

PRODUCTION AND EVALUATION  
OF A COMMUNITY TELEVISION SERIES  
TRANSMITTED VIA CABLE T.V.

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**ABSTRACT**

The purpose of this thesis-equivalent was to produce and evaluate a series of television programs which were transmitted over Cable T.V. (Montreal).

It has been suggested that the cablecasting media have the potential power to catalyze community dialogue. This, however, has yet to be proved. The broadcasting habit has been mainly to create an unrelenting flow of filtered information streaming into every living room with no outlet of response. This thesis-equivalent was designed to prepare programs dealing with topics of community concern and then to formulate and measure response to this type of community programming as well as receive feedback on the likes and dislikes of television viewers.

Evaluation of response was based on two types of feedback: A survey questionnaire (Appendix A) answered by members of the community at large, and a feedback form (Appendix C) answered by members of groups that had come together specifically to view a tape in order to use it for discussion or information.

Perhaps original and creative solutions, coupled with free information accessible to all when disseminated widely, could alter positively the social and environmental situations. However, many conclusions about the effectiveness

of media such as film and video tape have been based on projects specifically designed to generate vigorous problem-solving capacity. They have also been heavily funded, and teams of social change experts have been brought in to stimulate very specific attitude changes.

There remain, however, many areas of community concern such as family life problems, drug abuse and problems of senior citizens which do contribute to the quality of every day life. Whether examination and discussion of these topics over television is helpful to the community must be questioned further.

Therefore, this thesis-equivalent is viewed as a first step toward effective evaluation of present and future programming.

## ACKNOWLEDGMENTS

Although only one name appears as author and creator of this thesis-equivalent, it must be considered a team effort.

The concept of constant evaluation must be attributed to Dorothy Reitman, whose vision of television as a vehicle which the community could utilize to initiate social action never faltered. The National Council of Jewish Women (Montreal Section) have utilized many forms of media in their community work, and I considered it a great privilege to be associated with them in their community television series.

Special thanks must be given to Professor Tom Allan whose expertise in television production, both academic and technical, served as a solid foundation upon which to make decisions; to Zozzie Shapiro and John Devlin, who took care of technical details; and to my daughters, Jeanne and Reisa, who compiled the statistical data.

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## CHAPTER I

### REVIEW OF LITERATURE

#### 1. A Review of Literature on the Use of Media to Stimulate Social Awareness and Social Action

Television has permeated the very fabric of North American life. It is used to entertain, inform and influence. It requires almost no effort or skill on the part of the recipient and its message can be received from as far away as the moon. It is available almost everywhere on the continent and watched with enthusiasm by all age groups. What a marvellous invention!

There are disadvantages, however, as Postman and Weingartner point out:

"While there has been a tremendous increase in media, there has been, at the same time, a decrease in available and viable 'democratic' channels of communication because the mass media are entirely one-way communication. For example, as a means of affecting public policy, the town meeting is dead. Significant community action (without violence) is increasingly rare. A small printing press at one's home, as an instrument of social change, is absurd. Traditional forms of dissent and protest seem impractical, e.g. letters to the editor, street corner speeches, etc. No one can reach many people unless he has access to the mass media."<sup>1</sup>

Paul Goodman points out the greatest potential of television as an instrument of propaganda when he states that

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<sup>1</sup> Neil Postman and Charles Weingartner, Teaching as a Subversive Activity (New York: Dell Publishing Company, 1969) p. 8.

there are many forms of censorship, and one of them is to deny access to "loudspeakers" to those with dissident, or even any ideas.

As early as 1956, Leo Bogard wrote:

"Throughout the country, millions of people hear the same broadcast programs....All this produces a measure of shared cultural experience which no other society has ever known.

This has both a positive and negative aspect. It helps to create a community of thought and knowledge and thereby prepares the way for the consensus on which a civilized and democratic society must ultimately rest. On the other hand it reduces individuality of experience and opinion. To the very extent that it makes for standardized values it tends to produce an atmosphere of conformity."<sup>2</sup>

It would seem that the Canadian Radio-Television Commission (CRTC) felt the same uneasiness as that of the authors quoted since it endeavored to create community access and programming on the Cable networks. In its own words, its aims are:

- "(1) to enrich community life by fostering communication among individual and groups....
- (2) (Community programming) is a process which involves direct citizenship participation in program planning and production."<sup>3</sup>

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<sup>2</sup> Leo Bogard, The Age of Television (New York, Olgar Publishing Co., 1956) p. 24.

