.02	3.92	- 0.10
Visiting Friends/Relatives	7.54	6.98	- 0.56
Taking Lessons	0.73	1.24	+ 0.51
Volunteer/Community Work	0.89	1.40	+ 0.51
Attending Movies	0.52	0.57	+ 0.05
Attending Concerts/Plays	0.35	0.53*	+ 0.18
Playing Cards at Home	1.40	1.27	- 0.12
Attending Bingo/Card Parties	0.58	0.42*	- 0.17
Going Out for a Drink	1.55	1.36	- 0.19

Note: an asterisk (*) indicates that the difference between the 1977 and 1982 average weekly time spent at each activity is statistically significant at the 0.10 level or better.

Table 4-6

Changes in Average Time Spent per Week <in hours>
on Various Leisure Time Activities by
Non-Subscribers to Cable Television 1977-1982
n=51

ACTIVITIES	1977 AVERAGE	1982 AVERAGE	CHANGE
Sports/Physical Exercise	1.88	1.47	- 0.41
Hobbies/Crafts	6.35	4.88	- 1.47
Listening Records/Tapes	2.16	1.63	- 0.53
Arts Activities	1.12	1.24	+ 0.12
Reading Books	5.12	5.49	+ 0.37
Reading Magazines	2.29	4.33	+ 2.03
Reading Newspapers	3.39	4.69	+ 1.29
Visiting Friends/Relatives	5.84	5.57	- 0.27
Taking Lessons	0.69	0.78	+ 0.10
Volunteer/Community Work	1.47	1.82	+ 0.35
Attending Movies	0.27	0.43	+ 0.16
Attending Concerts/Plays	0.71	0.84	+ 0.14
Playing Cards at Home	1.37	1.90	+ 0.53
Attending Bingo/Card Parties	0.31	0.37	+ 0.06
Going Out for a Drink	0.35	0.69*	+ 0.33

Note: an asterisk (*) indicates that the difference between the 1977 and 1982 average weekly time spent at each activity is statistically significant at the 0.10 level or better.

Table 4-7

Changes in Average Frequency of Attending
Various Activities During Preceding Two Months
Among Cable Television Subscribers 1977-1982
n=245

ACTIVITIES	1977 AVERAGE	1982 AVERAGE	CHANGE
Movies Attended	1.04	1.07	+ 0.03
Museum Visits	0.38	0.57*	+ 0.20
Art Gallery Visits	0.20	0.15	- 0.05
Public Library Visits	0.97	0.76	- 0.20
Sports Events Attended	1.78	1.17*	- 0.61
Concerts/Plays Attended	0.57	0.96*	+ 0.38

Table 4-8

Changes in Average Frequency of Attending
Various Activities During Preceding Two Months
Among Non-Subscribers to Cable Television 1977-1982
n=51

ACTIVITIES	1977 AVERAGE	1982 AVERAGE	CHANGE
Movies Attended	0.59	0.80	+ 0.22
Museum Visits	0.39	0.43	+ 0.04
Art Gallery Visits	0.27	0.24	- 0.04
Public Library Visits	0.76	1.37*	+ 0.61
Sports Events Attended	1.43	0.82	- 0.61
Concerts/Plays Attended	1.14	1.04	- 0.10

Note: an asterisk (*) indicates that the difference between the 1977 and 1982 average frequency of attending each activity is statistically significant at the 0.10 level or better.

Chapter 5

HIGHLIGHTING THE DIFFERENCES BETWEEN CABLE TELEVISION SUBSCRIBERS AND NON-SUBSCRIBERS

The results presented in the preceding chapter may point toward a conclusion that the introduction of cable television to St. John's in late 1977 has not led to major changes in the attitudes, values, media usage patterns, and lifestyles of those who have subscribed to cable. Although practically no change was found in the amount of television viewing weekly by either subscribers or non-subscribers to cable, some change in the anticipated direction was found in terms of certain attitudinal and personality variables. While it would be rather premature to attribute such changes to the fact that cable subscribers had accepted the innovation into their homes, there can be no doubt that certain differences between subscribers and non-subscribers exist.

We have found in Chapter 3 that those who subscribed to the cable television service within six months of its introduction were different on a number of dimensions from those who had not adopted cable. The implication from the results presented in Chapter 4 is that some of these differences at least have been enhanced by the presence of cable. We can tentatively conclude, therefore, that those persons who subscribed to cable television were in some ways different from their non-subscribing neighbours, even before cable was introduced, and that their exposure to the volume and type of programming available on the cable system may have contributed to these differences. It is the objective of this chapter to examine in some detail the differences which existed between cable and non-cable television viewers at the time of the 1982 survey, almost five years after the introduction of cable.

Following an overall examination of how the groups differ, an effort will be made to explain those factors which contribute to the differences and to isolate the effect of cable television. In other words, we will attempt to answer the question of whether the presence of cable television in the home is an important factor in explaining the variance across television viewers on several important dimensions, including their use of the medium and their attitudes toward certain concepts.

The first stage in preparing for this analysis was to determine that those subjects who had been selected at random to be added

to the sample in 1982 were sufficiently similar to those remaining from the 1977 sample to permit the two samples to be combined for the purpose of comparing cable subscribers and non-subscribers. A series of t-tests was undertaken to compare the groups outlined in the discussion of the research design in Chapter 2. Provided that there are not major differences between them, groups a and c, both of which are groups of cable subscribers (group a having been included in both the 1977 and 1982 surveys; group c only in the 1982), may be combined into a larger sample of subscribers. Similarly, groups b and d, both composed of non-subscribers, may be combined provided that they are similar.

The relevant groups were compared on a total of 63 variables, including the 23 attitudes/values/personality scales, various media usage and leisure time variables, and demographics. In the comparison of the 247 subscribers to cable television who had been interviewed in 1977 (group a) and the 432 who had been added in 1982 (group c), statistically significant differences (at the 0.05 level) were found on only twelve variables. The subscribers who had been included in both the 1977 and 1982 surveys were found to be somewhat older than those added in 1982. This is understandable in light of the fact that the members of the 1977 sample who were interviewed again in 1982 were those who were able to be contacted, those who had not changed their place of residence in the ensuing five-year period. Since older people are more likely to be occupationally and geographically less mobile, it follows that the members of the 1977 sample who were included in the 1982 survey would be older. Related to age, it was also found that they had more children and were less well educated.

In terms of attitudes and values, members of the sample of cable subscribers who had participated in both the 1977 and 1982 surveys were found to be less achievement oriented, more positive in their opinion of the United States, less innovative, less materialistic, and more patriotic. They also spent fewer hours per week taking lessons, going to movies, and engaging in social drinking. They had attended fewer movies in the preceding two months.

The 55 non-subscribers to cable who had been included in both the 1977 and 1982 surveys (group b) were also compared on the same list of 63 variables with those non-subscribers who had participated only in the 1982 survey (group d). In this case, only nine significant differences were found. Many of the same differences which had been observed above in the case of cable subscribers were also present between the two groups of non-subscribers. The members of the 1977 sample who had participated again in 1982 were also found in this case to be older than those who had been selected in 1982. The non-subscribers who had been members of the 1977 sample held a less positive attitude toward television and were more religious. They generally watched less television, spent less

time participating in sports and exercise, taking lessons, listening to records, going to movies, and drinking socially.

As the differences between the 1977 and 1982 samples were not considered major, were consistent across both subscriber and non-subscriber subgroups, and were explainable largely by the difference in age, it was decided that the groups could be safely combined for further analysis. Thus, the combined subscriber group consisted of 679 respondents and the non-subscriber group of 201. These samples will be compared in the analysis which follows.

5.1 Univariate Analysis of Differences

As a 'first look' at the differences which existed between cable subscribers and non-subscribers in 1982, a series of t-tests was run on a total of 52 variables on which the two groups might be expected to be different. The t-test is intended to test the statistical significance of the difference between the mean scores of two groups. The results of this analysis are presented in Tables 5-1, 5-2 and 5-3.

Relatively few differences were found between the subscriber and non-subscriber groups in terms of their mean scores on the 23 attitudes/values/personality scales constructed from the first part of the questionnaire (Table 5-1). Subscribers to cable television were found to be significantly more positive in their attitude toward advertising, held a more positive opinion of television, a more liberal attitude toward the role of women in society, and a more positive opinion of the United States and of Americans. In addition to these significant differences, a number of others were interesting, although not significant at the 0.05 level or better. Subscribers scored somewhat lower on the cosmopolitanism scale, were more extroverted, less health conscious, and more positive in their attitude toward credit.

In terms of media usage and leisure time activities, the results presented in Table 5-2 confirm that the cable television subscriber is a significantly heavier viewer of television. In order to satisfy the demand for television in their homes, subscribers have an average of 2.10 television sets, as compared with an average of 1.66 for non-subscribers. They also read more newspapers each week, although it is interesting to note that they estimate that they spend the same time reading them as do non-subscribers. On the other hand, those who do not have cable television service spend significantly more time reading books and magazines and attend more religious services than do those who have cable. Interestingly, cable subscribers are significantly more likely to smoke than are non-subscribers; 41.6% of subscribers smoke, compared to 30.5% of

non-subscribers.

Demographic differences between the two groups are presented in Table 5-3. Although the difference is not quite significant at the 0.05 level, cable subscribers are younger on average than are those who have not subscribed to the service. An important significant difference, and one which appeared to be important in the decision of early adopters to sign up for cable (see Chapter 3), is the fact that subscribers have significantly more children at home than do non-subscribers. They also have significantly higher family incomes, although they are less well educated. A cross-tabulation analysis also revealed that cable subscribers are more likely to be employed in owner-manager positions, and in sales and clerical jobs. Non-subscribers, on the other hand, were more likely to be employed in skilled labour positions, to be retired or unemployed. Subscribers were significantly more likely to have been born in St. John's; non-subscribers more likely to have been born in rural parts of the Province of Newfoundland. Finally, cable subscribers have made significantly more visits to the United States than have non-subscribers.

5.2 Relative Importance of Cable Television

Although the univariate differences highlighted in the preceding section are interesting and assist in developing a profile of the cable television subscriber, they do not yet address the question of just how important having cable television is in influencing usage of and attitudes toward television. In this section, we will attempt to explore this issue further through the use of multiple regression analysis. A series of dependent variables on which cable subscribers and non-subscribers have been found to differ will be examined in order to determine which independent variables are most important in explaining the variance across television viewers.

In the first case, the total number of hours of television viewed per week was chosen as the dependent variable. Prior to the regression analysis, tests were carried out on the independent variables in order to ensure that high intercorrelations were not present. Where a pair of variables was found to have a correlation coefficient of 0.40 or higher, one of them was eliminated from the analysis. A total of 62 independent variables, representing attitudes/values/personality scales, media usage, leisure time activities and demographics, were available for inclusion in the regression model. A stepwise solution was used with the F-statistic to enter set at 3.8. At this level, all variables which enter the model are statistically significant.

As may be seen from Table 5-4, a total of only thirteen of the independent variables entered the regression model with hours of television watched per week as the dependent variable. All of the independent variables which entered were significant at the 0.05 level or better and the model itself was highly significant ($F=20.59$, $d.f.=13,622$). Just over thirty per cent of the variance in the dependent variable was explained by the regression model.

The first variable to enter the regression analysis, and the one which is most important in explaining volume of television viewing is education level. The negative coefficient indicates that heavier viewers of television are less well educated. While this result is not particularly surprising, we also find that heavier viewers are also more likely to spend more time listening to radio and visiting friends, to have a more positive attitude toward television, and to have fewer children at home.

This latter result is interesting in that we have already noted in Chapter 3 that the number of children at home is a significant factor in the decision to subscribe to cable television. We shall confirm later in this chapter that number of children is also one of the most important variables in distinguishing cable from non-cable households. It would appear, therefore, that whereas having more children at home is likely to encourage parents to subscribe to cable television, it does not necessarily lead to more television viewing on the part of the adults in the household. In fact, the more children present in the home, the less time are adults likely to spend watching television. Possible explanations are that the children essentially control the use of the television set(s) or that parents simply find other things to do in households where more children are present.

Examining the other variables which entered the regression model, we find that heavier viewership of television is also significantly related to a positive nationalistic feeling toward Canada and to a negative opinion of politics and politicians. Heavier viewers also spend less time at concerts and plays and more at hobbies and crafts; consume more soft drinks and tea; and have more television sets (possibly related to the number of children) but fewer radios in their homes.

One of the principal reasons for running a regression analysis on television viewing volume was to determine whether the presence of cable television in the home was a significant variable in explaining total viewing time. It had been found that cable television subscribers are heavier viewers than are non-subscribers, but the results of this regression analysis are important in that it has shown that the cable television variable did not enter the regression model and is not, therefore, a significant variable in explaining total television viewing volume. The variables which did enter do a better job of explaining viewing volume than does the presence of cable.

This is an especially important finding which indicates that having cable television does not contribute significantly to more television viewing. The situation is simply that other variables, including those which entered the regression model, are correlated with both heavy television viewing and having cable and, therefore, are significant in explaining both the decision to subscribe to cable and the amount of television watched.¹

A series of other multiple regression analyses was run to determine whether having cable television is an important factor in explaining some of the other significant differences which were found between cable subscribers and non-subscribers. The results of these analyses are presented in Tables 5-5 to 5-8.

In terms of general attitude toward television, a total of ten independent variables entered the regression model and were statistically significant in explaining differences in this attitude across participants in the study (see Table 5-5). Just over 33 per cent of the variance in the dependent variable was explained by these ten variables. Most of the significant variables were attitudinal or personality scales. Those holding positive opinions toward television have more liberal views on current social issues such as drugs, abortion and homosexuality. They are more materialistic and also hold positive views on advertising and labour unions. Younger subjects and males are more likely to hold positive attitudes toward television. It is again interesting to note that the cable television variable did not enter this regression model and is, therefore, not a significant factor in explaining attitude toward television.

Similar regression analyses were run with attitude toward advertising and toward the United States as dependent variables. These results are presented in Tables 5-6 and 5-7, respectively. Again, other attitudinal and personality scale variables most frequently entered the regression models and explained almost thirty per cent of the variance in the dependent variables. Attitude toward advertising was found to be best explained by a

1. This regression analysis tests for a linear relationship between the dependent variable, volume of television watched, and the series of independent variables. Since the cable television variable did not enter this equation, a further non-linear form of regression analysis, using logarithmic transformations of the original variables, was run in order to determine whether some non-linear relationship might exist between viewing volume and the presence of cable. Such a relationship was found in that the cable television variable did enter the non-linear model. But since this model did not explain as much of the variance in the dependent variable as had the linear model, it was deemed to be a less efficient solution.

variety of other attitudinal variables, although males and those employed in professional and managerial occupations were more likely to hold positive opinions. Positive attitude toward the United States and toward Americans was also associated with other attitudes, with older respondents and those with lower levels of education. Again, the cable television variable failed to enter the regression model and is, therefore, not considered significant in explaining either of these two attitudes.

Finally, a regression analysis was undertaken with the number of television sets in the home as the dependent measure. In this case, it is clear that those households which have a larger number of television sets are likely to be heavier users of the media in general. They have more radios, subscribe to cable television, and read more newspapers. They are less cosmopolitan and more likely to have been born in St. John's. It is noteworthy that this is the first regression model where cable television enters as a significant independent variable. This indicates that having cable television is a significant factor in explaining the number of television sets which a household will own. As it entered the model, when total number of viewing hours did not, this suggests that subscription to cable will lead to a household adding one or more sets, when heavy viewership alone will not.

5.3 Identifying the Important Differences

The final step in the process of profiling the cable television subscriber was to conduct a multiple discriminant analysis which was designed to identify those variables which are most important in distinguishing subscribers from non-subscribers. This analysis is similar to multiple regression analysis in that a series of independent variables is run against a dependent variable, in this case, having cable television. The principal difference between discriminant analysis and regression analysis is that, in the latter case, the dependent variable is at least interval-scaled, while in discriminant analysis the dependent variable is discrete. In both cases, those variables which are first to enter the model explain more of the variance in the dependent variable than do those which enter later.

The multiple discriminant analysis which will be discussed here had subscription to cable television as the dependent variable. The 882 respondents were divided into two groups; those with cable and those without. The independent variables which were utilized in attempting to explain the differences between the groups were essentially those which have been the subject of the various analyses described earlier in this chapter - the attitudes/values/personality scales constructed from the first part of the 1982 questionnaire, various media and product usage

variables, leisure time activities, and demographics. In this case also, only those variables which were statistically significant in explaining the differences between subscribers and non-subscribers were allowed to enter the discriminant model. The results of the analysis are presented in Table 5-9.

The variables which entered the discriminant equation are all statistically significant in explaining the differences between subscribers and non-subscribers to cable television. The first variable to enter, which explains the greatest portion of the variance between the two groups, was the number of television sets in the home. Again, we see the relationship between cable television and the number of sets. In terms of other media-related variables, cable subscribers spend less time reading magazines and books, and more time watching television and reading newspapers than do non-subscribers.

The home of the cable subscriber is characterized by having more children present, by the fact that the male head of household is more likely to be employed in managerial and white-collar occupations, and more likely to smoke. The fact that two independent variables relating to the United States entered the regression model is especially interesting. This indicates that attitude toward the United States and number of visits to that country are significant factors in explaining whether or not a household is a subscriber to cable television.

5.4 Discussion

The results of the analyses presented in this chapter have succeeded in developing a profile of those respondents to the 1982 survey who have cable television service in their homes. The analysis proceeded from identifying all variables on which subscribers and non-subscribers differ, to an attempt to determine the importance of cable television in influencing the behaviour and attitude of television viewers, to identifying those factors which are most important in explaining the differences between subscribers and non-subscribers or, alternatively, in predicting whether or not a respondent is a cable subscriber.

Not surprisingly, the data point to a number of variables on which subscribers and non-subscribers were found to be significantly different. These were reduced to the ten most important in the discriminant analysis which was presented at the end of the chapter.

Although it was pointed out that subscribers and non-subscribers differ significantly on a number of attitudinal, leisure time, media usage, and demographic variables, possibly

the most important finding in this chapter was that the presence of cable television in a home is not, in and of itself, a significant variable in explaining certain dependent measures, most notably volume of television viewing and certain relevant attitudes.

In these situations, although we find that subscribers and non-subscribers differ or, alternatively stated, we find a significant correlation between cable subscription and other variables such as volume of television viewed and attitudes toward television, advertising, and the United States, we do not see cable television entering the regression model as a significant predictor of level or score on the dependent variable. The reason, of course, is that other independent variables which are highly correlated with both the cable television variable and the dependent measures enter the model first. In so doing, these variables are accounting for much of the variance which would have been explained had the cable television variable entered. Consequently, this variable does not explain a sufficient portion of the remaining variance to be accepted into the model. In short, there are other factors which do a better job of explaining both cable television subscription and the respondent's level on the various dependent variables.

This finding is important in that it suggests that having cable television in the home is likely not a major factor which contributes toward increased television viewership or the holding of certain attitudes toward television and related topics. On the contrary, other factors have been identified which do a better job of explaining level of television viewership and the holding of these attitudes. That is not to say, however, that cable television is unrelated to volume of viewing and the holding of certain attitudes. Such relationships clearly do exist. The conclusion is, rather, that other characteristics of the individual and of his or her household contribute to both.

An exception to this general conclusion of non-significant relationships is that relating to number of television sets. A clear link exists between number of sets and whether a household has cable television service, suggesting that the decision to subscribe to cable led to a further decision to add to the number of television sets in the home.

Finally, the link between cable subscription and attitude toward and familiarity with the United States should also not be overlooked. Clearly, these two independent variables are significant in explaining whether or not a respondent has cable television service in his or her home. Cable subscribers hold significantly more positive attitudes toward the United States and have made significantly more visits to that country than have non-subscribers. The drawing of a causal relationship is tempting, however cautionary comments should be made at this point. It would be interesting to determine whether greater familiarity with and affinity toward the United States led

respondents to subscribe to cable television, thereby increasing their exposure to American media, or whether, having subscribed to cable television within the past five years and having been exposed to more American programming, subscribers developed a more favourable opinion of the United States and even visited there. Further analysis of the 1977 and 1982 data may shed light on this question.

Table 5-1

Differences Between Cable Television Subscribers
and Non-Subscribers on
Attitudes/Values/Personality Variables
n subscribers=679; n non-subscribers=201

VARIABLES	SUBSCRIBERS' MEAN SCORE	NON-SUBSCRIBERS MEAN SCORE	SIG. LEVEL
Achievement Orientation	13.36	13.34	n.s.
Aggressiveness	18.01	18.12	n.s.
Cosmopolitanism	7.16	6.93	n.s.
Egalitarianism	12.40	12.56	n.s.
Extroversion	11.75	11.46	n.s.
Health/Nutrition Orientation	12.06	11.74	n.s.
Innovativeness	6.62	6.75	n.s.
Materialism	8.24	8.17	n.s.
Self-Esteem	8.95	8.88	n.s.
Bargain Hunting Orientation	9.59	9.41	n.s.
Moral Conservatism	21.66	21.36	n.s.
Attitude - Advertising	12.64	11.96	0.002
Community Orientation	6.77	6.73	n.s.
Family Orientation	4.87	4.92	n.s.
Attitude - Law/Police	15.18	15.13	n.s.
Attitude - Television	16.39	15.66	0.016
Religiosity	7.20	7.25	n.s.
Attitude - Politics/Politicians	14.09	13.80	n.s.
Attitude - Labour Unions	7.71	7.66	n.s.
Attitude - Female Role	11.14	10.65	0.011
Attitude - Use of Credit	7.80	7.48	n.s.
Attitude - USA/Americans	18.19	17.61	0.019
Nationalism/Patriotism	11.10	11.17	n.s.

Note: the abbreviation 'n.s.' indicates that the difference between the mean scores of cable subscribers and non-subscribers is not statistically significant at the 0.05 level.

Table 5-2

Differences Between Cable Television Subscribers
and Non-Subscribers on
Media/Consumption/Leisure Time Variables
n subscribers=679; n non-subscribers=201

VARIABLES	SUBSCRIBERS' MEAN	NON-SUBSCRIBERS MEAN	SIG. LEVEL
Hours of Television per Week	23.05	20.65	0.017
Hours of Radio per Week	12.95	13.74	n.s.
Newspapers Read per Week	7.07	6.53	0.038
Number of TV Sets in Home	2.10	1.66	<0.001
Books Read Past 12 Months	16.41	21.01	n.s.
Cups of Tea Consumed per Day	2.79	2.82	n.s.
Cups of Coffee Consumed per Day	1.67	1.38	n.s.
Hours/week at Sports/Exercise	2.70	2.32	n.s.
Hours/week at Hobbies/Crafts	3.86	4.13	n.s.
Hours/week Listening to Records	3.79	3.78	n.s.
Hours/week Arts Activities	0.92	1.10	n.s.
Hours/week Reading Books	4.89	5.98	0.043
Hours/week Reading Magazines	2.42	3.45	0.015
Hours/week Reading Newspapers	3.82	3.80	n.s.
Hours/week Visiting Friends	7.38	6.87	n.s.
Hours/week Taking Lessons	1.91	2.19	n.s.
Hours/week Volunteer Work	1.28	1.44	n.s.
Hours/week Attending Movies	0.72	0.85	n.s.
Hours/week Attending Concerts/Plays	0.58	0.87	n.s.
Hours/week Playing Cards at Home	1.19	1.59	n.s.
Hours/week at Bingo/Card Parties	0.42	0.36	n.s.
Hours/week Out for Drink	1.80	1.77	n.s.
Movies Past 2 Months	1.29	1.30	n.s.
Museum Visits Past 2 Months	0.57	0.42	n.s.
Art Gallery Visits Past 2 Months	0.16	0.23	n.s.
Public Library Visits Past 2 Months	0.97	1.14	n.s.
Sports Events Past 2 Months	1.25	1.01	n.s.
Concerts/Plays Past 2 Months	0.97	1.13	n.s.
Church Services Past 2 Months	4.82	6.24	0.05

Note: the abbreviation 'n.s.' indicates that the difference between the means is not statistically significant at the 0.05 level.

Table 5-3

Differences Between Cable Television Subscribers
and Non-Subscribers on Demographic Variables
n subscribers=679; n non-subscribers=201

VARIABLES	SUBSCRIBERS' MEAN	NON-SUBSCRIBERS MEAN	SIG. LEVEL
Age	40.95	42.54	n.s.
Age of Spouse	43.91	44.92	n.s.
Number of Children at Home	1.29	0.82	<0.001
Education Level	4.15	4.42	n.s.
Spouse's Education Level	3.99	4.53	0.019
Annual Family Income	9.45	8.56	<0.001
Years Living in St. John's	28.21	25.42	0.053
Years Living in Other Provinces	2.63	3.02	n.s.
Years Living in the United States	0.36	0.28	n.s.
Visits to the United States	2.57	1.81	0.009

Note: the abbreviation 'n.s.' indicates that the difference between the means is not statistically significant at the 0.05 level.

Table 5-4

Regression Analysis
Hours of Television Watched per Week

VARIABLES	COEFFICIENT
Education Level	- 1.39
Hours of Radio Listening per Week	0.25
Attitude - Television	0.59
Hours per Week Visiting Friends	0.28
Nationalism/Patriotism	- 0.61
Number of Children at Home	- 1.15
Attitude - Politics/Politicians	- 0.31
Frequency of Consuming Soft Drinks	0.99
Hours per Week at Hobbies and Crafts	0.21
Concerts/Plays Attended Past Two Months	- 0.58
Number of Television Sets in Home	1.81
Cups of Coffee Consumed per Day	0.41
Number of Radios in Home	- 0.68
CONSTANT	20.96
R-squared	0.30
Adjusted R-squared	0.29

Table 5-5

Regression Analysis
Attitude Toward Television

VARIABLES	COEFFICIENT
Moral Conservatism	0.23
Materialism	0.33
Attitude - Advertising	0.21
Attitude - Labour Unions	0.20
Sex	1.28
Age	- 0.04
Hours of Television Watched per Week	0.04
Aggressiveness	- 0.11
Attitude - USA/Americans	0.13
Egalitarianism	0.13
CONSTANT	2.73
R-squared	0.33
Adjusted R-squared	0.32

Table 5-6

Regression Analysis
Attitude Toward Advertising

VARIABLES	COEFFICIENT
Attitude - Politics/Politicians	0.15
Community Orientation	0.28
Attitude - Television	0.10
Attitude - Law/Police	0.10
Attitude - Use of Credit	0.08
Cosmopolitanism	0.15
Attitude - Female Role	0.11
Sex	0.63
Occupation of Male	- 0.19
Attitude - USA/Americans	0.87
CONSTANT	1.23
R-squared	0.29
Adjusted R-squared	0.27

Table 5-7

Regression Analysis
Attitude Toward the United States

VARIABLES	COEFFICIENT
Attitude - Law/Police	0.19
Attitude - Advertising	0.17
Hours per Week at Bingo/Card Parties	0.20
Egalitarianism	- 0.16
Cosmopolitanism	0.14
Extroversion	0.20
Age	0.03
Frequency of Consuming Soft Drinks	0.26
Cups of Tea Consumed per Day	- 0.14
Attitude - Politics/Politicians	0.10
Hours per Week Out for a Drink	- 0.08
Hours per Week Reading Books	0.05
Education	- 0.14
CONSTANT	8.81
R-squared	0.25
Adjusted R-squared	0.24

Table 5-8

Regression Analysis
 Number of Television Sets in Home

VARIABLES	COEFFICIENT
Number of Radios in Home	0.15
Have Cable Television	0.42
Number of Newspapers Read per Week	0.05
Hours per Week Taking Lessons	0.02
Attitude - Law/Police	- 0.03
Cosmopolitanism	0.04
Birthplace	- 0.13
Attitude - Labour Unions	- 0.04
Visits to Public Library Past Two Months	- 0.04
Attitude - Use of Credit	0.03
CONSTANT	1.34
R-squared	0.26
Adjusted R-squared	0.25

Table 5-9

Cable Television Subscribers and Non-Subscribers
 Summary of Results of Discriminant Analysis

VARIABLES	STEP ENTERED	DISCRIMINANT COEFFICIENT
Number of Television Sets in Home	1	0.716
Hours per Week Reading Magazines	2	-0.129
Number of Children at Home	3	0.206
Attitude - USA/Americans	4	0.099
Number of Visits to the United States	5	0.074
Hours of Television Watched per Week	6	0.019
Hours per Week Reading Books	7	-0.045
Occupation of Male	8	-0.185
Hours per Week Reading Newspapers	9	0.072
Smoke	10	0.396
CONSTANT		-3.502

$$F_{558}^{10} = 9.799, a < 0.001$$

$$\chi_{10}^2 = 90.924, a < 0.001$$

$$\text{Wilks' Lambda} = 0.851$$

Chapter 6

CABLE TELEVISION AND CHILDREN

Research into the television viewing patterns of children has been remarkably consistent over time and across countries. It has tended to show that television occupies between three and four hours in the average day for most children, and that approximately one-quarter of children watch in excess of five hours of television daily. Studies have also consistently shown that children tend to spend a considerably larger portion of their viewing time watching programs which are intended for an adult audience than they do watching those which have been developed specifically for children. Concerns are voiced that the devoting of such a large block of time to television clearly takes children away from other activities which might more profitably occupy their time. The fact that children, in many countries, now spend more time in an average week watching television than at any other single activity except sleep has also caused many people to question the long-term effects of television on the attitudes and values of children.

This chapter represents an examination of the differences in children's television viewing patterns which are found when households adopt cable television. The increase in the variety of programming available could be expected to lead to a reallocation of viewing time between channels which were already available and those which were added with the introduction of cable. The objective in this chapter is to examine how the television viewing patterns of children and adolescents differ in those homes which subscribe to cable television as compared with those which receive conventional television signals.

6.1 Children's Television Viewing Patterns

Many studies have explored the amount of time that children spend in front of a television set. Their findings have been generally consistent, indicating that most children spend between seventeen and thirty hours watching television in an average week (Winick and Winick, 1979). Adler and Faber (1980) observed that children aged six to eleven watch an average of three and one-half hours of television daily. Witty (1967) had earlier

reported that results of studies to that time had indicated that elementary school children (aged seven to nine) watched approximately 21 hours weekly, children aged ten and eleven watched an average of 25 hours of television weekly, while those in high school watched only twelve to fourteen hours. Comstock (1980) observed that recent studies have corroborated that the amount of television viewing tends to increase with age up to approximately eleven. The adolescent years bring a decline in the amount of time spent watching television.

There has long been controversy over the nature of children's programming on television. Regulatory bodies and lobby groups have spent countless hours debating the issues of sex and violence in children's programs and the merits of permitting advertising during such programs. Yet, research has consistently shown that children tend to watch far more television during prime time than they do during so-called children's time slots. Banks (1980) found that children spend more time watching 'adult' and 'family' programs during prime time (7:30 to 11:00 PM) and during the early fringe time (4:30 to 7:30 PM) than they do on Saturday and Sunday mornings - the period generally considered to be the domain of children's programming. Avery (1979) noted that adolescents watch very little daytime television and watch less television overall than do either children or adults.

Relatively early in the life cycle of television, Himmelweit, et al. (1958) found that three-quarters of the programs which children named as their favourites were, in fact, adult programs. More recent studies have produced similar results. Banks (1980) reported that children's favourite programs were those shown during prime time. In a laboratory study, Webster and Coscarelli (1979) found that 75 per cent of children preferred an adult program to a children's program when given the choice. Lyle and Hoffman (1972) found that preschool children tended to prefer children's programs, but that even by age five children's preferences were turning away from Sesame Street and toward situation comedies. Adler and Faber (1980) commented that, by age six or seven, children are watching a wide variety of television programs, favourites among which are situation comedies, closely followed by cartoons. By ages eight to ten, situation comedies are firmly established as the favourite, and adventure programs begin to rival cartoons as the second most favoured type of programming.

Various studies have indicated demographic and socioeconomic correlates of children's television viewing. Research on adults has tended to associate heavy television viewing with low socioeconomic status. Recent research with children has corroborated these findings. For example, this author (Barnes, et al. 1978), in an earlier paper based on the data collected for this project in 1977, found that children from lower-income homes and whose parents had lower levels of education tended to watch significantly more television. Himmelweit, et al. (1958) reported no relationship between sex and amount of television

viewing by children, although more recent research (Stein and Freidrich, 1975) has shown that during adolescence girls tend to watch more television than do boys. The presence of other children in the home has also been associated with television viewing. Bryant and Gerner (1981) found that the number of children younger than the subject was positively related to amount of television viewing. Barnes, et al. (1978) found that the number of children at home was positively related to television viewing for children aged one to five, but negatively related for those aged eleven to fifteen. The number of television sets in the home has also been shown to be positively related to children's amount of television viewing (Barnes, et al., 1978; Bryant and Gerner, 1981), leading, as Comstock (1980) has observed, to an increasing 'privatization' of viewing.

Some of the purported negative effects of television viewing by children relate to its interference with other activities. Himmelweit, et al. (1958) observed that children in television homes read less and were later going to bed than were children in homes without television. Witty (1967) observed that television viewing contributes to a reduction in use of other media by children and Lyle and Hoffman (1972) found that more than two-thirds of children admitted to doing their homework in front of the television.

6.2 Parental Influence and Control

Much research has also been devoted to examining the extent to which parents exert control over the television viewing behaviour of their children and to the relationship between children's viewing behaviour and parental characteristics.

Even the earliest research on children's use of television found a strong positive correlation between parent and child viewing behaviour and attributed this relationship to the child's modelling of the viewing patterns of his or her parents. Brown and Linne (1976), on the other hand, proposed a model whereby the family is seen as an intervening variable which modifies the direct influence of television by the kind of parental control exercised over viewing, by the extent to which parents and children 'share' television, and by a more general 'family ethos'.

In addition to finding a positive relationship between the television viewing behaviour of children and that of their parents, research has also shown that other aspects of parental lifestyle are also good predictors of children's television viewing. For example, Barnes, et al. (1978) found that the amount of time which children spend watching television is negatively related to the number of books which parents read.

Although it would appear that many parents are genuinely concerned about the effects of television on their children, many authors have pointed to an apparent lack of parental control. Himmelweit, et al. (1958) found that two-thirds of children had no parental controls on their television viewing. Similarly, Stein and Freidrich (1975) commented on a general lack of parental control. Albert and Meline (1958) found little or no parental knowledge of the number of hours their children watched television. Lyle and Hoffman (1972) found that there was little control of viewing beyond first grade (age six) and that preschoolers often made their own decisions regarding program choice. Musgrave (1969) noted that 53 per cent of parents of eleven-year olds made no effort to prohibit the viewing of any program. Even though less parental control has been reported than might have been expected, Rossiter and Robertson (1975) have found that even where control is reported by parents, the extent of that control is often exaggerated.

Where parental control is exercised, Gross and Walsh (1980) found that it tends to be related to certain characteristics of the household. For example, an increase in the number of television sets is related to a reduction in parental control. Parents who are heavy viewers of television exercise less control over their children's viewing. Control tends to decrease with the age of the child, and parents generally exercise less control over the viewing of television by their sons than they do over the time spent and programs watched by their daughters.

6.3 Cable Television

Two published papers have outlined the characteristics of those households who subscribe to cable television soon after its introduction. Boone (1970) found that the early adopter of cable television is likely to be better educated, to have a higher income, and to be employed in a professional or managerial occupation. A paper published from the first stage of this project (Barnes and Kelloway, 1979) supported Boone's findings and also observed that the early adopter of cable television has more children at home, especially in the eleven to fifteen age bracket, has more television sets, is a heavier viewer of television and a heavier user of the mass media in general. This study has also found (as reported in Chapter 3) that, although early cable subscribers had higher incomes than did non-subscribers, they tended to be employed in skilled labour, sales and clerical occupations.