<sup>3</sup> A Report on the Situation of Community Programming Through Cable Vision in Metropolitan Toronto.

The Challenge for Change (CFC) program designed to "improve communications, create greater understanding, promote new ideas and provoke social change" was the first project to experiment in the field of community involvement. Although not involved in community programming, it has used communications technology to effect change in social development. As an affiliate of the National Film Board of Canada, its first attempts at producing change were with film. However, the role of film maker was redefined from that of aesthetic artist to a new kind of social engineer, as described by Henry Breitrose.

"There is no question for most social scientists that carefully constructed communications, films for instance, can produce changes in attitudes in those who adequately receive the communication."<sup>4</sup>

Breitrose does caution, however, when he adds that:

"the most artistically successful film may be a social disaster if it attempts to create pressure for change without some possibility of change in the society at large and some accessible means being available to those whose hopes are raised by the films."<sup>5</sup>

With the outlined goals in mind, CFC initiated several projects. The National Film Board (NFB) Produced the film "ENCOUNTER AT KWACHA HOUSE" in 1968. This film focussed attention on one specific problem in Halifax - discrimination toward

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<sup>4</sup> Henry Breitrose, "Film Power," Challenge for Change Newsletter Vol. 1, No. 2 (Fall 1968) pp. 2-3.

<sup>5</sup> Ibid.

Negroes. This was a very volatile situation since the Negro families were in a desperate plight and further violence was feared if action was not taken.

The first results of the film, which was presented at a screening for the mayor and members of the Negro community in the Halifax area, was a meeting of a group of Negro leaders who immediately began work on a brief containing details of discrimination in employment practices in the city. This brief was presented to the mayor a few days later.

Further screenings were initiated by the mayor for other city officials of both Halifax and Dartmouth. In the discussions that followed the meetings, no doubt was left about the precipitous situation existing in the Negro communities of Halifax and Dartmouth.

It was decided to confront local business leaders with the leaders of the Negro community to discuss employment policies and problems in Halifax.

The brief, coupled with decisions reached during discussions, led to a motion by the mayor to appoint an interim planning committee that would establish a special co-ordinating agency to find employment for all Negro applicants. To date (July 12, 1968), 170 applicants from high school and university students have been received and eighty-nine of those have found summer employment.

As a totally unexpected side effect, the film instituted a dialogue between the militant youth and the conservative older members of the Negro community. The older people had never realized to what lengths the younger people were willing to go to fight the inequities within the community.

Without doubt, the film "ENCOUNTER AT KWACHA HOUSE" played a major role in catalyzing the activities of both municipal authorities and community leaders. Important changes were brought about which will lead to increasing employment for the Negroes in Halifax and greater hope for their future.<sup>6</sup>

Another CFC project was undertaken in the inner city of Montreal. A videotape recording (VTR) project in St. Jacques was started in an attempt to extend the Challenge for Change's conviction that people should participate in shaping their own lives. This would include directing and manipulating the tools of modern communication necessary to gain and exercise that participation.

The Comité des Citoyens de St. Jacques, with the help of an Urban Social Redevelopment organizer, agreed at a community meeting that bad health was their immediate problem. Therefore, they opened a clinic five nights a week.

Since there seemed to be a convergence between the needs and ideals of the Citizen's Committee and those of CFC,

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<sup>6</sup> Robert Sparks, "Encounter at Kwacha House," Challenge for Change Newsletter, Fall 1968) p. 5.

CFC approached the committee with the idea of a project exploring the use of VTR in community organization.

After a technical crew was trained, it was proposed to prepare a half-hour program on the problems of the people in the area, which would be shown at the opening of each meeting (public meetings in various areas of St. Jacques from Monday to Friday). The theme was "Why are we sick?"<sup>6</sup> This led to exploring the causes of ill-health: bad housing, unemployment, inadequate welfare, sparse recreation facilities, low-grade education, and bad medical care.

Public meetings were held in school halls or church basements. Six 23" monitors were placed around the room with twenty chairs in a half-circle in front of each. Active members spread themselves among each group. After the thirty minute video presentation, each group formed a discussion group.