With respect to the impact of cable television on viewing patterns, Kaplan (1978) reported that, following the introduction of cable television, viewers watched less local television and listened to less radio. He also found that, at least among cable

subscribers with lower levels of education, the automated news channels replaced radio news as a source of information. Agostino (1980) reported mixed results, indicating that in some cable markets viewers tended to watch more television after cable was introduced, but in others less. Rothe, et al. (1982) quoted a report which found only a marginal increase in viewing time following the introduction of cable. In most cases, however, authors agree that, regardless of the impact of cable on total viewing time, it results in a considerable reapportionment of that viewing time across the wider range of channels available on the cable system.

6.4 Results of Children's Survey

In Chapter 2, the methodology used to collect data from children during the 1982 survey was described. In total, usable questionnaires were received from a total of 529 children aged between the ages of five and fifteen. Of these, 462 were members of families which had subscribed to cable television and 67 lived in non-cable households. Data obtained from these 529 children and from their parents have been analysed and the results obtained are as follows.

6.4.1 Television viewing

Children and adolescents who agreed to participate in the survey were asked to indicate approximately how many hours they spend each day watching television on weekdays and on weekends. As may be seen from Tables 6-1 and 6-2, children in cable television homes spend an average of 24.7 hours watching television weekly as compared with 19.5 hours for non-cable children. The results also indicate that television viewing tends to increase with age, up to early adolescence, after which a decline in viewing is found. The ten to twelve age group are the heaviest viewers in both cable and non-cable households.

An analysis of covariance was also performed with the weekly volume of television viewing as the dependent variable; sex and the presence of cable television in the home as the main effects; and age as a covariate. The effect of age on weekly television viewing was significant and, after controlling for age, the presence of cable still had a significant effect on total television viewing ($F=9.233$; sig. 0.002). No significant difference in total weekly television viewing time was found between boys and girls.

When asked whether they usually watch television alone, only 9.1 per cent of children in non-cable homes answered in the affirmative. This compares with 16.7 per cent of cable children

who indicated that they usually watch alone; this despite the fact that they are likely to be members of households where more children are present. The tendency to watch television alone increases with age in both groups. However, when they do watch with someone else, both groups were equally likely to watch with parents.

6.4.2 Favourite programs

Children were asked to list their three favourite programs on television. Most popular programs are presented in Table 6-3. The percentages in this table represent the percentage of children who named that program as one of their three favourites. Generally, among both subsamples, the preferred programs are situation comedies (Happy Days, Different Strokes, Facts of Life) and adult 'action' programs (Dukes of Hazzard, Greatest American Hero, CHiPs), with children's programs (Smurfs, Mister Rogers, Sesame Street) coming farther down the list.

There are some notable differences, however, between those programs preferred by cable children and those preferred by children in homes without cable television. Both groups named Happy Days and the Dukes of Hazzard as their two most favoured programs. However, Walt Disney - a conventional, long-established children's program - is ranked third by non-cable children, but does not appear in the top seventeen programs favoured by cable children. Similarly, the Beachcombers, a Canadian family adventure program, is ranked fourth by non-cable children; but also does not appear in the top seventeen favoured programs of children from cable homes.

Conversely, Fame was ranked fifth by cable children and fourth by non-cable children, despite the fact that it was not being shown on non-cable channels at the time of the survey. Non-cable children naming this program as one of their three favourites were obviously viewing it in the homes of other children. For it to be ranked fourth by children who are unable to view it in their own homes is a testimony to the popularity of the program.

In general, the listing of favoured television programs by children participating in this survey corresponded to similar lists which have been compiled by other authors in earlier studies. Children tended to name primarily situation comedies and adult/action programs as their favourites. However, it is also clear that children whose homes do not receive cable television are more likely to rank children's programs generally higher in their list.

Finally, the list of television programs was factor analysed to produce a series of 'program types'. Principal components analysis with varimax rotation was used and a total of nine rotated factors emerged with eigenvalues greater than one. These factors proved to be quite interpretable and represented

television program types as follows: (1) situation comedies and adult prime time; (2) children's daytime; (3) science and learning; (4) cartoons; (5) Sunday morning children's; (6) adult action and game shows; (7) animals; (8) late night adult drama; and (9) news and education.

Analysis of mean factor scores on these nine program types showed that children from homes with cable television were more likely to be heavier viewers of situation comedies and adult prime time programming. Conversely, non-cable children were more likely to watch cartoons, children's daytime programs, Sunday morning children's programs, and news and education shows. These results tend to be remarkably similar to earlier research on the adult heavy viewer of television. The child cable television viewer tends to be a heavier user of the medium and tends also to watch essentially the same types of programs as does the adult heavy viewer.

6.4.3 Other activities

In order to address the question of whether cable television influences the likelihood that children participate in other activities, questions were asked concerning the reading of books, the use of public and school libraries, and the collecting of comic books. Children in non-cable households read an average of 9.0 books per month, as compared with 5.3 read by children from cable homes. Clearly, age is an important factor in influencing the number of books read, with children aged nine and under reporting that they read more. Even after the significant age effect was controlled for in an analysis of covariance, both the cable television ($F=8.256$, sig. 0.004) and sex ($F=6.852$, sig. 0.009) main effects were significant. In both cable and non-cable homes, girls were likely to read more than were boys.

Similarly, non-cable children were slightly more likely to borrow books from their public or school library. Cable children were also more likely to collect comic books. These results tend to be consistent with the findings of early studies which showed that the introduction of television in the 1950s led to less reading by children in homes which had television. Apparently, the introduction of cable television, with its propensity to mean more television watching, contributes to the same result.

6.4.4 Parental control

The findings relating to parental control of children's television use are consistent across a series of questions. Children in non-cable homes are significantly more likely than are their cable counterparts to have a set bedtime on school nights - 88.1 per cent versus 79.1 per cent. In addition, the average bedtime of cable children is later than that of non-cable children by almost thirty minutes. When asked whether there are

certain television programs which they are not permitted to watch, 86.4 per cent of non-cable children answered 'yes', as compared with 73.3 per cent of cable children.

In response to the question of whether they are permitted to watch television while doing their homework, 43.0 per cent of cable children admitted to doing homework in front of the television set at least sometimes, as compared with only 25.4 per cent of non-cable children. Having controlled for the significant age effect, both main effects, presence of cable television ($F=4.843$, sig. 0.028) and sex ($F=5.880$, sig. 0.016) were found to be significant. Interestingly, girls are more likely to watch television while doing their homework than are boys in both cable and non-cable homes.

Similarly, 83.9 per cent of cable children and 74.6 per cent of non-cable children indicated that they are allowed to stay up late to watch television at least sometimes. However, once the significant age effect is controlled for, the effect of cable television is no longer significant. Consistent with earlier studies (e.g. Gross and Walsh, 1980), boys are more likely than are girls to be allowed to stay up late to watch television ($F=5.145$, sig. 0.024).

6.4.5 Addition of parental and household variables

Numerous studies have been undertaken which deal with the amount of time which children and adolescents spend watching television. Several authors have chosen to develop a model of children's television viewing behaviour (e.g. Banks and Gupta, 1981), in an attempt to identify more accurately those factors which explain the amount of viewing. This section extends and expands upon those studies by exploring a broader range of variables and their relationship with the television viewing behaviour of children. Essentially, television viewing is seen as a function of a series of behavioural, attitudinal, and lifestyle characteristics of both the child and his or her parents.

Based upon earlier research in the area, the amount of television viewing by children is hypothesized to be related to the following sets of factors: demographic characteristics of the child; his or her television usage; other elements of his or her lifestyle; demographic characteristics of the parents; parental television usage and attitudes; elements of parental lifestyle; parental attitudinal and personality characteristics; and various characteristics of the household relating to the availability of television. Table 6-4 contains a detailed list of variables which have been included in these sets of factors and which form the basis for a test of this more comprehensive model of children's television viewing behaviour. These variables have been selected from the questionnaires completed by the children and their parents. In some cases, a series of variables have

been combined to create a new, scaled variable.

For example, a total of eighteen statements were included in the adult questionnaire relating to children's use of television. Respondents with children at home were to indicate their level of agreement with each statement on a five-point Likert-type scale. Principal components analysis was used to group certain of these statements into a series of five 'factors' each of which represents attitudes toward certain aspects of children's use of television. These are included in the parental television use and attitudes set of variables. Similarly, the parental attitudes/values/personality variables represent linear combinations of the 197 statements included in the first section of the adult questionnaire.

Regression analyses were performed, firstly for the entire sample of 529 children and parents, and then separately for each of three age groups: five to nine; ten to twelve; and thirteen to fifteen. The dependent variable in each case was the number of hours spent watching television per week by children. Independent variables were entered into the regression model in a stepwise approach with the only constraint being that the F-statistic to enter was set at 1.50.

6.4.5.1 Results for entire sample

In the model for the entire sample aged five to fifteen, many of the findings of earlier studies were confirmed. These results are presented in Table 6-5. This model produced an adjusted R^2 of 0.34. Three characteristics of the children themselves were significant at the 0.05 level in explaining children's total television viewing volume, although a total of six children's variables entered the model. Children's television viewing increases with age (although the results also showed, consistent with previous research, a slight decrease in viewing among those children aged thirteen to fifteen), with the number of brothers and sisters present, and with the likelihood of collecting comic books. Those who watch television with their parents tend to watch less, as do those whose viewing of certain television programs is controlled by parents, although neither of these latter relationships is significant.

Children from lower income homes watch significantly more television, while parental television viewing is also significantly related to children's viewing in a positive direction. The more parents engage in 'irresponsible' use of television, such as allowing children to do homework or eat meals while watching or by using the television as a 'babysitter', the more their children watch. Conversely, where parents spend time playing sports or getting exercise in other ways, the less television their children watch. Heavy children's viewing is also related to a strong orientation toward bargain hunting on

the part of parents (possibly relating to their lower socioeconomic status) and to less orientation toward law and order. A significant positive relationship also exists between children's television viewing and the number of television sets in the home.

Although the relationships are not significant, heavy television viewing by children is also related to a positive attitude toward television on the part of their parents, to less likelihood that the parents use television in a responsible manner (such as discussing programs with their children, suggesting programs that they should watch, and regulating television time), more time spent by parents at sporting events and listening to records, positive parental attitudes toward politics and religion, greater community orientation, less interest in personal health, and higher levels of extroversion, materialism, and moral conservatism.

6.4.5.2 Results by age group

Separate multiple regression analyses were also run for each of the three age groups represented in the children's sample. The variables which entered each of these models, the significance of the relationship (an asterisk * indicates significance at the 0.05 level or better), and the direction of the relationship are presented for the three models in Table 6-6. It is interesting to note that no independent variable entered all three models, this and the different patterns of variables entering indicates that different factors influence the volume of television viewing across age groups. It is also important to note that the independent variable, presence of cable television in the home, did not enter any of the four regression models and, therefore, must be considered a relatively unimportant factor in explaining total television viewing volume by children. More will be said on this point in the concluding section of this chapter.

6.4.5.3 Relative importance of independent variables

In order to ascertain the relative importance of the various groups of independent variables in explaining the variance in children's television viewing, the contribution of each group of variables to variance explained was calculated and results are presented in Table 6-7. The percentage of explained variance accounted for by each group of variables was determined by calculating the direct and indirect contribution of each independent variable to total R^2 (Ferber, 1949, p. 364). The square of its standardized beta coefficient (b) represents the direct contribution of an independent variable to the total explained variance. The joint (indirect) effect of each pair of independent variables may be determined by multiplying the product of their beta coefficients by the coefficient of

correlation between the two variables. Thus, the indirect effect of each of the independent variables X_i and X_j is $b_i b_j r_{ij}$. This procedure follows that used by Banks and Gupta (1981) in determining the contribution to total explained variance of each group of independent variables in their model. The results presented in Table 6-7 permit the determination of the relative importance of each group of variables.

Clearly, the importance of parental characteristics in explaining children's television viewing is obvious in this model. Whereas characteristics of the child account for only seventeen per cent of the total variance explained, characteristics of the parents and of the household account for eighty-three per cent. Closer examination of the results presented in Table 6-6 reveals that the demographic characteristics of the parents increase in importance with the age of the child, with income being more important in the younger age groups and parental education dominating in the thirteen to fifteen age group. The importance of parents' own use of and attitudes toward television decreases as the child gets older, as do parental attitudes and personality characteristics. Parental lifestyle variables appear to be important predictors of children's television usage among young children (aged five to nine) and among adolescents (aged thirteen to fifteen). However, the influencing variables and their directionality are often different from one age group to another.

The importance of parental characteristics in influencing total television viewing by children and adolescents is obvious from Table 6-7. The parents' use of television and their attitudes toward the medium and its use accounts for the largest single component of explained variance (35.55%), while more general parental attitudes and personality characteristics account for an additional 26.06%. It is also interesting to note that parental attitudes and personality variables make their major contribution to explained variance through direct effects, as do the more objectively measured children's demographics and lifestyle variables and accessibility to television and radio. On the other hand, the major contributions of parental television use and attitudes and parental demographics are made through indirect effects, suggesting that these latter groups of variables have their impact largely through their interaction with other independent variables.

6.5 Discussion

It is clear from the results presented in this chapter that children in homes which receive cable television exhibit somewhat different viewing patterns from those of children whose homes

receive only conventional television channels. Faced with a broader variety of television fare, cable children watch more television and do more of that watching alone. They are more likely to watch adult and prime time programming. They read fewer books and are subjected to less parental control regarding their use of television.

One critical question, of course, relates to cause and effect. Are cable television children heavier viewers because their parents have subscribed to cable, or have the parents chosen to subscribe to cable because they and their children have already been heavier viewers of television? Results presented earlier in this report tend to at least partially support the latter conclusion. However, there remains the question of whether the introduction of a wider variety of television programming has led to an increase in viewing among children and to changes in the viewing of particular types of programs.

The findings of this aspect of the cable television study are not intended to imply that differences in children's use of television between cable and non-cable homes came about solely as a result of the introduction of cable television. Indeed, many of the differences may have existed prior to the introduction of cable into the survey area in 1977. It is reasonable to conclude that children in cable television homes likely watched more television than did their non-cable counterparts even before the broader variety provided by cable was available to them. However, the results of this survey would suggest that the types of programs which they watch will have changed considerably since cable television was introduced. The children in cable television homes tend to watch much more adult and situation comedy programming and this type of programming is available in St. John's in much greater volume and variety on the American cable channels than is the case on the Canadian networks.

Other authors have pointed to the fact that television viewing by children and adolescents not only emulates that of their parents, but also is a good predictor of the viewing patterns which they will exhibit as adults. Can we expect, therefore, that the next generation of television viewers will be even heavier users than are their parents? Studies of heavy viewers of television tend to suggest that they exhibit many of the same characteristics demonstrated by subscribers to cable television (Becker and Connor, 1981; Jackson-Beeck and Sobal, 1980). Television has long been considered an important factor in the consumer socialization of children. With the growth of cable television and with its potential for, on the one hand, further eroding the time children have available for other activities, and on the other, exposing them to new and different programs, we can at least expect television to play a continuingly important role in the future in influencing the socialization process.

This research has added to the growing literature on the factors which influence the amount of television viewing by

children. The model has incorporated characteristics of both children and parents in an attempt to add further to the understanding of the factors which influence viewing levels. The results have been, to a certain extent, predictable. They have tended to reinforce the findings of other studies, but they have added the important dimension of allowing the determination of the relative importance of children's and parental characteristics.

The results clearly contribute also to the view that the volume of television viewing by children is a product of a socialization process. The importance of the parents in influencing viewing levels, not particularly in the way they control television, but through their own use of the medium and more subtly through their lifestyle, is obvious.

The findings of this study confirm that the model of children's television viewing behaviour is not a simple one. There is evidence that the nature of the model changes, in fact, as a child gets older. Whereas there is considerable indication of a very strong influence on the part of parents in the television usage of the younger child, there is equally strong evidence that the child becomes much more independent and the parents' influence less direct and more subtle as adolescence is approached. The question raised by Banks and Gupta (1980) of whether a correspondence model or an independence model is most appropriate for describing children's television viewing can not, therefore, be answered simply. The answer likely is that the correspondence model (where the child is dominated by parental attitudes and values) is most appropriate among younger children, and that the independence model is almost certainly more appropriate for modelling adolescent viewing behaviour.

These results are also suggestive of the relative inadequacy of characteristics of children themselves in explaining volume of television viewership. This study did not set out to examine in detail the lifestyle characteristics of the heavy child viewer. Although a number of television-related and child lifestyle variables were included, these probably were insufficient to accurately measure a variety of dimensions of children's lifestyles. The results, especially among older children and adolescents, would suggest that the characteristics of parents are less accurate predictors of children's television viewing behaviour as the child gets older. It may be valuable to explore the possibility that the lifestyles of the child and of his or her parents become sufficiently different around age twelve that children's lifestyle variables would do a better job of explaining television viewership after this age than do parental characteristics. In any event, it is suggested that greater attention be paid to examining attitudes and lifestyles of children themselves in future research directed at exploring television behaviour, particularly of older children.

From a societal perspective, it is important to note that the single most important set of variables explaining television usage by children is the volume of television watched and the attitudes held toward television by their parents. The child who is a heavy viewer of television is almost certainly a member of a household where the parents are themselves heavy viewers, where family income is relatively low, and where the parents demonstrate a fairly irresponsible attitude toward using television. In other words, the parents in such heavy viewing households are more likely to have few if any controls over television viewing, to allow their children to watch television during mealtimes and while doing homework, and to use television as a 'babysitter' in order to keep children occupied and out of the way. These results suggest that the children of heavy viewers will almost certainly grow up to themselves be heavy viewers of television. As such heavy viewers tend also to be most likely to adopt media innovations such as cable television and video recorders, there are some grounds for suggesting that children subjected to such innovations in homes that are already characterised by heavy television usage will be highly likely to become patrons of a television-based entertainment environment in the future.

The significance of the fact that the cable television variable did not enter any of the four regression models should not be overlooked. In such analyses, independent variables are accepted into the models in a stepwise fashion in order of their importance in explaining the variance in the dependent variable - in this case, children's television viewing volume. The fact that the cable television variable did not enter the model means that the presence of cable television in the home, in and of itself, is not a significant variable which explains much of the variance across children in the amount of time spent watching television. What is, in fact, the case is that other variables which did enter the regression models, and which were statistically significant, are more important than cable in explaining this variance. Also, we can safely conclude that these other variables also explain much of the variance in the cable television variable itself. In other words, although having cable television and amount of television viewing by children are highly correlated, they are likely aspects of the same phenomenon and are both explained by other factors.

This chapter has examined in detail the characteristics of parents and children which might be expected to explain volume of television viewing among children and adolescents. The analysis has not as yet examined the important question of what children and adolescents watch on television. Although earlier studies give some important insights into the types of programs preferred by children, additional analysis of these data is called for in order to explore the question of the relationship between various parental and household characteristics and the types of television programs which children and adolescents watch.

Table 6-1

Television Viewing and Related Variables
Cable Children and Adolescents

	AGE				SEX	
	TOTAL	5-9	10-12	11-15	Boys	Girls
Hours television/week	****24.7	22.1	27.2	25.3	25.6	23.8
Per cent watch alone	16.7	12.3	15.9	21.8	19.4	14.1
Books read/month	* 5.3	8.2	5.5	3.6	4.6	5.9
Per cent use library	62.3	79.8	80.2	30.9	60.3	64.2
Per cent collect comics	*33.7	34.1	46.2	23.2	40.9	26.0
Per cent with set bedtime	*79.1	92.6	89.4	57.3	78.3	79.8
Per cent TV controlled	**73.3	89.6	85.5	47.3	70.4	76.1
Per cent homework and TV	**43.0	25.8	45.4	57.6	36.5	49.8
Per cent stay up late/TV	*83.9	70.8	87.9	93.3	87.0	80.5

Table 6-2

Television Viewing and Related Variables
Non-Cable Children and Adolescents

	AGE				SEX	
	TOTAL	5-9	10-12	11-15	Boys	Girls
Hours television/week	****19.5	17.1	21.3	20.5	19.2	19.8
Per cent watch alone	9.1	3.8	10.3	18.2	8.6	9.7
Books read/month	* 9.0	15.2	5.4	3.2	6.5	11.7
Per cent use library	68.2	77.8	69.0	40.0	70.6	65.6
Per cent collect comics	*22.4	18.5	27.6	18.2	28.6	15.6
Per cent with set bedtime	*88.1	100.0	86.2	63.6	91.4	84.4
Per cent TV controlled	**86.4	96.3	96.4	36.4	82.9	90.3
Per cent homework and TV	**25.4	11.1	41.4	18.2	20.0	31.2
Per cent stay up late/TV	*74.6	70.4	72.4	90.9	77.2	71.9

**** = significant at the 0.001 level

*** = significant at the 0.01 level

** = significant at the 0.05 level

* = significant at the 0.10 level

Table 6-3

Favourite Television Programs
Cable and Non-Cable Children and Adolescents

PROGRAM	CABLE		NON-CABLE	
	Per Cent	Rank	Per Cent	Rank
Happy Days	23.2	1	23.1	1
Dukes of Hazzard	17.1	2	23.1	2
Greatest American Hero	16.6	3	7.7	7
Different Strokes	13.8	4	3.1	14
*Fame	12.7	5	9.2	4
WGB	11.6	6	7.7	7
*CHiPs	10.5	7	-	-
Smurfs	10.3	8	-	-
Hockey Night in Canada	8.8	9	3.1	14
Facts of Life	7.2	10	9.2	4
M*A*S*H	6.8	11	3.1	14
*Mister Rogers	6.3	12	-	-
Sesame Street	5.9	13	7.7	7
Love Boat	5.7	14	3.1	14
*Fall Guy	5.5	15	-	-
Texas	5.5	15	1.5	18
Mr. Dressup	4.4	17	6.2	11
Walt Disney	3.9		20.0	3
Beachcombers	1.5		9.2	4
Mr. Merlin	2.0		7.7	7
Charlie's Angels	0.9		6.2	11
Spiderman	2.8		4.6	13

NOTE: Those programs marked with an asterisk (*) are shown on the cable channels only. WGB is a locally produced variety/comedy program. Hockey Night in Canada, Mr. Dressup, and Beachcombers are the only other Canadian programs appearing in the list.

Table 6-4

Components of Model of Television Viewing
by Children and Adolescents

Children's Demographics:

- age; sex; number of siblings

Children's Television Usage:

- watch TV alone; watch TV with parents; not allowed to watch certain programs; do homework while watching TV; stay up late to watch TV

Children's Lifestyle:

- books read per month; library user; collect comic books; have set bedtime

Parental Demographics:

- age; education; household income

Parental Television Use and Attitudes:

- weekly TV viewing; attitude toward television; toward TV's negative effects; toward TV's positive effects; responsible use of TV; irresponsible use of TV; control of children's television viewing

Parental Lifestyle:

- weekly radio listenership; newspapers read per week; books read past year; sports and exercise; hobbies and crafts; listening to records; arts activities; reading; visiting friends; taking lessons; community work; movie attendance; attending concerts or plays; bingo; playing cards; going out for drink; visiting museums; visiting art galleries; attending church services; smoking behaviour

Parental Attitudes and Personality:

- bargain hunting; labour unions; female role; credit; politics; religion; advertising; community; health; law and order; nationalism; achievement orientation; aggressiveness; cosmopolitanism; egalitarianism; extroversion; innovativeness; materialism; self esteem; moral conservatism

Accessibility to Television and Radio:

- number of television sets; number of radios; cable TV

Table 6-5

Results of Regression Analysis

VARIABLES	COEFFICIENT	DIRECTION
Child's age	0.56 *	+
Number of siblings	1.11 *	+
Coviewing with parents	-1.59	-
Television viewing controlled	1.87	-
Borrow books from library	-2.07	+
Collect comic books	-3.68 *	+
Family Income	-0.62 *	-
Parents' television viewing	0.13 *	+
Parents' attitude toward television	0.30	+
Responsible use of television	0.59	-
Irresponsible use of television	-0.79 *	+
Time at sports and exercise	-0.53 *	-
Time listening to records	0.20	+
Sports events attended	0.25	+
Bargain hunting	-0.76 *	+
Politics	0.35	+
Religion	-0.52	+
Community orientation	-0.72	+
Health interest	0.25	-
Law and order orientation	-0.65 *	-
Extroversion	0.31	+
Materialism	0.45	+
Moral conservatism	0.30	+
Number of television sets	1.71 *	+
Number of radios	-0.64	-
CONSTANT	31.55	
R-squared	0.39	
Adjusted R-squared	0.34	

NOTE: the direction of the effect may be different from the sign of the regression coefficient because of the manner in which certain of the scales were coded. For example, in the case of the 'bargain hunting' scale, a low score means greater interest in shopping around for low prices. Thus, a negative coefficient will indicate a positive relationship between a bargain hunting orientation on the part of the parents and the amount of television viewing by their children. An asterisk (*) indicates that the variable is significant at least at the 0.05 level.

Table 6-6

Direction and Significance of Independent Variables
in Regression Analyses by Age Groups

VARIABLES	5-9		10-12		13-15	
	sig	dir	sig	dir	sig	dir
Child's age	*	+				
Number of siblings					*	+
Watch television alone	*	-				
Coviewing with parents			n.s.	-		
Television viewing controlled			n.s.	-	n.s.	-
Stay up late to watch TV					n.s.	+
Books read per month - child					n.s.	+
Collect comic books	*	+				
Have set bedtime	n.s.	-	*	-		
Parents' education					*	-
Family income	*	-	n.s.	-		
Parents' television viewing	*	+	*	+		
Attitude toward television					*	+
Attitude TV negative effects			*	-		
Attitude TV positive effects					n.s.	+
Responsible use of television	*	-			n.s.	-
Irresponsible use of television	*	+				
Books read - parents	*	-			n.s.	+
Time at sports and exercise	*	-			n.s.	-
Reading magazines	n.s.	+				
Visiting friends	n.s.	-			*	+
Taking lessons			n.s.	+		
Community/volunteer work	n.s.	-				
Playing cards	n.s.	+			n.s.	-
Going out for a drink	*	-			n.s.	-
Movies attended					*	-
Museum visits	n.s.	+			n.s.	+
Library visits	*	+			n.s.	+
Church attendance			n.s.	-	n.s.	+
Smoking			n.s.	-		
Bargain hunting			*	+	n.s.	+
Family orientation			n.s.	-		
Contemporary female role					n.s.	+
Religion			*	+		
Advertising	n.s.	+				
Health			*	-		
Law and order	*	-				
Extroversion	*	+				
Materialism			*	+		
Moral conservatism			*	+		
Number of television sets			n.s.	+	n.s.	+
Number of radios					n.s.	-
R-squared	0.58		0.58		0.62	
Adjusted R-squared	0.50		0.50		0.52	

Table 6-7

Relative Importance of Components of Model of
Television Viewing by Children and Adolescents
Expressed as Percentage of Explained Variance

COMPONENT	PERCENTAGE OF EXPLAINED VARIANCE
Child's demographics	9.04%
Child's television usage	3.30
Child's lifestyle	4.86
Parents' demographics	9.21
Parents' TV use and attitudes	35.55
Parents' lifestyle	4.93
Parents' attitudes/personality	26.06
Accessibility to TV and radio	7.03
R-squared	0.39
Adjusted R-squared	0.34

Chapter 7

SUMMARY AND CONCLUSIONS

The overall objective of this research project has been to examine in some considerable detail the impact which the introduction of cable television service might have on Canadians who previously had been exposed only to a relatively modest variety of television programming. The research was set in St. John's, Newfoundland, a Canadian city relatively isolated from exposure to American media. Viewers in the study area had been able to receive only two Canadian channels prior to the introduction of cable in late 1977. The study was designed to examine their response to a rather sudden increase in the variety of television programming which was made available to those who chose to subscribe to the cable service.

Two aspects of the introduction of cable television are important. The first relates to the increase in variety which was made available to cable subscribers. From being able to view two Canadian channels in 1977, those who purchased the cable service went to a position where they could later receive the signals of six 'entertainment' channels, an educational channel, one broadcasting news and weather information on an automated basis, and telecasts of the Canadian House of Commons.

Secondly, it is important to note that most of the increased volume of programming made available to cable subscribers originated in the United States. The new service not only brought subscribers the offerings of three American networks (including PBS), but it brought those signals complete with local news and advertising. Consequently, cable subscribers had access to more information about the United States and greater insight into the American way of life than had been available to the vast majority of them prior to the introduction of cable television.

Considering the important role which television plays in the daily lives of many people and the potential which is generally attributed to television to influence attitudes and behaviour, certain effects of the introduction of cable television were anticipated. Some of the interest in exploring the impact of cable stems from the concern often voiced in Canada regarding the cultural domination of the country by American media. The introduction of a large volume of American programming into Canadian homes via cable television was seen to have some potential effect on the attitudes and values of viewers. Such

exposure over prolonged periods of time might, it was hypothesized, lead to stronger affinity to the United States and to a less nationalistic feeling towards Canada. In the same vein, it was anticipated that exposure to cable television programming might lead to the adoption of values which are generally more closely associated with Americans than with Canadians. In addition, certain behavioural effects were anticipated. Possibly the increased variety of programming to be available on the cable system would lead to an increase in television viewing volume, to the viewing of more American (and fewer Canadian) programs, and to changes in the allocation of leisure time.

In order to examine changes which had taken place since the introduction of cable television, data were collected in St. John's just prior to the introduction of cable in 1977 and again five years later. Between the two data collection points, residents of the St. John's area were given the opportunity to subscribe to cable television. Information was collected from six hundred adults in 1977 and from 882 adults and 529 children in 1982. Approximately three hundred of the original 1977 sample also participated in the 1982 survey. Questionnaires were distributed to the homes of respondents selected at random and included questions relating to attitudes, values, and personality traits, use of television and other media, leisure time activities, demographic and socioeconomic information. The data collected were intended to permit the author to examine the characteristics of those households which signed up for cable and to study changes which might have occurred in respondents and their families since cable television came into their homes.

The analysis of the data essentially explored four areas: (a) the characteristics of households which purchased the cable television service very soon after its introduction; (b) the changes which had taken place in the attitudes, values, and behaviour of subscribers to cable between 1977 and 1982; (c) the differences between cable subscribers and non-subscribers which existed in 1982; and (d) the effects of cable television on children.

In studying the characteristics of the innovator in cable television, we examine those people who purchased the service within six months of its introduction. The results were generally consistent with other research on innovators in general and on early adopters of cable television in particular. The research showed that those households which bought the service early were characterized by having more children at home and higher family incomes. The innovator was also generally younger than the non-adopter, was more achievement oriented, individualistic and materialistic. Although income was higher, it was more likely to be derived from sales, clerical, and skilled labour occupations. Possibly most important was the fact that early adopters were also significantly heavier viewers of television and used the medium primarily for entertainment (rather than information) purposes, watching significantly more

situation comedies and police/action programs, and less news and public affairs.

The responses of those persons who had participated in the research project in both 1977 and 1982 were examined in order to address the issue of changes which might have taken place during the ensuing five-year period. In general, the results revealed that subscribers to the cable television service had indeed appeared to acquire certain attitudes and values which had been associated more closely with Americans than with Canadians. They had become more materialistic and extroverted, and less conservative. They expressed more positive attitudes toward advertising and credit and less positive views on family life. Also it was found that cable subscribers had generally adopted a more active lifestyle, including more participation in sports and exercise and more visits to various events outside the home, while non-subscribers had turned to less active pursuits such as reading. This latter difference might more accurately be attributed to the age difference between the two groups, rather than to any impact of cable television. Of greatest interest, however, was the revelation that neither cable subscribers nor non-subscribers had increased appreciably their total television viewing volume since 1977. A tentative conclusion was that, whereas there was some indication that exposure to cable television might have contributed to some modification of certain attitudes and values, there was little to suggest that it had any effect on total time spent watching television.

The results relating to differences between cable subscribers and non-subscribers in 1982 were similar to the findings on the early adopter of cable television. Generally the comparative data revealed that the subscriber to cable television five years after its introduction is younger than the non-subscriber, has more children, earns a larger income, but is less well educated. He or she is also a significantly heavier viewer of television, is more likely to smoke, reads less, and attends church less frequently. The cable subscriber also holds more positive attitudes toward television, advertising, credit, and the United States; is less conservative in views relating to the role of women in society, less cosmopolitan and less health conscious.

The most important finding relating to this section of the study, however, was that having cable television in the home was not a significant variable in explaining the amount of television which respondents watch or their attitudes toward certain concepts. Although significant differences exist between cable subscribers and non-subscribers on these factors, such differences are better explained by other characteristics on which they differ than by the fact that one group has subscribed to cable while the other has not. For example, differences in the volume of television viewing are best explained by the education level of the respondents. Characteristics such as education and other demographics, attitudes, and certain elements of lifestyle are likely to explain both the decision to subscribe to cable

television and other media-related behaviour and attitudes.

The findings with respect to children in homes with cable television are consistent with those relating to adults. Children of cable television subscribers watch significantly more television than do their counterparts in homes without cable. Even after age and sex differences are controlled, the significant difference on viewing volume still stands. Data on the types of programs viewed by children in cable homes indicate that they are more likely than are children in homes without cable to prefer American programs and those which are designed for an adult, or at least a family, audience. Non-cable children were significantly more likely to watch traditional children's programs and to include Canadian programs among their favourites. Children in cable television homes were also found to read less and to be exposed to less parental control regarding their use of television. They were later going to bed, had fewer restrictions concerning what they were permitted to watch on television, and were more likely to be allowed to watch television while doing their homework and during mealtimes.

Generally, it was found that children watch more television as they get older, up to early adolescence, at which time viewing volume drops. Children from lower income families watch significantly more television, as do children whose parents are heavy viewers. In fact, characteristics of the parents and of their use of and attitude toward television are the best predictors of children's television viewing volume.

* * * * *

This project has shed considerable light on the nature of the audience reached by cable television. Members of those households which have subscribed to cable are similar in many ways to heavy viewers of television. They watch significantly more television than do those who do not have cable service and they tend to watch primarily the mass appeal programs which are produced by the American networks. They demonstrate many of the same attitudinal and behavioural traits which have in the past been associated with heavy viewers of television.

The introduction of cable television into the homes of those who subscribed does not appear to have had as dramatic an effect as may have been expected. Cable subscribers appear not to have increased their total television viewing volume. Rather, they now spread that viewing over a larger number of channels, most of them American in origin. Although the data on program viewing have not been examined in detail, there is good evidence that cable subscribers now watch considerably more American programming than they did when their television viewing was limited to two Canadian channels. In addition, there is some indication that there has been a change in the attitudes and values held by cable subscribers which has not been obvious among non-subscribers. Although the reader has been cautioned against

drawing a direct causal link between cable television and such changes, the association is present and the change is generally in the anticipated direction.

One of the most important findings has been the absence of a link between the adoption of cable television and an increase in television viewing. There can be no denying that cable subscribers are heavier viewers, but they did not become so as a result of acquiring the cable service. They already watched more television, even before cable was introduced. The adoption of cable television can not, therefore, be considered a contributory factor in heavy television viewing. On the contrary, it is those people who are the heaviest viewers who are most likely to sign up for cable. A series of demographic, attitudinal, and lifestyle characteristics were found to be good predictors of both heavy viewing and cable subscription.