"Having seen people like themselves on the familiar T.V. screen, discussing their problems with utter frankness, removed much of the reticence and timidity people have in a group of strangers. They simply said, 'I guess this is the place where I can talk freely,' and talked at length of problems shared and possible collective situations."

The consensus of these discussions was that immediate action should be taken on housing, a food co-operative, recreation, welfare and baby-sitting services. Work groups were set up to organize these actions. There are no data available about

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<sup>7</sup> Dorothy Henaut and Bonner Klein, "In the Hands of Citizens, a Video Report," Challenge for Change Newsletter, Vol. 4, Spring Summer 1969) pp. 2-5.

what actions were actually initiated by these committees, however, evaluation was elicited from the participants themselves as to the value of VTR intervention. Following are some quotations from a taped evaluation sub-committee meeting of VTR's effect on the individual.

"It helped me a lot to know myself. You see how you function."

"It helped me gain more confidence in myself. It's important to know who you are."

"It develops your critical senses. You become two people - he who acts and he who watches himself act."

"The people we interviewed on the street - I really felt they wanted to get a message across. They wanted other people to hear about their problems, to share them. People feel pretty isolated."

"I think people hoped their message would reach the powers-that-be. They had never had that chance before."

"When we watch the tapes, we don't just learn to know ourselves better, we also come to understand others better. After all, it's much more fun to work together."<sup>8</sup>

VTR was also effective as an organizing tool. The crew felt that they could never approach people in the street without the equipment. They saw it as a good pretext for talking to strangers.

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<sup>8</sup> Henaut and Klein, "In the Hands of Citizens," p. 5.



"When people were interviewed, they became interested in the committee. Then they came to the public meetings and then became involved and eventually joined the team."<sup>9</sup>

In this case producing their own VTR also seemed to make people aware of the myth of objectivity in mass media reporting and make them more sensitive to conscious and unconscious manipulation.

Hopefully, a citizens group could propose to local T.V. outlets that they make their own programs about themselves and their problems, to inform the population-at-large about their lives and aims and to bring about needed changes; in a word - community T.V.

An approach to utilizing media was used during Lakehead's Town Talk in 1967. It was this community's attempt to deal with social paralysis - to evoke or provoke social responsibility on the parts of individuals or groups. It assumed that even to begin to effect change, the problems confronting citizens must be dealt with on a city-wide scale in a new form of "meeting".

The talk took place in every conceivable setting: television programs, radio hot lines, twenty mixed citizens' groups, sororities, universities and high school seminars, professional associations, church groups, and special seminars which drew a cross section of citizens. It was a community-wide "blitz" whereby for one month voluntary agencies, as well

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<sup>9</sup> Henaut and Klein, "In the Hands of Citizens," p. 5.

as public structures of the community centered down on key concerns of our cities, bringing the full resources of the area to bear upon the public discussions. Topics discussed ranged from "who is responsible for air and water pollution control to teen-aged pregnancy".

The program was adapted from similar experiments in Germany and the United States and was instigated by an ad hoc group of twelve people, initially drawn from the churches. It took eighteen months to prepare.

"Town Talk's theme was 'care of the city'. The project was begun by assisting the community to identify needs within the city: it was developed by establishing priorities among the needs and problems, and by identifying resources within the community as well as by arranging to tap resources that did not exist in the Lakehead. It also sought to develop an understanding of the many 'roles' groups and individuals play in the makeup of a community."<sup>10</sup>

A year later a mini Town Talk '68 was put into operation at the request of community organizations to focus attention on three issues - Education (the Hall-Denis Report), Youth (a Report by the Fort William Board of Parks & Recreation), and Aid to Developing Countries. Plans were then put underway to secure a half-hour per week of T.V. time to produce shows that would raise current issues and be linked to small groups that could feed back reactions.

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<sup>10</sup> Rev. Lois Wilson, "Town Talk, Community Intercommunication in Fort William and Port Arthur," Challenge for Change Newsletter, Vol. 4, Spring Summer 1969) pp. 8-9.

The implications of Town Talk were myriad. Town Talk demonstrated that presentation of a television program describing particular community problems could have a freeing effect on all those involved. Problems were seen in a new perspective. For example, it soon became clear that local issues have regional, provincial and national implications which must be considered. Once the problems were viewed and feedback of group thinking arranged, it became increasingly clear how powerful a tool for social change television can be.<sup>11</sup> Thunder Bay also believed that television had the potential for being a technological town meeting, an important instrument in re-democratization.