It is with respect to children that cable television appears to have had considerable impact. The influential role of children in the decision to subscribe to cable is clear. Those homes with children present are significantly more likely to have cable than are those without children. The fact that adults in the household do not increase their television viewing after the cable service is installed suggests that it may be that the service is acquired more for the enjoyment of the children, rather than for their parents.

Findings relating to the use of cable television by children are both interesting and important. As is the case with their parents, children in cable homes are heavier viewers. They also watch much more American programming and tend (especially after age nine) to watch essentially the same programs as do their parents. They certainly watch less Canadian programming and less traditional children's programming than do their non-cable friends. These results suggest that cable television reaches a truly mass audience, that differentiation between adult and children's programming tends to disappear in an environment of heavy viewing where both adults and children watch many of the same programs.

The role of the parent in socializing the child in his or her use of television was again obvious from these results. Parents who watch greater than average volumes of television have children who are also heavy viewers. Parental modelling and control of television are especially important among young children. If parents encourage an irresponsible use of television by their children, then the children will be heavier viewers and will watch primarily adult and family programming in prime time.

Whereas cable television appears to have shifted the television viewing patterns of adults somewhat (not in terms of increased volume, but toward more American programming) and to have the potential to gradually alter certain attitudes and values, it is

its influence on children than possibly should generate the greatest concern among policy makers. Children of cable subscribers clearly watch more television. They are less likely to be subject to parental guidance concerning what they should watch and, as a result, their viewing patterns are virtually indistinguishable from those of their parents. They also live in homes which are characterized by an atmosphere which encourages a dependency on television as the principal form of entertainment. They are not only more likely to have adopted cable television, but also are more likely to adopt other innovations relating to television, including possibly pay television and video recorders. The result is likely to be a generation of Canadian children who are being entertained by a diet of television programming which is more non-Canadian in its origins than was that to which their parents were exposed during their childhood. The potential for a distorted view of the Canadian reality is considerable.

* * * * *

Although this report in a sense represents the completion of the project, much additional work remains to be done. As with most projects of this size and nature, much more analysis of the data is possible. The author intends to undertake such additional analysis, especially in the area of patterns of program viewing by cable television subscribers and in attempting to isolate more clearly those factors which contributed to change in attitudes, values and personality traits among subscribers and non-subscribers between 1977 and 1982. Hopefully, the results of this further analysis will add still more to our understanding of the influence of cable television on Canadians. Finally, this report should not be viewed as a definitive study on cable television in Canada. Additional, on-going, research is needed, not only on cable television, but on the impact of other innovative forms of mass communication which will be available to Canadians in the future.

APPENDIX A
ADULT 1977 QUESTIONNAIRE

MEMORIAL UNIVERSITY OF NEWFOUNDLAND
 School of Business Administration and Commerce
 1977 MEDIA AND LEISURE TIME SURVEY

PART I – YOU AND YOUR OPINIONS

If this section are listed a number of statements about a variety of topics. For each statement listed, we would like to know if you agree or disagree with the statement. After each statement, there are 5 boxes. We would like you to check the box which best expresses your level of agreement or disagreement with the statement.

For example: if you **strongly agree** with the statement, check the **first box**
 if you **agree** with the statement, check the **second box**
 if you **neither agree nor disagree** with the statement, check the **third box**
 if you **disagree** with the statement, check the **fourth box**
 if you **strongly disagree** with the statement, check the **fifth box**

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
It is not important to vote in elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1/5
At times I have really insisted on having things my own way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I wish I had more time to watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This country would be better off if religion had a greater influence in daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When something is run by the government, it is usually inefficient and wasteful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It is good to have charge accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
I take a great deal of pride in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On the whole, lawyers are honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather be a leader than a follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Canadians are very different from Americans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising is generally not truthful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
We cannot make good citizens of criminals by punishing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If someone hurts me, I just try to forget about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'm willing to admit it when I make a mistake.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My greatest achievements are still ahead of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Living conditions in this city are below standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
High-priced products are always better quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There should be less government interference with business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marijuana should be legalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The amount of violence shown on television is a realistic reflection of the amount of violence in Canadian society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to eat a good breakfast every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
I feel uncomfortable when people are paying attention to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to experiment with new ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Americans are loud and arrogant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More government money should be spent on education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather do things myself than rely on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
I would rather live in or near a big city than in or near a small town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Parents do not exercise enough control over their children today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I furnish my home for comfort, not for style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If called upon to do so, a citizen should be willing to sacrifice his life for his country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No matter how fast our income goes up, we never seem to get ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
When a problem arises that I can't immediately solve, I stick with it until I have the solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself a real "bargain hunter".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is good for the community is good for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Every now and then, I get so frustrated that I feel like hitting someone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to avoid foods that have additives in them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
I usually stay in the background at parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most politicians can be trusted to do what they think is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When I see a new brand on the shelf I often buy it just to see what it is like.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to work just hard enough to get by.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to pay cash for everything that I buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Marriages between persons of different races should not be permitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is too much American involvement in Canadian business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It should be a law that a husband and wife should share their property equally if they decide to separate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It is alright for a person to break the law if he doesn't get caught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My family's health is excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
I believe that Canada should send food and materials to any country that needs them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to have people talk about my accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to wait until a friend or neighbour tries a new product before I buy it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Any individual, regardless of race or religion, should be allowed to live wherever he wants to in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would like to see more Canadian shows on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
A community would be better if people would spend time on community improvement projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I rarely lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I stay home most evenings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most politicians are looking out for themselves above all else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
I enjoy doing things which challenge me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My table manners at home are as good as when I eat out in a restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In the courts, a poor man receives the same treatment as a rich man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most of our economic problems today are due to the power of labour unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dressing well is an important part of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
There should be more censorship of movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I frequently buy lottery tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'd like to spend a year in Europe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I think the Canadian people are the finest in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Only those who have the time should get involved in community programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is too much sex on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The family is the most important institution in our society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There should be a gun in every home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I dread the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
I always stay with the best known brands when buying appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2/5
I don't feel any special pride in being identified with Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Policemen are never around when you need them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion is not as important to me as it was five years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would feel lost if I were alone in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My choice of brands for many products is influenced by advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Political parties only care about winning elections and nothing more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I often quarrel with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A person should not be turned down for a job because he is a homosexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If I could get into a movie without paying and be sure I was not seen I would probably do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People today are just not willing to work for a living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Government should finance cultural activities such as art galleries and symphony orchestras out of tax money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
To buy anything, other than a house or car, on credit is unwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women should be paid for doing housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spiritual values are more important than material things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
Television has destroyed the art of conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When a store sells a product at a reduced price, there is probably something wrong with it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are a lot of things about myself that I would change if I could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like a great deal of variety in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In certain circumstances, it is necessary to take the law into one's own hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
I enjoy being a member of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have great respect for the American people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hospital workers should not be permitted to go on strike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A community would get along better if everyone would mind his own business and others take care of theirs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Big cars are a waste of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women are too emotional to hold very responsible jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
I'm a lot of fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I think that being friendly with other nations is a real help in solving international problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News about St. John's is generally more interesting than national and international news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children should look after their parents when they get old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
I try to eat green vegetables at least once a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The best people do not get involved in politics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I don't like to take chances if I don't have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading is a more valuable activity than watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I often monopolize a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather have good health than a lot of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
I tend to be lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is a lot of corruption and dishonesty in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Some races are naturally less intelligent than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It is the responsibility of the government to take care of people who can't take care of themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Birth control information should be available to everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
Every child should receive religious instruction in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I don't mind selling things or asking people for money for a good cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are many people in society who are influenced by television to do harmful acts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising drives up prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to work on community projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
I don't think politicians care much about what people like me think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When I don't know something, I don't at all mind admitting it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A high school graduate today is not as well educated as was the case ten years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American professors should not be allowed to teach in Canadian universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to get a second opinion before making a final decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
I eat more than I should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A lot of unemployed people could find a job if they really wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I shop a lot for "specials"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
I usually keep to myself, except for very close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am sometimes irritated by people who ask favors of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Television programs are more interesting than they were five years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The death penalty is the only adequate punishment for murder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy looking at the advertisements in magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children should not be allowed to talk back to their parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In a small group there should be no real leaders — everyone should have an equal say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
Any woman who wants to have an abortion should be able to get one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Immigrants should not be permitted into our country if they compete with our own workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy reading about foreign lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are few people who I really dislike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television today gives too many ideas to the younger generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
The Canadian way of life is being influenced too much by the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try not to serve foods that are high in fat content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social security should be abolished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It helps the child in the long run if he is made to conform to his parents' ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
In our country, the sentences handed out to criminals are usually too light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3/5
Television commercials are just as enjoyable as the programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People place too much value on having a lot of possessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patriotism and loyalty are the first and most important requirements of a good citizen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather plan things than do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women should have the right to compete with men in every job situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
I take a positive attitude toward myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The joys of family life are much over-rated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is too much violence on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I pretty much spend for today and let tomorrow bring what it will	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I see nothing wrong with the use of violence to achieve worthwhile objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Labour unions are running this country today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A good citizen should sign petitions for community improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to practice what I preach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Everything that is printed for publication should first be examined by government censors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Americans are much friendlier than Canadians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
I can't imagine a world without television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I could use a lot more electrical appliances in my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to keep my weight under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Policemen often carry a grudge against people who get in trouble with the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The more education a person has the better he or she is able to enjoy life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
When making important family decisions, consideration of the children should come first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There has been too much talk and not enough real action in doing away with racial discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government should control the prices of foods such as eggs, butter and meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is no room in Canada for people who find fault with this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television is my main source of entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Sometimes a fight is the only way to settle an argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A person can save a lot of money by shopping around for bargains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I never hesitate to go out of my way to help someone in trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would like to take a trip around the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There have been occasions when I felt like smashing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
I'm not as nice looking as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising makes people buy things that they don't need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If you lead a good and decent life, it is not necessary to go to church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In hard times the government should create jobs for the unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People should always consider the needs of their family to be more important than their own needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
Television has helped to bring the family together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to gossip at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A wife who has a job outside the home is neglecting her husband and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I check the prices in the grocery store even for small items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School training is of little help in meeting the problems of real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
I like to try new and different foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The United States has done a lot to encourage world peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I envy the success of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are usually soft drinks in our refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can put my thoughts into words quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
The government should prohibit advertising on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The women's liberation movement has done more harm than good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself a Newfoundlander first and a Canadian second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All people should be treated equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Education is no help in getting a job today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
I would rather take a trip to the United States than visit another part of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More foreign people should be permitted to immigrate to Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A hockey game is dull without a few fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Information I get about a product from a friend is better than what I get from advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59

PART II – THE MEDIA AND LEISURE TIME

In this section of the questionnaire, we would like some information on the newspapers and magazines you read, the radio stations you listen to, the television programs you watch, and certain other leisure time activities.

NEWSPAPERS:

1. In an average week, how many issues of the Daily News do you read? (please circle ONE number)

0 1 2 3 4 5

2. In an average week, how many issues of the Evening Telegram do you read? (please circle ONE number)

0 1 2 3 4 5 6

3. We are interested in finding out which sections you pay most attention to when you read a newspaper. Please check ONE box opposite each section listed below. The first box means that you read that section thoroughly; the second box means that you read some of that section; the third box means that you glance at that section; the fourth box means that you never read that section.

	READ THOROUGHLY	READ SOME	GLANCE AT	NEVER READ
Regional and city news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
World news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Editorial pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's or social pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classified advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

4/5

6

7

16

MAGAZINES:

We would like to know which magazines you read. Please check ONE box opposite each of the magazines listed below. The first box means that you read every issue of the magazine; the second box means that you read most of the issues; the third box means that you read some of the issues; and the fourth box means that you never read the magazine.

Please make sure that you have checked ONE box for each magazine listed.

	READ EVERY ISSUE	READ MOST ISSUES	READ SOME ISSUES	NEVER READ
Outdoor Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McCall's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chatelaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Popular Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Penthouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Readers Digest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Lampoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
True Confessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playgirl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better Homes & Gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Motor Trend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Geographic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports Illustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miss Chatelaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Redbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playboy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Macleans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National Enquirer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good Housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cosmopolitan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CB Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
True Detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Consumer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17

51

	READ EVERY ISSUE	READ MOST ISSUES	READ SOME ISSUES	NEVER READ	
Soap Opera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52
Fortune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dell Crosswords	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Viva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Road & Track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Woman's Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Popular Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Homemakers Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
True	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newsweek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Modern Screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Popular Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Glamour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New Yorker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Esquire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66
	(1)	(2)	(3)	(4)	

RADIO:

1. How many radios do you have in your home in working condition? (circle ONE number)

0 1 2 3 4 5 6 7 or more

67

2. On an average weekday (Monday to Friday), how much time do you spend each day listening to radio? (please check ONE)

Less than 30 minutes (1)

30 to 60 minutes (2)

1 to 2 hours (3)

2 to 4 hours (4)

More than 4 hours (5)

68

3. On the weekend (Saturday and Sunday), how much time do you spend each day listening to radio? (please check ONE)

Less than 30 minutes (1)

30 to 60 minutes (2)

1 to 2 hours (3)

2 to 4 hours (4)

More than 4 hours (5)

69

4. We would like to know which of the following St. John's radio stations you listen to. Please check ONE box opposite each radio station listed below. The first box means that you listen to the station very often; the second box means that you listen to the station sometimes; the third box means that you listen to the station infrequently; and the fourth box means that you never listen to the station.

Please make sure that you check ONE box for each station listed.

	LISTEN TO VERY OFTEN	LISTEN TO SOMETIMES	LISTEN TO INFREQUENTLY	NEVER LISTEN TO	
VOCM (590)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
CBC (640)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOWR (800)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CJYQ (CJON) (930)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOAR (1230)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CHOZ-FM (93.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CBC-FM (106.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76
	(1)	(2)	(3)	(4)	

TELEVISION:

1. How many black and white television sets do you have in your home in working condition? (please circle ONE number)

0 1 2 3 4 5

5/5

2. How many colour television sets do you have in your home in working condition? (please circle ONE number)

0 1 2 3 4 5

6

3. On an average weekday (Monday to Friday), approximately how many hours do you spend watching television per day? (please check ONE)

Less than 1 hour (1)

1 to 2 hours (2)

2 to 4 hours (3)

4 to 6 hours (4)

More than 6 hours (5)

7

4. On the weekend (Saturday and Sunday), approximately how many hours do you spend watching television per day? (please check ONE)

- Less than 1 hour (1)
- 1 to 2 hours (2)
- 2 to 4 hours (3)
- 4 to 6 hours (4)
- More than 6 hours (5)

8

5. Television provides a variety of programs. We would like to obtain your opinion concerning whether television offers too many, enough, or not enough of each of the types of programs listed below. Please make sure to check ONE box for each type of television program listed.

	TOO MANY	ENOUGH	NOT ENOUGH
Variety shows (such as René Simard, Donnie and Marie, Carol Burnett, etc.) . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soap operas (such as the Edge of Night, Another World, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-length movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public affairs and documentary shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Situation comedies (such as Rhoda, King of Kensington, All in the Family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theatre or dramatic productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Game shows (such as The Price is Right, Headline Hunters, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)

9

19

6. We would like to know your opinion concerning the quality of certain types of programs shown on television. For each type of program listed below, please indicate whether you feel in general that type of television program is of high quality, acceptable quality, or low quality. Please make sure to check one box for each type of program listed.

	HIGH QUALITY	ACCEPTABLE QUALITY	LOW QUALITY
Variety shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soap operas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-length movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public affairs and documentary shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Situation comedies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theatre or dramatic productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Game shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)

20

30

7. Do you plan to subscribe to cable television when it is introduced to St. John's?

- YES (1)
- NO (2)
- DON'T KNOW (3)

31

COMPARISON OF THE MEDIA:

Considering newspapers, magazines, radio and television together, we would like your opinion on each of the questions listed below. For each question, please indicate your answer by checking the appropriate box. Please make sure to check ONE box for each question.

	RADIO	TELEVISION	NEWSPAPERS	MAGAZINES	NO OPINION
Which presents the most accurate news coverage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you most up to date on what is going on in the world?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which tries hardest to present both sides of a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in St. John's?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in Ottawa?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in the rest of Newfoundland?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)

32

38

BOOKS:

1. Approximately how many full-length books have you read in the past twelve months? _____ books
2. How often do you read books of the following types? (please check ONE box for each type of book listed)

39-41

NON-FICTION	REGULARLY	SOMETIMES	RARELY OR NEVER	
Biographies or auto-biographies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
Canadian history or current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newfoundland history or current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion or philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Psychology, self-awareness, family guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practical books on medicine, child-care, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Practical books on gardening, cooking or other hobbies or crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other non-fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
FICTION OR NOVELS				
Science fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mystery or detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Romance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Western	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Poetry, drama or short stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newfoundland stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Best sellers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
	(1)	(2)	(3)	

3. Do you read mainly hard-cover books. (1)
 or pocket books (2)
 or both? (3)

59

4. Are you a member of the St. John's Public Library? Yes No
 (1) (2)

60

If you are a member of the Library, approximately how many books do you borrow from the Library each month?
 (please write in number) _____

61-2

LEISURE TIME ACTIVITIES:

1. Approximately how many hours do you spend in an average week on each of the following activities?

ACTIVITY	NUMBER OF HOURS	
playing sports or physical exercise	_____	hours
hobbies or crafts	_____	hours
listening to records, tapes or cassettes	_____	hours
watching television	_____	hours
painting, drawing, playing a musical instrument, or other arts activities	_____	hours
reading books	_____	hours
reading magazines	_____	hours
reading newspapers	_____	hours
visiting or talking with friends or relatives	_____	hours
taking lessons or attending classes	_____	hours
volunteer work, community affairs	_____	hours
going to movies	_____	hours
going to concerts, plays or other live performances	_____	hours
playing cards at home	_____	hours
attending bingo or card parties	_____	hours
going out for a drink	_____	hours

63-4

79-80

6/5-6

17-18

2. How many times in the past two months have you attended or visited each of the following?

ACTIVITY OR ENTERTAINMENT	NUMBER OF TIMES	
movies	_____	19-20
museums or historic sites	_____	
art gallery	_____	
public library	_____	
sports events	_____	
concerts, plays or other live performances	_____	29-30

USE OF CERTAIN PRODUCTS:

We would like to know about some of the products which you buy and use.