A citizens' group, Town Talk produced a series of half-hour shows in the local Cable broadcast T.V. The program included phone-in comments for the audience during the broadcast (sometimes as many as fifty were received): very often the same topic was continued on phone-in radio the next day. At least one organization was formed through interest generated by the program. This would tend to show that the audience in the community took a lively interest in local issues presented on T.V.<sup>12</sup>

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<sup>11</sup> Rev. Lois Wilson, "Town Talk," p. 9.

<sup>12</sup> Dorothy Henaut, "Television as Town Meeting," Challenge for Change Newsletter, Vol. 5, Autumn 1970, p. 8.

Ian Rogers of Rogers Cable claims that Community Television can ensure the right to be informed and the right to inform and thus become a tool for democracy. Communication becomes a two-way street, and feedback is built into the media. He went even further in his prediction about the feedback ability of Cable telecasting:

"I think we will be able to have a converter in the home which has a box so that they (the audience) can answer and say yes or no after a council meeting or after parliament."<sup>13</sup>

There is one place on the North American Continent where a large metropolitan community was given access to prime time, broadcast television. On channel 44 WGBX, a public television station in Boston, a half-hour called "CATCH 44" was turned over to a different community group each week to do with as it wishes. Each group was provided with technical advice and provided with facilities and staff to do a live studio show. They were free of censorship nor did they censor by deciding which groups may or may not use airtime. All that was asked was that the program represent some sort of collective as opposed to individual viewpoint, and that the group emanated from the local geographical area.

The channel also made the discount rate for newspaper ads available if groups wished to buy space to advertise their appearance on "CATCH 44". Audio-tapes and/or Videotapes of the

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<sup>13</sup> Ian Rogers, "The Wired World," Financial Post, March 13, 1971, p. 17.

show can be purchased to be used for other purposes.

"CATCH 44" had been on the air six months (as of Winter 1971-1972) and was doing well. Bookings were six months in advance:

"But the most gratifying of all are the cases where the chance to do the program has helped to pull groups together and directed their energies toward more effective action, or in some cases has created on-going groups to fill some void in the community involved."<sup>14</sup>

There are numerous other examples of how film and VTR have been used to focus in on problems. Both the Togo Island project and the Rosedale project have proven that incredible resources can be mobilized by citizens who have started talking to each other about joint solutions to their common problems. Perhaps the citizens would have arrived at community action anyhow, but film and VTR was the catalyst.<sup>15</sup>

Community programming and involvement certainly were effective in the cases outlined and reaffirm the faith that the CRTC has in the powerful tool community television can become. Certainly television, a medium that reaches into most homes in the country, has the potential to stimulate viewers from awareness to action.

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<sup>14</sup> Henry Becton, Jr., "Broadcast T.V. as Community T.V.," Challenge for Change Newsletter, Vol. 7, Winter 1972, p. 23.

<sup>15</sup> Dorothy Henaut, "Powerful Catalyst," Challenge for Change Newsletter, Winter 1972, p. 5.

Broadcast T.V. has the advantage of being in every home, but it also has the weighty disadvantage of being tied into network demands and commercial imperatives. How remote, then, is the expectation of free, open-ended, uncensored community television on broadcast T.V.? As early as 1958, Edward R. Murrow urged the sponsors to pick up part of the tab for the presentation of serious, informational and cultural programs in prime evening time. Robert Shayon, in a speech delivered on November 16, 1959, defended commercial television policy thus:

"People who speak of changing the system really wish to inflict the snobbery of the intellectual elite, a minority snobbery on the healthy, normal mass democratic cultural illiteracy of the minority. Some broadcasters go further. They contend that any hope we may have for uplifting audiences culturally in this country depends directly on the maintenance of the commercial system. Eliminate the high-rated westerns and the crime shows and the situation comedies, they say, and you destroy all significant potential for getting information and enlightenment and cultural uplift to the masses."<sup>16</sup>

In effect, Shayon was affirming the widely held idea that too much educational or community geared programming will drive the audience from the television set altogether. It is only as a small portion, together with light entertainment, that heavier informative and thought-provoking fare can be digested. Assuming that this statement has some basis in fact,

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<sup>16</sup> Robert Shayon, Television Dream and Reality, (Marquette University Press, 1960) p. 5.

perhaps commercial television might not hold the answer for community programming? A very viable alternative could be an Educational Channel on UHF or telecasting on a Cable network, which can cater to small audiences.