1. Do you smoke?

- Yes (1)
 No (2)

If you smoke, what do you most often smoke? (please check ONE)

- Cigarettes (1)
 Cigars (2)
 Pipe (3)

If you smoke cigarettes, approximately how many cigarettes do you smoke a day?

_____ cigarettes

2. How often do you drink soft drinks?

- never (1)
 less than once a week (2)
 once or twice a week (3)
 three to six times a week (4)
 once or twice a day (5)
 more than twice a day (6)

3. How many cups of tea do you drink a day?

_____ cups

4. How many cups of coffee do you drink a day?

_____ cups

5. If you serve breakfast cereals at home, please list below the brands of cereal which you eat most often and the brands which your children eat most often and how often you and your children eat them each week.

BRANDS OF CEREAL YOU EAT
 (please write in brands and types of cereal — for example,
 Kellogg's Corn Flakes, Cheerios, etc.)

NUMBER OF TIMES PER WEEK YOU EAT THIS BRAND
 (please check ONE box for each brand)

	5 or more times	3 or 4 times	once or twice	less than once a week
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

BRANDS OF CEREAL YOUR CHILDREN EAT
 (please write in brands)

NUMBER OF TIMES PER WEEK YOUR CHILDREN EAT THIS BRAND
 (please check ONE box for each brand)

	5 or more times	3 or 4 times	once or twice	less than once a week
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

31

32

33-4

35

36-7

38-9

40-59

60-79

PART III — TELEVISION PROGRAMS

We would like to know how frequently you watch each of the following television programs. Please check ONE box for each of the television programs listed below.

- If you try to watch every episode of a show, you would check the first box labelled "hate to miss"
- If you watch a program regularly but not every episode, you would check the second box
- If you watch a program only sometimes, you would check the third box
- If you never watch a program, you would check the fourth box

Please make sure you check ONE box for each television program listed.

TELEVISION PROGRAM	HATE TO MISS	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH
CTV NETWORK				
The Bobby Vinton Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Waltons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NBC Late Night News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Art of Cooking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alan Hamel Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Party Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Young and the Restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jeffersons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liam Clancy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Switch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Price is Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good Times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kojak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I Saw That	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grand Ole Country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTV National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rex Humbard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Starlost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Garner Ted Armstrong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mulligan's Stew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Bionic Woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Donny and Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Rockford Files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Six Million Dollar Man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quincy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funny Farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith For Today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Headline Hunters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday Night Movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rosetti and Ryan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gong Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little House on the Prairie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Joyce Davidson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operation Petticoat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's Your Move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stars on Ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)
CBC NETWORK				
Rhoda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
King of Kensington	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All in the Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sidestreet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ryan's Hope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fortunes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charlie's Angels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CBC Regional News, Weather and Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Fifth Estate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musicamera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Watson Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Edge of Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Space 1999	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Three's Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Land and Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ombudsman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Tommy Hunter Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey Night in Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7/5

45

46

64

	HATE TO MISS	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH
Take Thirty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Celebrity Cooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach for the Top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Country Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hymn Sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Wonderful World of Disney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CBC National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday Evening News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Muppets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Here and Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Mary Tyler Moore Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Carol Burnett Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M*A*S*H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Express	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the Public Eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Nature of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports Scene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Tony Randall Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bob McLean Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coffee Break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Front Page Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Betty White Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newsmagazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Man Alive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90 Minutes Live	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Custard Pie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
René Simard Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barney Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sunday Night Movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coronation Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

65

76
8/5

25

(1) (2) (3) (4)

TELEVISION PROGRAM

	AGE 1 TO 5			AGE 6 TO 10			AGE 11 TO 15		
	Watch Regularly	Watch Sometimes		Watch Regularly	Watch Sometimes		Watch Regularly	Watch Sometimes	
Peanuts and Popcorn	<input type="checkbox"/>	<input type="checkbox"/>	71	<input type="checkbox"/>	<input type="checkbox"/>	61	<input type="checkbox"/>	<input type="checkbox"/>	50
Skipper and Company	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
The Green Double Decker	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Quiz Kids	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	75	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
The René Simard Show	<input type="checkbox"/>	<input type="checkbox"/>	9/5	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
The Mary Tyler Moore Show	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
All in the Family	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Dressup	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Friday After School	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Vision On	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Bonjour	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Sean the Leprechaun & David and Goliath	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Electric Company	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Sesame Street	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	76	<input type="checkbox"/>	<input type="checkbox"/>	65

We would now like to get your opinions on children and their use of television. For each statement listed below, we would like to know whether you agree or disagree. Please check ONE box for each statement listed. If you have no children at home aged 15 or under, please go on to Part V of the questionnaire.

STATEMENT:	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
1. I try to regulate the amount of time my children watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I often discuss television programs with my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. On the whole, television is good for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I often punish my children by not allowing them to watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My children often act out things they have seen on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are some television programs that I will not allow my children to watch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My children often pester me to buy breakfast cereals they have seen advertised on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I sometimes let my children eat their meals while watching television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I often suggest that my children watch a particular television program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. There is too much advertising on children's television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I sometimes let my children do their homework in front of the television set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I sometimes get my children to watch television to keep them out of mischief while I am busy with things around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Television is an excellent way for children to learn about new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Television encourages poor eating habits in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My children often pester me to buy toys they have seen advertised on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. My children often can't get to sleep at night after seeing something frightening on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I often reward my children by allowing them to stay up late to watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Children should be free to watch any program they want to on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11/5

PART V – QUESTIONS ABOUT YOU AND YOUR FAMILY

In this section of the questionnaire we would like to obtain some basic information about you and your family. This information will be held in the strictest confidence.

1. Are you? FEMALE (1) 23
 MALE (2)

2. Are you? MARRIED (1) 24
 SINGLE (2)
 WIDOWED (3)
 SEPARATED (4)
 DIVORCED (5)
 OTHER (6)

3. How old are you? _____ years 25-6

4. If you are married, how old is your husband or wife? _____ years 27-8

5. How many children do you have living at home? _____ 29-30

6. Please indicate the age and sex of each child living at home 31

1st child (oldest)	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
2nd child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
3rd child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
4th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
5th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
6th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	32
7th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
8th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
9th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	
10th child	Age: _____	Sex: Male <input type="checkbox"/>	Female <input type="checkbox"/>	33

7. Beside you and your husband or wife and children, how many other people live in your home? _____ 34

8. Are you currently employed at a full-time job? Yes (1) 35
 No (2)

9. Are you currently employed at a part-time job? Yes (1) 36
 No (2)

10. What is your occupation? _____ 37-8

11. What is your husband's or wife's occupation? _____ 39-40

12. Please check the appropriate box to indicate the **highest** level of education which you and your husband or wife have attained.

	YOURSELF	YOUR HUSBAND OR WIFE
Grade 8 or less	<input type="checkbox"/> (1)	<input type="checkbox"/> (1)
Grade 9 or 10	<input type="checkbox"/> (2)	<input type="checkbox"/> (2)
Completed high school	<input type="checkbox"/> (3)	<input type="checkbox"/> (3)
Some vocational or trades school	<input type="checkbox"/> (4)	<input type="checkbox"/> (4)
Some university	<input type="checkbox"/> (5)	<input type="checkbox"/> (5)
Completed vocational or trades school	<input type="checkbox"/> (6)	<input type="checkbox"/> (6)
University graduate	<input type="checkbox"/> (7)	<input type="checkbox"/> (7)
University post-graduate	<input type="checkbox"/> (8)	<input type="checkbox"/> (8)
	41	42

13. Please check the appropriate box to indicate the **total annual income** of all the members of your family who live in your home? 43-4

Less than \$ 3,000	<input type="checkbox"/> (1)	\$13,000 to \$14,999	<input type="checkbox"/> (7)
\$ 3,000 to 4,999	<input type="checkbox"/> (2)	15,000 to 19,999	<input type="checkbox"/> (8)
5,000 to 6,999	<input type="checkbox"/> (3)	20,000 to 24,999	<input type="checkbox"/> (9)
7,000 to 8,999	<input type="checkbox"/> (4)	25,000 to 29,999	<input type="checkbox"/> (10)
9,000 to 10,999	<input type="checkbox"/> (5)	30,000 to 39,999	<input type="checkbox"/> (11)
11,000 to 12,999	<input type="checkbox"/> (6)	40,000 and over	<input type="checkbox"/> (12)

14. Do you own your own home or do you rent? own (1) 45
 rent (2)

15. Please indicate the type of home in which you live:

- Single house, not attached to another home (1)
- Single house, attached to another home (2)
- Apartment or flat (3)
- Townhouse or row house (4)
- Mobile home (5)
- Institution (Senior citizen's home, etc.) (6)
- Other (7)

46

16. How many cars, vans or trucks do the members of your household operate for personal use?

- None (1)
- One (2)
- Two (3)
- Three (4)
- Four or more (5)

47

17. Where were you born?

- St. John's (1)
- Another place in Newfoundland or Labrador (2)
- Another province of Canada (3)
- United Kingdom (4)
- United States (5)
- Other (6)

48

18. How long have you lived in St. John's? _____ years

49-50

19. Have you ever lived in another province of Canada? Yes (1)
No (2)

51

20. If you have lived in another province, please list the provinces in which you have lived and the number of years you have lived in each.

PROVINCE	NUMBER OF YEARS LIVED THERE
_____	_____
_____	_____
_____	_____
_____	_____

52-3

21. Have you ever lived in the United States? Yes (1)
No (2)

54

22. If you have lived in the United States, how many years did you live there? _____ years

55-6

23. How many times have you visited the United States for a vacation? _____ times

57-8

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX B
ADULT 1982 MAIN QUESTIONNAIRE

1982 MEDIA AND LEISURE TIME SURVEY

PART I - YOU AND YOUR OPINIONS

In this section are listed a number of statements about a variety of topics. For each statement listed, we would like to know if you agree or disagree with the statement. After each statement, there are 5 boxes. We would like you to check the box which best expresses your level of agreement or disagreement with the statement.

For example: if you **strongly agree** with the statement, check the **first box**
 if you **agree** with the statement, check the **second box**
 if you **neither agree nor disagree** with the statement, check the **third box**
 if you **disagree** with the statement, check the **fourth box**
 if you **strongly disagree** with the statement, check the **fifth box**

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Government should finance cultural activities such as art galleries and symphony orchestras out of tax money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
To buy anything, other than a house or car, on credit is unwise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women should be paid for doing housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spiritual values are more important than material things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television has destroyed the art of conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When a store sells a product at a reduced price, there is probably something wrong with it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
There are a lot of things about myself that I would change if I could	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like a great deal of variety in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In certain circumstances, it is necessary to take the law into one's own hands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy being a member of a group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have great respect for the American people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
There is too much sex on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The family is the most important institution in our society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There should be a gun in every home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I dread the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I always stay with the best known brands when buying appliances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
I don't feel any special pride in being identified with Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Policemen are never around when you need them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Religion is not as important to me as it was five years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would feel lost if I were alone in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The more education a person has the better he or she is able to enjoy life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
When making important family decisions, consideration of the children should come first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There has been too much talk and not enough real action in doing away with racial discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government should control the prices of foods such as eggs, butter and meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is no room in Canada for people who find fault with this country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television is my main source of entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
In a small group there should be no real leaders - everyone should have an equal say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Any woman who wants to have an abortion should be able to get one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Immigrants should not be permitted into our country if they compete with our own workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I enjoy reading about foreign lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are few people who I really dislike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Television today gives too many ideas to the younger generation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Canadian way of life is being influenced too much by the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself ambitious	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try not to serve foods that are high in fat content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social security should be abolished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
It helps the child in the long run if he is made to conform to his parents' ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
	(1)	(2)	(3)	(4)	(5)	

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
I usually keep to myself, except for very close friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
I am sometimes irritated by people who ask favors of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television programs are more interesting than they were five years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The death penalty is the only adequate punishment for murder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
I enjoy looking at the advertisements in magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children should not be allowed to talk back to their parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There have been occasions when I felt like smashing things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'm not as nice looking as most people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising makes people buy things that they don't need	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
If you lead a good and decent life, it is not necessary to go to church	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In hard times the government should create jobs for the unemployed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People should always consider the needs of their family to be more important than their own needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television has helped to bring the family together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
I like to gossip at times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I often monopolize a conversation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather have good health than a lot of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I tend to be lazy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is a lot of corruption and dishonesty in the United States	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Some races are naturally less intelligent than others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
It is the responsibility of the government to take care of people who can't take care of themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Birth control information should be available to everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Every child should receive religious instruction in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I don't mind selling things or asking people for money for a good cause	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A wife who has a job outside the home is neglecting her husband and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
I check the prices in the grocery store even for small items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
School training is of little help in meeting the problems of real life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to try new and different foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The United States has done a lot to encourage world peace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I envy the success of other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
There are usually soft drinks in our refrigerator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can put my thoughts into words quickly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The government should prohibit advertising on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I see nothing wrong with the use of violence to achieve worthwhile objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Labour unions are running this country today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
A good citizen should sign petitions for community improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to practice what I preach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Everything that is printed for publication should first be examined by government censors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Americans are much friendlier than Canadians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I can't imagine a world without television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80
I could use a lot more electrical appliances in my home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to keep my weight under control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Policemen often carry a grudge against people who get in trouble with the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	83
	(1)	(2)	(3)	(4)	(5)	

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Sometimes a fight is the only way to settle an argument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	84
A person can save a lot of money by shopping around for bargains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I never hesitate to go out of my way to help someone in trouble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would like to take a trip around the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The women's liberation movement has done more harm than good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself a Newfoundlander first and a Canadian second	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
All people should be treated equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Education is no help in getting a job today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather take a trip to the United States than visit another part of Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More foreign people should be permitted to immigrate to Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A hockey game is dull without a few fights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Information I get about a product from a friend is better than what I get from advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95
Hospital workers should not be permitted to go on strike	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A community would get along better if everyone would mind his own business and others take care of theirs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Big cars are a waste of money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women are too emotional to hold very responsible jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'm a lot of fun to be with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100
I think that being friendly with other nations is a real help in solving international problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News about St. John's is generally more interesting than national and international news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Children should look after their parents when they get old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to eat green vegetables at least once a day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The best people do not get involved in politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	105
I don't like to take chances if I don't have to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reading is a more valuable activity than watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When a problem arises that I can't immediately solve, I stick with it until I have the solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I consider myself a real "bargain hunter"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
What is good for the community is good for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110
Every now and then, I get so frustrated that I feel like hitting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to avoid foods that have additives in them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I usually stay in the background at parties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most politicians can be trusted to do what they think is best for the country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When I see a new brand on the shelf I often buy it just to see what it is like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	115
I try to work just hard enough to get by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to pay cash for everything that I buy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My choice of brands for many products is influenced by advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Political parties only care about winning elections and nothing more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I often quarrel with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120
A person should not be turned down for a job because he is a homosexual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If I could get into a movie without paying and be sure I was not seen I would probably do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People today are just not willing to work for a living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	123
	(1)	(2)	(3)	(4)	(5)	

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Marriages between persons of different races should not be permitted	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	124
There is too much American involvement in Canadian business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It should be a law that a husband and wife should share their property equally if they decide to separate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
It is alright for a person to break the law if he doesn't get caught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My family's health is excellent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I believe that Canada should send food and materials to any country that needs them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to have people talk about my accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	130
If someone hurts me, I just try to forget about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'm willing to admit it when I make a mistake	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My greatest achievements are still ahead of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Living conditions in this city are below standard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
High-priced products are always better quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135
There should be less government interference with business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marijuana should be legalized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The amount of violence shown on television is a realistic reflection of the amount of violence in Canadian society	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I try to eat a good breakfast every day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel uncomfortable when people are paying attention to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	140
I like to experiment with new ways of doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In our country, the sentences handed out to criminals are usually too light	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Television commercials are just as enjoyable as the programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People place too much value on having a lot of possessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patriotism and loyalty are the first and most important requirements of a good citizen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	145
I would rather plan things than do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women should have the right to compete with men in every job situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I take a positive attitude toward myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The joys of family life are much over-rated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There is too much violence on television.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	150
I pretty much spend for today and let tomorrow bring what it will.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My table manners at home are as good as when I eat out in a restaurant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
In the courts, a poor man receives the same treatment as a rich man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most of our economic problems today are due to the power of labour unions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dressing well is an important part of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	155
There should be more censorship of movies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I frequently buy lottery tickets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel that I have a number of good qualities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I'd like to spend a year in Europe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I think the Canadian people are the finest in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	160
Only those who have the time should get involved in community programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Americans are loud and arrogant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More government money should be spent on education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather do things myself than rely on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather live in or near a big city than in or near a small town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	165
Parents do not exercise enough control over their children today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I furnish my home for comfort, not for style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If called upon to do so, a citizen should be willing to sacrifice his life for his country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
No matter how fast our income goes up, we never seem to get ahead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	169
	(1)	(2)	(3)	(4)	(5)	

STATEMENT	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
It is not important to vote in elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	170
At times I have really insisted on having things my own way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I wish I had more time to watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This country would be better off if religion had a greater influence in daily life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
When something is run by the government, it is usually inefficient and wasteful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	175
It is good to have charge accounts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I take a great deal of pride in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On the whole, lawyers are honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I would rather be a leader than a follower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Canadians are very different from Americans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	180
Advertising is generally not truthful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
We cannot make good citizens of criminals by punishing them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There are many people in society who are influenced by television to do harmful acts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising drives up prices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to work on community projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I don't think politicians care much about what people like me think	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	185
When I don't know something, I don't at all mind admitting it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A high school graduate today is not as well educated as was the case ten years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American professors should not be allowed to teach in Canadian universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to get a second opinion before making a final decision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	190
I eat more than I should.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A lot of unemployed people could find a job if they really wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I shop a lot for "specials"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I like to wait until a friend or neighbour tries a new product before I buy it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Any individual, regardless of race or religion, should be allowed to live wherever he want to in the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	195
I would like to see more Canadian shows on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A community would be better if people would spend time on community improvement projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I rarely lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I am able to do things as well as most other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I stay home most evenings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Most politicians are looking out for themselves above all else	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	200
I enjoy doing things which challenge me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	201
	(1)	(2)	(3)	(4)	(5)	

PART II – THE MEDIA AND LEISURE TIME

In this section of the questionnaire, we would like some information on the newspapers and magazines you read, the radio stations you listen to, the television programs you watch, and certain other leisure time activities.