A quick review of existing facilities for Educational telecasting across Canada in 1970<sup>17</sup> revealed that the emphasis was on programs designed to teach certain information to a selected group (e.g. mathematics to secondary school students or Canadian manners and customs aimed at orientation of immigrants). All programming was financed by provincial monies and prepared by professional educators. No community involvement seemed to be present, even as to what specific subjects the audience might like to have taught. Perhaps Educational Channels had not involved themselves with Community Programs precisely because the CRTC, in its concern for Canadian content, had placed a new onus on cable owners to present community programs.

Whatever the reasons, Cablecasting remains a most likely agent for transmitting the concerns of the community. Cable has the advantage of being undeveloped. Cable companies have between eight and twenty-four channels available, which means that devoting one channel to community programming would not detract from the strong "priority" channels, such as U.S. networks or educational T.V. But who is going to control the community programming?

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<sup>17</sup> The Financial Post, Dec. 5, 1970, p. 29.

Richard Nielson and Pat Fern of C.B.C. presented a brief to the CRTC called COMMUNITY TELEVISION: a realistic proposal, in which several items pertained to control of community programming:

"A community television service must be in some way responsible to the community. It must not become a vested commercial interest of any one group.... Such a service must be able to attract a substantial share of the audience and some system must be found to make available to it substantial amounts of money.... It (Community Television) must not be 'managed' by a citizens' committee but by a production company with an interest in the effectiveness of its programming and the efficiency of the operations."<sup>18</sup>

Community Television must have freedom to experiment and give expression to the diversity of opinion within the community without every decision being subject to bureaucratic interference. Once the members of the community learn to use the tools, they could use the available facilities that the technological developments have provided, for human ends. "Wired cities" and film "banks" computerized for easy access could lead to even greater true developments in human communication.

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<sup>18</sup> Dorothy Henaut, "Television as Town Meeting," p. 6.



## 2. A Brief Review of Cable Transmitting

In Canada, the Canadian Radio Television Commission (CRTC) has decided to encourage local programming on Cable Television because such programming "can do much to enhance the cultural fabric of the community. Since the CRTC controls both public broadcasting and telecasting as well as Cablecasting, the question arises as to why it has felt that Cablecasting will better serve its purposes. Part of the answer is provided by the Canadian Senate, Special Senate Committee on the Mass Media (1970):

"With reluctance we were driven to conclude that the private broadcasters, no matter how sophisticated their individual thought, seem by group interaction to achieve a level best described as neanderthal.

We feel that there is not a shred of evidence to support the CAB's (Canadian Association of Broadcasters) protestation that the private broadcasters, if left to their own devices, would produce plenty of high-quality Canadian programmes. Some private broadcasters have produced high-quality Canadian programmes. We feel this country should recognize them for what they are: persons so exceptional in the private broadcasting world as to be virtually of another species.

But the fact is that the vast majority of private broadcasters have done the minimum required of them by law, and no more. They have been content to let the networks fill the prime-time hours with imported programmes; they have been happy to take

whatever the networks would supply free; they have filled the rest of their hours with as much syndicated material as possible, producing themselves as little as possible."<sup>19</sup>

Cable television has the potential to revolutionize culture, journalism, politics and community needs and services, according to a study made public by the U.S. Sloan Commission on Cable Communications. Asserting that the promise of Cable television was "awesome", the commission stated that the power of present television was immense but had been almost "trivial" in scope.

According to Arych Neier, American Civil Liberties Union Executive Director, television has dealt with entertainment at a low level of sophistication and with news and public affairs in general terms. Since it has been obliged to think of the mass audience, it has lost much of the highly desirable elements of particularism. He favors classifying Cable television as a public utility and separating operation of technical facilities and program content since he feels that allowing cable owners to prepare their own shows would stifle development of diverse programming.

Most advocates of cablecasting feel that it would complement rather than compete with existing programming. It would be intensively local in flavor, cater to small audiences and tend to be amateurish. Its popularity would be gauged by audience enjoyment rather than size, and would allow ordinary people to be senders as well as receivers of information.

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<sup>19</sup> The Uncertain Mirror. (Davis Report on the Mass Media, Vol. 1, 1970) pp. 203-205.