NEWSPAPERS:

1. In an average week, how many issues of the Daily News do you read? (please circle ONE number)

0 1 2 3 4 5 6

202

2. In an average week, how many issues of the Evening Telegram do you read? (please circle ONE number)

0 1 2 3 4 5 6

203

3. In an average week, how many issues of The Globe & Mail do you read? (please circle ONE number)

0 1 2 3 4 5 6

204

4. We are interested in finding out which sections you pay most attention to when you read a newspaper. Please check ONE box opposite each section listed below. The first box means that you read that section thoroughly; the second box means that you read some of that section; the third box means that you glance at that section; the fourth box means that you never read that section.

	READ THOROUGHLY	READ SOME	GLANCE AT	NEVER READ	
Regional and city news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	205
Canadian news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
World news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Editorial pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Advertising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Financial pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Women's or social pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sports pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classified advertisements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	214
Comics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(1)	(2)	(3)	(4)	

MAGAZINES:

We would like to know which magazines you read. Please check ONE box opposite each of the magazines listed below. The first box means that you read every issue of the magazine; the second box means that you read most of the issues; the third box means that you read some of the issues; and the fourth box means that you never read the magazine.

Please make sure that you have checked ONE box for each magazine listed.

	READ EVERY ISSUE	READ MOST ISSUES	READ SOME ISSUES	NEVER READ	
McCall's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	215
Chatelaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reader's Digest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Popular Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outdoor Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	220
Newsweek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Woman's Day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Canadian Consumer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Playboy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Enquirer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	225
Field and Stream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Canadian Living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sports Illustrated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Redbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	230
Penthouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maclean's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Good Housekeeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
National Geographic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	235
Quest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Homemakers Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Saturday Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Esquire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Omni	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	240
Atlantic Insight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Psychology Today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Canadian Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	243
	(1)	(2)	(3)	(4)	

	READ EVERY ISSUE	READ MOST ISSUES	READ SOME ISSUES	NEVER READ
Popular Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miss Chatelaine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cosmopolitan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Popular Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
House and Garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better Homes and Gardens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seventeen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decormag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atlantic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's Circle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saturday Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atlantic Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cuisine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rounder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fortune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
U.S. News and World Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
United Church Observer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catholic Digest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Car and Driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports Afield	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harpers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Atlantic Advocate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gourmet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discover	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runner's World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playgirl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Yorker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern Photography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Financial Post Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern Screen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rolling Stone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Glamour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harrowsmith	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Economist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Road & Track	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newfoundland Quarterly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Geographer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Scientific American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Saturday Evening Post	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
True Confessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Woman's Weekly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
True Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ladies Home Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(1)

(2)

(3)

(4)

244

270

298

RADIO:

1. How many radios do you have in your home in working condition? (circle ONE number)

0 1 2 3 4 5 6 7 or more

299

2. On an average weekday (Monday to Friday), how much time do you spend each day listening to radio? (please check ONE)

300

- Less than 30 minutes (1)
- 30 to 60 minutes..... (2)
- 1 to 2 hours..... (3)
- 2 to 4 hours..... (4)
- More than 4 hours..... (5)

3. On the weekend (Saturday and Sunday), how much time do you spend each day listening to radio? (please check ONE)

301

- Less than 30 minutes (1)
- 30 to 60 minutes..... (2)
- 1 to 2 hours..... (3)
- 2 to 4 hours..... (4)
- More than 4 hours..... (5)

4. We would like to know which of the following St. John's radio stations you listen to. Please check ONE box opposite each radio station listed below. The first box means that you listen to the station very often; the second box means that you listen to the station sometimes; the third box means that you listen to the station infrequently; and the fourth box means that you never listen to the station.

Please make sure that you check ONE box for each station listed.

	LISTEN TO VERY OFTEN	LISTEN TO SOMETIMES	LISTEN TO INFREQUENTLY	NEVER LISTEN TO	
VOCM (590)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	302
CBC (640)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOWR (800)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CJYQ (930)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VOAR (1230)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CHOZ-FM (93.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CBC-FM (106.9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	308
	(1)	(2)	(3)	(4)	

TELEVISION:

1. How many black and white television sets do you have in your home in working condition? (please circle ONE number)

0 1 2 3 4 5

309

2. How many colour television sets do you have in your home in working condition? (please circle ONE number)

0 1 2 3 4 5

310

3. On an average weekday (Monday to Friday), approximately how many hours do you spend watching television per day? (please check ONE)

311

- Less than 1 hour (1)
- 1 to 2 hours..... (2)
- 2 to 4 hours..... (3)
- 4 to 6 hours..... (4)
- More than 6 hours..... (5)

4. On the weekend (Saturday and Sunday), approximately how many hours do you spend watching television per day? (please check ONE)

- Less than 1 hour (1)
- 1 to 2 hours (2)
- 2 to 4 hours (3)
- 4 to 6 hours (4)
- More than 6 hours (5)

312

5. Television provides a variety of programs. We would like to obtain your opinion concerning whether television offers too many, enough, or not enough of each of the types of programs listed below. Please make sure to check ONE box for each type of television program listed.

	TOO MANY	ENOUGH	NOT ENOUGH
Variety shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soap operas (such as The Young and the Restless, Edge of Night, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-length movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public affairs and documentary shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Situation comedies (such as Barney Miller, The Jeffersons, Archie Bunker's Place, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theatre or dramatic productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Game shows (such as Headline Hunters, The Price is Right, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)

313

323

6. We would like to know your opinion concerning the quality of certain types of programs shown on television. For each type of program listed below, please indicate whether you feel in general that type of television program is of high quality, acceptable quality, or low quality. Please make sure to check one box for each type of program listed.

	HIGH QUALITY	ACCEPTABLE QUALITY	LOW QUALITY
Variety shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soap operas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Full-length movies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public affairs and documentary shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Situation comedies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
News programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theatre or dramatic productions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Game shows	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)

324

334

7. Do you have cable television installed in your home? YES (1) NO (2)

335

8. If you do have cable, when did you first have it installed? (Please be as precise as possible.)

Month _____ Year _____

336-339

9. Do you have a video-cassette recorder in your home? YES (1) NO (2)

340

10. Do you have a video-disc player in your home? YES (1) NO (2)

341

11. Do you have a home computer? YES (1) NO (2)

342

COMPARISON OF THE MEDIA:

Considering newspapers, magazines, radio and television together, we would like your opinion on each of the questions listed below. For each question, please indicate your answer by checking the appropriate box. Please make sure to check ONE box for each question.

	RADIO	TELEVISION	NEWSPAPERS	MAGAZINES	NO OPINION
Which presents the most accurate news coverage?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you most up to date on what is going on in the world?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which tries hardest to present both sides of a story?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in St. John's?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in Ottawa?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in the rest of Newfoundland?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which keeps you best informed on what is happening in the United States?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)

343

349

BOOKS:

1. Approximately how many full-length books have you read in the past twelve months? _____ books
2. How often do you read books of the following types? (please check ONE box for each type of book listed)

350-352

NON-FICTION	REGULARLY	SOMETIMES	RARELY OR NEVER
Biographies or auto-biographies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canadian history or current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newfoundland history or current events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion or philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology, self-awareness, family guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical books on medicine, child-care, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical books on gardening, cooking or other hobbies or crafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other non-fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

353

FICTION OR NOVELS	REGULARLY	SOMETIMES	RARELY OR NEVER
Science fiction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mystery or detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Romance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Western	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poetry, drama or short stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newfoundland stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Best sellers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)

369

3. Do you read mainly hard-cover books (1)
or pocket books (2)
or both? (3)

370

4. Are you a member of the St. John's Public Library? Yes No
(1) (2)

371

If you are a member of the Library, approximately how many books do you borrow from the Library each month?
(please write in number) _____

372-373

LEISURE TIME ACTIVITIES:

1. Approximately how many hours do you spend in an average week on each of the following activities?

ACTIVITY	NUMBER OF HOURS
playing sports or physical exercise	_____ hours
hobbies or crafts	_____ hours
listening to records, tapes or cassettes	_____ hours
watching television	_____ hours
painting, drawing, playing a musical instrument, or other arts activities	_____ hours
reading books	_____ hours
reading magazines	_____ hours
reading newspapers	_____ hours
visiting or talking with friends or relatives	_____ hours
taking lessons or attending classes	_____ hours
volunteer work, community affairs	_____ hours
going to movies	_____ hours
going to concerts, plays or other live performances	_____ hours
playing cards at home	_____ hours
attending bingo or card parties	_____ hours
going out for a drink	_____ hours

374-375

404-405

2. How many times in the past two months have you attended or visited each of the following?

ACTIVITY OR ENTERTAINMENT	NUMBER OF TIMES
movies	_____
museums or historic sites	_____
art gallery	_____
public library	_____
sports events	_____
concerts, plays or other live performances	_____
church or religious services	_____

406-407

418-419

USE OF CERTAIN PRODUCTS:

We would like to know about some of the products which you buy and use.

1. Do you smoke?

- Yes (1)
 No (2)

420

If you smoke, what do you most often smoke? (please check ONE)

- Cigarettes (1)
 Cigars (2)
 Pipe (3)

421

If you smoke cigarettes, approximately how many cigarettes do you smoke a day?

_____ cigarettes

422-423

2. How often do you drink soft drinks?

- never (1)
 less than once a week (2)
 once or twice a week (3)
 three to six times a week (4)
 once or twice a day (5)
 more than twice a day (6)

424

3. How many cups of tea do you drink a day?

_____ cups

425-426

4. How many cups of coffee do you drink a day?

_____ cups

427-428

5. If you serve breakfast cereals at home, please list below the brands of cereal which you eat most often and the brands which your children eat most often and how often you and your children eat them each week.

BRANDS OF CEREAL YOU EAT

(please write in brands and types of cereal - for example, Kellogg's Corn Flakes, Cheerios, etc.)

NUMBER OF TIMES PER WEEK YOU EAT THIS BRAND
 (please check ONE box for each brand)

	5 or more times	3 or 4 times	once or twice	less than once a week
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

429-448

BRANDS OF CEREAL YOUR CHILDREN EAT

(please write in brands)

NUMBER OF TIMES PER WEEK YOUR CHILDREN EAT THIS BRAND
 (please check ONE box for each brand)

	5 or more times	3 or 4 times	once or twice	less than once a week
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

449-468

PART III – CHILDREN'S USE OF TELEVISION

Please answer these questions if you have children at home aged 15 years or under. If you do not have children at home, please go on to PART IV of the questionnaire.

We would like to have your opinion on children and their use of television. For each statement listed below, we would like to know whether you agree or disagree. Please check ONE BOX for each statement listed.

STATEMENT:	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
1. I try to regulate the amount of time my children watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I often discuss television programs with my children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Television is an excellent way for children to learn about new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Television encourages poor eating habits in children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. My children often pester me to buy toys they have seen advertised on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My children often can't get to sleep at night after seeing something frightening on TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I often reward my children by allowing them to stay up late to watch TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Children should be free to watch any program they want to on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are some television programs that I will not allow my children to watch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My children often pester me to buy breakfast cereals they have seen advertised on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I sometimes let my children eat their meals while watching television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I often suggest that my children watch a particular television program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. On the whole, television is good for children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I often punish my children by not allowing them to watch television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. My children often act out things they have seen on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. There is too much advertising on children's television programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I sometimes let my children do their homework in front of the television set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I sometimes get my children to watch television to keep them out of mischief while I am busy with things around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)	(5)

469

480

486

PART IV – QUESTIONS ABOUT YOU AND YOUR FAMILY

In this section of the questionnaire we would like to obtain some basic information about you and your family. This information will be held in the strictest confidence.

1. Are you? FEMALE (1)
 MALE (2) 487
2. Are you? MARRIED (1)
 SINGLE (2)
 WIDOWED (3)
 SEPARATED (4)
 DIVORCED (5)
 OTHER (6) 488
3. How old are you? _____ years 489-490
4. If you are married, how old is your husband or wife? _____ years 491-492
5. How many children do you have living at home? _____ 493-494
6. Please indicate the age and sex of each child living at home 495-510
- | | | | | |
|--------------------|------------|------------------------------------|---------------------------------|--|
| 1st child (oldest) | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 2nd child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 3rd child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 4th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 5th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 6th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 7th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 8th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 9th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
| 10th child | Age: _____ | Sex: Male <input type="checkbox"/> | Female <input type="checkbox"/> | |
7. Beside you and your husband or wife and children, how many other people live in your home? _____ 511
8. Are you currently employed at a full-time job? Yes (1)
 No (2) 512
9. Are you currently employed at a part-time job? Yes (1)
 No (2) 513
10. What is your occupation? _____ 514-515
11. What is your husband's or wife's occupation? _____ 516-517
12. Please check the appropriate box to indicate the highest level of education which you and your husband or wife have attained.
- | | YOURSELF | YOUR HUSBAND OR WIFE |
|---|------------------------------|------------------------------|
| Grade 8 or less | <input type="checkbox"/> (1) | <input type="checkbox"/> (1) |
| Grade 9 or 10 | <input type="checkbox"/> (2) | <input type="checkbox"/> (2) |
| Completed high school | <input type="checkbox"/> (3) | <input type="checkbox"/> (3) |
| Some vocational or trades school | <input type="checkbox"/> (4) | <input type="checkbox"/> (4) |
| Some university | <input type="checkbox"/> (5) | <input type="checkbox"/> (5) |
| Completed vocational or trades school | <input type="checkbox"/> (6) | <input type="checkbox"/> (6) |
| University graduate | <input type="checkbox"/> (7) | <input type="checkbox"/> (7) |
| University post-graduate | <input type="checkbox"/> (8) | <input type="checkbox"/> (8) |
| | 518 | 519 |
13. Please check the appropriate box to indicate the total annual income of all the members of your family who live in your home? 520-521
- | | | | | | | | |
|--------------------------|--------------------------|--|-----|----------------------------|--------------------------|--|------|
| Less than \$ 3,000 | <input type="checkbox"/> | | (1) | \$13,000 to \$14,999 | <input type="checkbox"/> | | (7) |
| \$ 3,000 to 4,999 | <input type="checkbox"/> | | (2) | 15,000 to 19,999 | <input type="checkbox"/> | | (8) |
| 5,000 to 6,999 | <input type="checkbox"/> | | (3) | 20,000 to 24,999 | <input type="checkbox"/> | | (9) |
| 7,000 to 8,999 | <input type="checkbox"/> | | (4) | 25,000 to 29,999 | <input type="checkbox"/> | | (10) |
| 9,000 to 10,999 | <input type="checkbox"/> | | (5) | 30,000 to 39,999 | <input type="checkbox"/> | | (11) |
| 11,000 to 12,999 | <input type="checkbox"/> | | (6) | 40,000 and over | <input type="checkbox"/> | | (12) |
14. Do you own your own home or do you rent? own (1)
 rent (2) 522

15. Please indicate the type of home in which you live:
- Single house, not attached to another home (1) 523
 - Single house, attached to another home (2)
 - Apartment or flat (3)
 - Townhouse or row house (4)
 - Mobile home (5)
 - Institution (Senior citizen's home, etc.) (6)
 - Other (7)
16. How many cars, vans or trucks do the members of your household operate for personal use? 524
- None (1)
 - One (2)
 - Two (3)
 - Three (4)
 - Four or more (5)
17. Where were you born? 525
- St. John's (1)
 - Another place in Newfoundland or Labrador (2)
 - Another province of Canada (3)
 - United Kingdom (4)
 - United States (5)
 - Other (6)
18. How long have you lived in St. John's? _____ years 526-527
19. Have you ever lived in another province of Canada? 528
- Yes (1)
 - No (2)
20. If you have lived in another province, please list the provinces in which you have lived and the number of years you have lived in each. 529-530
- | PROVINCE | NUMBER OF YEARS LIVED THERE |
|----------|-----------------------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
21. Have you ever lived in the United States? 531
- Yes (1)
 - No (2)
22. If you have lived in the United States, how many years did you live there? _____ years 532-533
23. How many times have you visited the United States for a vacation? _____ times 534-535

THANK YOU FOR YOUR COOPERATION IN COMPLETING THIS QUESTIONNAIRE.

APPENDIX C

ADULT 1982 TELEVISION QUESTIONNAIRE - CABLE

1982 TELEVISION SURVEY

PART I

The following represents a list of television programs which are currently shown in the St. John's area. We would like to know how often you watch each of these programs. Please check ONE box for each program listed below.

If you try to watch every episode of a program, check the first box.

If you watch a program regularly, but not every episode, check the second box.

If you watch a program only sometimes, check the third box.

If you never watch a program, check the fourth box.