Herein may lie the opportunity for community participation. Individuals, groups and institutions who have something to say are taking steps to become involved. Many are not satisfied with whatever access they can get to programming produced by Cable companies and are planning to produce their own.

Canada has many independent groups dedicated to the preservation of the cultures that have gone into our heritage and to the promotion of various forms of education and social advancement. Some of these are already committed to Cable-casting and others are joining. The people of the community whose particular needs and interests cannot be catered to by mass telecasting must be considered.

In an Adult Education course concerned with the role of education and social responsibility at the Ontario Institute for Studies in Education, a survey of the present and potential uses of Cable television in Metropolitan Toronto was undertaken. All Cable companies who participated in the programming invited members of their community to be involved. Some companies allowed the public to produce their own programs, while others produced the program for them. Studio time, staff and facilities were provided to the community free of charge. There was a great diversity in the amount of community programming, ranging from zero to thirty hours per week. In all cases, final control for community programming was in the hands of the Cable companies that assumed this right, in order to protect their licence.

Therefore it was difficult to assess the extent to which potentially controversial material would be condoned.

One important conclusion that this report drew was that the future of the Cable television community programming would not be determined by CRTC guidelines or by the interpretation of these guidelines by cable operators, but by the action or inaction of the public served by the respective companies. Citizens have the unique opportunity of crucially affecting the quality of community programming, and by their direct involvement in community programming, to influence substantially the course that community programming will follow in the years to come.

It is interesting to note that in Volume 1 of the Davis Report on Mass Media (1970),<sup>20</sup> it is recommended that efforts should be made to involve people in policy making. In reference to community T.V., the following statement was made:

"It would be immediately valuable to have a determination using sociological methods of the readiness of community groups, (especially minority interest groups) to engage in programming on local Cable channels, of the kind of programming that might win acceptance in the community, and the material and human resources which the Cable operators are able and ready to commit."<sup>21</sup>

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<sup>20</sup> The Uncertain Mirror, p. 259.

<sup>21</sup> Ibid., p. 224.

A propos of the final sentence, Ian Rogers of Rogers Cable, a network that spends \$200,000 a year for community programs, stated very realistically: "There is no return to you from either increasing your programming budget or devoting more effort to improve the quality of the programming."<sup>23</sup>

The Metro Media Association, which represents a wide variety of groups in the Greater Vancouver area, is probably the best organized community in Canada, in terms of utilizing this media resource. This organization, incorporated under the Societies Act in May 1971 and open to all interested individuals and groups in the community, states its objectives as:

- a) to promote comprehensive community participation in, and broad community access to media resources;
- b) to provide a dynamic means of social and cultural animation of the community and to encourage and enable a continuing process of community awareness and involvement in the initiation, design and production of programs and publications;
- c) to inform and educate individuals and organizations in the community as to the availability and use of media resources.

Metro Media started with a small video tape studio, financed through a grant to Intermedia from the Donner Canadian

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<sup>23</sup> Ian Rogers, "The Wired World," Financial Post, March 13, 1971, p. 17.

Foundation. In July 1971, CFC gave it further assistance which allowed it to add equipment and hire resource people to work with groups on media projects. Since that time, Metro Media has produced thirty hours of Cablevision.

At the studios at Transvision Magog Inc., a small Cable system about ninety miles southeast of Montreal, Pierre Juneau, Chairman of the CRTC, reiterated his concept of Cablecasting: "Local programming fills a different role than conventional television shows. These programs could be just as important to viewers as the slick network television productions. Tax-payers were always interested in what city councils were doing, for instance." Juneau (1971) felt the Cablecasting gives scope for young people to try new ideas in programming. "If it tries to become too professional, it will lose some of its spontaneity."

In Toronto, the Junior Chamber of Commerce is trying to democratize and demystify the media. Some media experts who are also interested in community development and social changes are annoyed that the mass media are manned by a professional elite. "The people" speaking in their own voice and on their own behalf are left out. They can ask the media to report their concerns, but often their message gets distorted.

Many people feel that rough but relevant community-produced shows are preferable to technically perfect but

meaningless professional productions. The community-produced show is "US" talking and that is worth something.

To comply with CRTC guidelines of transmitting nineteen hours of community affairs programming, Cable T.V. in Montréal equipped a color studio and invited interested groups in the community to produce programs which would be taped at their studio without charge and then transmitted over their coaxial cable.