Please make sure that you check ONE BOX for each television program listed.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
CTV (Channel 4):					
Saturday Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5
Oral Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Solid Gold.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Star Trek.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dynasty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10
Faith for Today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Love Boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Young and the Restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NTV News: Prime Time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Price is Right.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15
Rex Humbard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Academy Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The John Davidson Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
Canada AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Old Time Gospel Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Days of our Lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fantasy Island.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
Revival Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
60 Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CTV National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stars on Ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The World Tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
Question Period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Eye Witness News.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Alan Thicke Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Another World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
100 Huntley Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Dukes of Hazzard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Jeffersons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Greatest American Hero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CTV Monday Movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quincy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
Bizarre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Waltons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Magnum P.I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Charlie's Angels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A-Plus Loto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
Little House on the Prairie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fast Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tuesday Night Movie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Thrill of a Lifetime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Circus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
ATV National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
One Day at a Time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knott's Landing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jimmy Swaggart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
University of the Air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
Falcon Crest.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Bionic Woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Live It Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
	(1)	(2)	(3)	(4)	

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
CBC (Channel 3):					
Meeting Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Archie Bunker's Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hangin' In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sportsweekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
Rearview Mirror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Front Page Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Edge of Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wok with Yan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Tales of the Unexpected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hockey Night in Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stardust Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hymn Sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Country Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dallas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Facts of Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tommy Hunter Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reach for the Top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80
The Plouffe Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Brophy's Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marketplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coronation Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85
Man Alive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Muppet Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Take Thirty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CBC Regional News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W.G.B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
Here and Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coffee Break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
McLean at Large	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Police Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newsfinal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95
The Winners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M*A*S*H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SCTV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Land and Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Three's Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100
WKRP in Cincinnati	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Too Close for Comfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Fifth Estate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lou Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	105
The Nature of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mork and Mindy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Great Detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hollywood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Two of Us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110
Spectrum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Jimmy Phair Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 222	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walt Disney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	115
Barney Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Private Benjamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Merlin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	119
	(1)	(2)	(3)	4	

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
ABC (Channel 7):					
American Bandstand.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120
ABC's Wide World of Sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Making A Living.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stacey's Country Jamboree.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Celebration.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	125
Soul's Harbor.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
James Robinson.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ernest Angley Hour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Viewpoint.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This Week With David Brinkley.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	130
Best of the West.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Directions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Weekend Heroes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Country Top 20.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Million Dollar Movie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ABC News.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135
Code Red.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Today's FBI.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ABC Sunday Night Movie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Good Morning America.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	140
The Bold Ones.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Family Feud.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ryan's Hope.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Carol Burnett and Friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All My Children.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	145
Mike Douglas Show.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ABC's Monday Night Movie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News 7.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
One Life to Live.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rockford Files.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	150
General Hospital.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Laverne and Shirley.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ABC News Nighttime.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hart to Hart.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20/20.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taxi.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	155
Darkroom.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bosom Buddies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Jim Bakker.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The ProBowlers Tour.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	159
	(1)	(2)	(3)	(4)	
NBC (Channel 11):					
Backstage at the Grand Ole Opry.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	160
NBC Nightly News.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barbara Mandrell and the Mandrell Sisters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NBC Movie of the Week.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lewis and Clark.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Saturday Night Live.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	165
This is the Life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Bionic Woman.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Page Two.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Meet the Press.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CHiPs.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	170
NBC Sunday Night at the Movies.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Radio Parish Church.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Today.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Donahue.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Regis Philbin Show.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	175
Blockbusters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wheel of Fortune.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Battlestars.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Password Plus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Doctors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	180
NBC Monday Night Movie.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tonight Show.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tomorrow Coast to Coast.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Card Sharks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Father Murphy.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	185
Bret Maverick.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Flamingo Road.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Real People.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Love Sidney.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	190
Hill Street Blues.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Diff'rent Strokes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	191
	(1)	(2)	(3)	(4)	

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
PBS (Channel 5):					
Julia Child and Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	192
Nova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Masterpiece Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Agronsky and Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	195
All Creatures Great and Small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
David Susskind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Golden Age of Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MacNeil, Lehrer Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	200
Dick Cavett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Great Performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Life on Earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American Playhouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tony Brown's Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	205
Morecambe & Wise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	206
	(1)	(2)	(3)	(4)	

Community Television (Channel 9):

The Canadian Tour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	207
CBS in View	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
This Week in the House of Assembly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
N.A.H.A. Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	210
Harris and Harris Jamboree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Community Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Senior Citizens Report	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Fitfully Yours, Lorraine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Bible's View	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	215
Down to Earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Camera 9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
A Roving Newfoundlander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Music Makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News Digest for the Deaf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	222
Health, Safety and the Law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Big Events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On Air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Church Magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Annie and her Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	225

Channel 12:

The House of Commons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	226
	(1)	(2)	(3)	(4)	

PART II: The following represent questions dealing with Memorial University Educational Television (Channel 13). We would like to have your opinions.

1. Do you ever watch MUN-TV Channel 13?
- YES (1) (if YES, go to question 3)
- NO (2) (if NO, go to question 2)

2. Why do you never watch Channel 13? (please write your answer below and then go to question 9):

3. How often do you watch Channel 13? (please check one)

- every day (1)
- every second day or so (2)
- two or three times a week (3)
- once a week or less (4)

4. What are the programs which you watch most regularly on Channel 13?

5. We would like to know how often you have watched particular programs which have been shown on Channel 13. Please answer this question as you did Part I of this questionnaire. Please check ONE BOX for each program listed.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
Vista	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	242
Faculty Insights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Japan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cope	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	245
Economics is Your Business	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Producer's Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Play Bridge with the Experts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
You and I	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	250
Connections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Of Earth and Man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	252
	(1)	(2)	(3)	(4)	

6. Have you ever watched the University Convocation on Channel 13?

YES NO
 (1) (2)

7. During what time of day would you like to see Channel 13 on the air? Please check as many time periods as you wish.

9 AM to 12 NOON
 12 NOON to 2 PM
 2 PM to 4 PM
 4 PM to 6 PM
 6 PM to 9 PM
 9 PM to 12 MIDNIGHT

8. Assuming that Channel 13 can broadcast on only one day during the weekend, would you prefer that it broadcast on Saturday or Sunday?

Saturday (1)
 Sunday (2)
 No Preference (3)

9. We would like to have your opinions concerning the types of programs which you would like to see shown on Channel 13. Please check one box for each type of program listed.

TELEVISION PROGRAM	WOULD LIKE MORE	WOULD LIKE LESS	NO CHANGE	NO OPINION	
Science programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
Classical music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Popular music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newfoundland music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	265
Programs on social problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Business programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programs about Memorial University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newfoundland culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Programs about foreign countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	270
Programs on Newfoundland current affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Adult education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
University courses via television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Local specials like conferences, lectures, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	274
	(1)	(2)	(3)	(4)	

10. Please indicate the extent to which you agree or disagree with each of the following statements.

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	
Memorial University Television (Channel 13) has made me more aware of what is going on at Memorial University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	275
Through Channel 13, I have developed a more favourable opinion of Memorial University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	276
Channel 13 has had no effect on my opinion of Memorial University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	277
	(1)	(2)	(3)	(4)	(5)	

THANK YOU FOR YOUR CO-OPERATION.

APPENDIX D

ADULT 1982 TELEVISION QUESTIONNAIRE - NON-CABLE

1982 TELEVISION SURVEY

The following represents a list of television programs which are currently shown in the St. John's area. We would like to know how often you watch each of these programs. Please check ONE box for each program listed below.

If you try to watch every episode of a program, check the **first box**.

If you watch a program regularly, but not every episode, check the **second box**.

If you watch a program only sometimes, check the **third box**.

If you never watch a program, check the **fourth box**.

Please make sure that you check ONE BOX for each television program listed.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH
CTV (Channel 6):				
Saturday Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solid Gold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Star Trek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dynasty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith for Today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Love Boat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Young and the Restless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N7V News: Prime Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Price is Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rex Humbard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academy Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The John Davidson Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Definition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Canada AM	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Old Time Gospel Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Texas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Days of Our Lives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fantasy Island	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revival Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 Minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTV National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stars on Ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The World Tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Question Period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye Witness News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Alan Thicke Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Another World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100 Huntley Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dukes of Hazzard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Jeffersons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Greatest American Hero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CTV Monday Movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quincy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bizarre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Waltons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Magnum P.I.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charlie's Angels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A-Plus Loto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Little House on the Prairie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday Night Movie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thrill of a Lifetime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Circus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ATV National News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One Day at a Time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knott's Landing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jimmy Swaggart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University of the Air	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falcon Crest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Bionic Woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live It Up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	(1)	(2)	(3)	(4)

Please turn the page.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
CBC (Channel 8):					
Meeting Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Archie Bunker's Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
On Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hangin' In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SportswEEKend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
Rearview Mirror	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Front Page Challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Edge of Night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wok with Yan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Tales of the Unexpected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hockey Night in Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Stardust Theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hymn Sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Country Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
Dialogue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dallas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Facts of Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tommy Hunter Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reach for the Top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80
The Plouffe Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The National	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Brophy's Corner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marketplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coronation Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85
Man Alive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Muppet Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Take Thirty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CBC Regional News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W.G.B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
Here and Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Coffee Break	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
McLean at Large	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Police Story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Newsfinal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95
The Winners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M*A*S*H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
SCTV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Land and Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Three's Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100
WKRP in Cincinnati	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
First Edition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Too Close for Comfort	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Fifth Estate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lou Grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	105
The Nature of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mork and Mindy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Great Detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hollywood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Two of Us	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110
Spectrum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Jimmy Phair Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 222	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walt Disney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	115
Barney Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Private Benjamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Merlin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	119

THANK YOU FOR YOUR CO-OPERATION.

(1) (2) (3) (4)

APPENDIX E
CHILDREN'S 1982 QUESTIONNAIRE - CABLE

1982 CHILDREN'S TELEVISION SURVEY

This questionnaire deals with television. We would like to know about when you watch television, what are your favorite programs, and which programs you watch regularly. Please answer all questions on this questionnaire. If you need help, possibly your mother or father could give you a hand.

PART I: This part of the questionnaire contains a few questions about you and watching television. Please make sure that you answer all questions.

1. How old are you? _____ years 5-6
2. Are you a boy..... ₁ or a girl..... ₂ ? 7
3. Approximately how many hours do you spend watching television during an average school day?
_____ hours 8-9
4. Approximately how many hours do you spend watching television on an average Saturday or Sunday?
_____ hours 10-11
5. List below your three favourite television programs.

_____ 12-13
14-15
16-17
6. Do you usually watch television alone?
YES..... ₁ NO..... ₂ 18
7. If you don't watch television alone, who do you usually watch television with?
_____ 19
8. Approximately how many books do you read each month? _____ books 20-21
9. Do you borrow books regularly from your school library or from a public library?
YES..... ₁ NO..... ₂ 22
10. Do you collect comic books?
YES..... ₁ NO..... ₂ 23
11. Do you have a set time when you must go to bed on school nights?
YES..... ₁ NO..... ₂ 24
12. If you do have a set bedtime, what time is that? _____ 25-26
13. Are there certain types of television programs which you are not allowed to watch?
YES..... ₁ NO..... ₂ 27
14. Do you watch television while you are doing your homework?
REGULARLY..... ₁ SOMETIMES..... ₂ NEVER..... ₃ 28
15. Are you allowed to stay up late to watch television?
REGULARLY..... ₁ SOMETIMES..... ₂ NEVER..... ₃ 29

PART II: This part of the questionnaire contains a list of television programs which are shown in the St. John's area. We would like to know how often you watch each program.

If you watch practically every day, or every time a show is on, you would check the **first box**.

If you watch regularly, but not every time, check the **second box**.

If you watch sometimes, check the **third box**.

If you never watch a program, check the **fourth box**.

Please make sure you check **ONE BOX** for each program listed.

Please turn the page.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
CTV (Channel 4):					
Cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
Untamed World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bonanza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Loveboat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spiderman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Stars on Ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shanty Town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Circle Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Price is Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Let's Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
Quincy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Treehouse Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dukes of Hazzard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rocket Robinhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Jeffersons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
Storytime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
George	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Circus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Greatest American Hero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barbapapa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
Star Trek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Little House on the Prairie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Max the Mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Littlest Hobo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Romper Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
Another World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56
	(1)	(2)	(3)	(4)	
CBC (Channel 3):					
Sesame Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57
Mighty Mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skipper & Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
Young Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Merlin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 222	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Munsters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Polka Dot Door	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
What's New	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Dressup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News from Zoos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Hockey Night in Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heartland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quiz Kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wild Kingdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walt Disney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
M*A*S*H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tales of Magic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Friendly Giant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barney Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ark on the Move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80
Yes You Can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Muppet Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ritter's Cove	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dr. Bundolo Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mork & Mindy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85
Reach for the Top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Facts of Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Private Benjamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Archie Bunker's Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nature of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
Wok With Yan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Great Detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Land and Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W.G.B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Here and Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95
Three's Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dallas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	97
	(1)	(2)	(3)	(4)	

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
PBS (Channel 5):					
Nova	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	98
All Creatures Great and Small	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100
Golden Age of Television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dick Cavett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Life on Earth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American Playhouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Morecambe & Wise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	105
	(1)	(2)	(3)	(4)	
ABC (Channel 7):					
Great Space Coaster	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	106
The Archies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
General Hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Superfriends Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Fonz/Laverne & Shirley Hour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110
Carol Burnett and Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Richie Rich/Scooby and Scrappy Doo Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taxi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bosom Buddies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Goldie Gold and Action Jack/Thundarr the Barbarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	115
Hee Haw	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heathcliff/Marmaduke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
American Bandstand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ABC's Wide World of Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Today's FBI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120
The Bold Ones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	121
	(1)	(2)	(3)	(4)	
NBC (Channel 11):					
Kidsworld	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	122
The Bionic Woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Woody Woodpecker and Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CHiPs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	125
Flintstones Comedy Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Smurfs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Battlestars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Real People	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Kids' Super Power Hour with Shazam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	130
Love Sidney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Space Stars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hill Street Blues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Diff'rent Strokes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	134
	(1)	(2)	(3)	(4)	
(Channel 12):					
Paddington Bear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135
Vision On	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Simon in the Land of Chalk Drawing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The New Zoo Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Les Voyages De Tortillard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Big Blue Marble	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	140
Jeremy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Guess What?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hattytown Tales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tales of Magic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Readalong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	145
Fables of The Green Forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skippy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Robin & Rosie of Cockleshell Bay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dr. Snuggles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ludwig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	150
Cucumber	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Noddy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Willo the Wisp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	153
	(1)	(2)	(3)	(4)	

THANK YOU FOR YOUR HELP.

APPENDIX F

CHILDREN'S 1982 QUESTIONNAIRE - NON-CABLE

1982 CHILDREN'S TELEVISION SURVEY

This questionnaire deals with television. We would like to know about when you watch television, what are your favorite programs, and which programs you watch regularly. Please answer all questions on this questionnaire. If you need help, possibly your mother or father could give you a hand.

PART I: This part of the questionnaire contains a few questions about you and watching television. Please make sure that you answer all questions.

- 1. How old are you? _____ years 5-6
- 2. Are you a boy..... ₁ or a girl..... ₂ ? 7
- 3. Approximately how many hours do you spend watching television during an average school day?
_____ hours 8-9
- 4. Approximately how many hours do you spend watching television on an average Saturday or Sunday?
_____ hours 10-11
- 5. List below your three favourite television programs.

_____ 12-13
14-15
16-17
- 6. Do you usually watch television alone?
YES..... ₁ NO..... ₂ 18
- 7. If you don't watch television alone, who do you usually watch television with?
_____ 19
- 8. Approximately how many books do you read each month? _____ books 20-21
- 9. Do you borrow books regularly from your school library or from a public library?
YES..... ₁ NO..... ₂ 22
- 10. Do you collect comic books?
YES..... ₁ NO..... ₂ 23
- 11. Do you have a set time when you must go to bed on school nights?
YES..... ₁ NO..... ₂ 24
- 12. If you do have a set bedtime, what time is that? _____ 25-26
- 13. Are there certain types of television programs which you are not allowed to watch?
YES..... ₁ NO..... ₂ 27
- 14. Do you watch television while you are doing your homework?
REGULARLY..... ₁ SOMETIMES..... ₂ NEVER..... ₃ 28
- 15. Are you allowed to stay up late to watch television?
REGULARLY..... ₁ SOMETIMES..... ₂ NEVER..... ₃ 29

PART II: This part of the questionnaire contains a list of television programs which are shown in the St. John's area. We would like to know how often you watch each program.
If you watch practically every day, or every time a show is on, you would check the **first box**.
If you watch regularly, but not every time, check the **second box**.
If you watch sometimes, check the **third box**.
If you never watch a program, check the **fourth box**.
Please make sure you check **ONE BOX** for each program listed.

Please turn over the page.

TELEVISION PROGRAM	ALWAYS WATCH	WATCH REGULARLY	WATCH SOMETIMES	NEVER WATCH	
CTV (Channel 6):					
Cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30
Untamed World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bonanza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Loveboat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Spiderman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	35
Stars on Ice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shanty Town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Circle Square	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Price is Right	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Let's Go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40
Quincy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Treehouse Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dukes of Hazzard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rocket Robinhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Jeffersons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	45
Storytime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
George	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Circus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Greatest American Hero	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barbapapa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
Star Trek	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Little House on the Prairie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Max the Mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Littlest Hobo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Romper Room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
Another World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56
	(1)	(2)	(3)	(4)	
CBC (Channel 8):					
Sesame Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57
Mighty Mouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Beachcombers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Skipper & Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Young Cinema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Merlin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Room 222	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Munsters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Polka Dot Door	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
What's New	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mr. Dressup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
News from Zoos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Hockey Night in Canada	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Heartland	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quiz Kids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wild Kingdom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walt Disney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
M*A*S*H	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Tales of Magic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Friendly Giant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Barney Miller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ark on the Move	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80
Yes You Can	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Muppet Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Ritter's Cove	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dr. Bundolo Show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mork & Mindy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85
Reach for the Top	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Facts of Life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Private Benjamin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Archie Bunker's Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nature of Things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	90
Wok With Yan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The Great Detective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Land and Sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W.G.B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Here and Now	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	95
Three's Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dallas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	97
	(1)	(2)	(3)	(4)	

THANK YOU FOR YOUR HELP.

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