The operation of the "Cable T.V." community T.V. channel commenced in September 1971. The National Council of Jewish Women (Montreal Section) (NCJW) program "Between Us" was one of its first community series. A variety of community and educational programs were sponsored by such organizations as the Junior League of Montreal, the Allied Jewish Community Services, the Jewish Public Library, the Sadye Bronfman Cultural Centre, Information Canada, Sir George Williams University, Dawson College, Canadian Association of Consumers, etc. Other programs were prepared by independent groups and had such titles as "Women and Change", "Airportage", etc. One of the problems seemed to be the lack of involvement, at the time, of poverty groups because of their inability to cope with expenses such as transportation, etc.

Another problem with Cable transmitting in Montreal is the fact that the city is divided into three Cable areas and two language areas. This reduces the potential audience substantially.

In summation, although some progress has been made in the field of community television over Cable, it is only a start. Its further development depends upon the interest that is shown by the community and the involvement of the ordinary citizen. The "little people" do have power, but do they know how to use it?



## CHAPTER II

## THE TELEVISION SERIES "BETWEEN US"

1. Broad Goals

The initial goals of the T.V. program "Between Us" were to examine and promote awareness of social problems of concern to Council and the community. This was to be accomplished through demonstrations of community service programs together with a focus on the people who are affected by or involved in these issues. While initially the concept was to demonstrate a Council project, such as the drug education program, it later became apparent that the "Between Us" program could be a vehicle for exploring social problems from a broader community aspect and that, as in other areas, Council could play the role of free agent or catalyst in bringing together people and institutions with common concerns.

2. Specific Objectives

The overall objectives of telecasting all eighteen programs described were:

- a) to present actual projects taking place in the community in order to make people aware of their existence;
- b) to present resource people from the community so that people would know whom to contact in case of need;
- c) to familiarize the population with the aims and programs of various community agencies;

- d) to give various factions in the community a chance to air their views on a variety of topics;
- e) to open up new avenues for discussion;
- f) to present programming which might appeal to a small group of people usually overlooked in mass audience transmitting.

### 3. Publicity

It is the author's opinion that publicity plays a large part in the success of any undertaking directed at the public. No matter how good your television series is, it cannot be appreciated if no one sees it, and how can anyone see it if they do not know about it? It was decided, therefore, to spend all available funds on publicity in order to advertise the series as much as possible.

The complete list of all types of publicity used can be itemized as follows:

- a) All programs were listed on the television page of the local newspapers.
- b) All programs were described in the paid announcement of Cable T.V. in the Montreal Star.
- c) The first programs were publicized in the column "General Interest".
- d) The drug education series was publicized by large, colored posters distributed in and displayed by schools, youth organizations, shopping centre stores, etc.

e) The Senior Citizen series was publicized by means of a mimeographed notice distributed to synagogues, churches, service organizations, and the senior citizen association in the school.

f) The Family Life series was publicized by means of a pamphlet (Appendix F). This pamphlet was distributed to all the above groups (agencies, schools, churches, etc.), as well as to all National Council members. A random selection of householders in St. Laurent and Hampstead were also sent the pamphlet (175). (It is this pamphlet which we refer to in our questionnaire to ascertain the effectiveness of this form of publicity).

g) The New Morality, New Reality series was publicized by a pamphlet sent to all the agencies and people mentioned in (f).

An attempt was made to obtain a random sample list of viewers from Cable T.V. but the station refused our request. Unfortunately, the fact that we were sending pamphlets to non-Cable users limited the effectiveness on our feedback about the program "Between Us", although the remainder of the survey gave us valuable information.

To achieve the objectives, it is necessary for people to receive the innovation or, in this case, to watch the program. There have been many programs telecast on community affairs or educational material. However, not enough effort had been put

into the publicity, evaluation and feedback. Therefore, it was decided by the Production Committee for the National Council of Jewish Women to try various forms of publicity, as well as to do a survey at the end of the series, in order to ascertain whether any of their programs were effective.

#### 4. Evaluation and Feedback

At the outset it was established that the evaluation of the success factor would be based on the quality of the message received by the viewer rather than the size of the audience attracted by the program. This is an essential difference between evaluating the success of educational and commercial television.

Initially, an attempt was made to obtain feedback by ending each program with a request for comments while a Post Office box number was flashed on the screen. Although several people phoned either the station, the National Council offices, or persons personally connected with the program, to say that they had enjoyed the program, only two letters were received after thirteen shows.

Since this series of television programs was undertaken by a voluntary community group, it was felt that it was essential to establish lines of feedback to ascertain the effectiveness of the programs. If this particular type of community programming was not achieving its objective, the entire concept would need to be re-thought in terms of either changing format

or content of the community telecasting, or perhaps choosing a completely different approach toward community involvement. It was therefore decided to prepare specific measurement vehicles to analyze response to the "Between Us" series. A survey questionnaire and a feedback form were drawn up to meet these ends (Appendices A and C).

## CHAPTER III

## EVALUATION OBJECTIVES, PROCEDURES AND DISCUSSION

1. Objectives for the Survey Questionnaire

- a) To survey how many people were watching the show "Between Us".
- b) To gauge public acceptance of the show "Between Us".
- c) To ascertain how people choose the programs that they watch and to measure the effect of various types of publicity on television viewing.
- d) To survey when would be the best time to schedule educational or community telecasting.
- e) To find out what people feel the television medium should be doing.
- f) To measure the amount of support a community television station could expect.
- g) To inform people that Cable T.V. had programming on Channel 9 and also brings in Channel 33 on Channel 6.
- h) To find out if people know about Channel 6 and Channel 9, whether they ever watch it and, if they do, what was their opinion about the programming.
- i) To find out how many people were taking the courses given by Sir George Williams University over Cable T.V. and to find out demographic information about them.
- j) To gain information on what leisure activities television viewing was replacing.

k) To plumb attitudes about educational and community affairs programming.

An Analysis of this survey should help:

- a) With planning new shows for the series "Between Us".
- b) With improving the format or inputs of the series "Between Us".
- c) To give us an idea of the audience we were aiming at.
- d) In trying to arrange topics that would interest the audience that has not been interested to date.
- e) If sufficient people were interested in a community channel, lobby for a channel which reaches the entire population and which is devoted to community affairs and education.

## 2. Sampling Procedures and Discussion Concerning the Survey Questionnaire

Sampling procedures were carried out as follows:

### A. Preliminary Sampling:

A sample survey was drawn up and distributed to twenty-five unselected members of the community. These participants were then interviewed concerning instructions and/or questions which were unclear or ambiguous. As a result of this preliminary survey, several questions were changed and a revised survey was printed.

### B. The Mailout:

A mailout sample was made up of 350 members of NCJW and 175 households in St. Laurent and Hampstead,<sup>24</sup> all chosen

<sup>24</sup> From directory: St. Laurent every 188th household, Hampstead every 25th household.

at random. Each household received a publicity flyer describing the series "The Challenge of Family Living Today". Four weeks later they received the publicity for the series "New Moralities, New Realities", a copy of the questionnaire, and a stamped, self-addressed envelope in which to return the questionnaire. Seven per cent returned the completed questionnaire.

C. Personal Sampling:

Questionnaires were also distributed at public meetings, universities, stores, and the Golden Age Association, in an attempt to cover all socio-economic and educational levels of the population. The final distribution is shown in Table 1.

Table 1

Distribution of Survey Population

<u>Source</u>	<u>Number</u>	<u>Percentage</u>
Random sampling from mailout	39	17.03
Community meetings	43	18.77
University students	44	19.22
NCJW members	73	31.88
Golden Agers	<u>30</u>	<u>13.10</u>
Total	229	100.00

Conclusions about the sampling experienced in this study may be summarized as follows:

1) The only time sampling can be accurately carried out is when the person doing the sampling has a means of making sure



that all people in the sample will cooperate (e.g. a teacher can insist that all her students participate in any activity she desires). When it is up to the individual to choose whether he or she will participate, the sample tends to be skewed toward people who like to participate. Therefore, it is virtually impossible to ascertain accurately what the "silent majority" is thinking.

- 2) Women are more inclined to fill out surveys than men.
- 3) People with low education and/or incomes tend to be very suspicious of anything that might invade their privacy. (They drew lines through all the demographic information questions).
- 4) The Senior Citizen of low education needs a one-to-one relationship to fill in a questionnaire, even though he or she has the necessary skills to do it alone.
- 5) People are very apathetic about returning things by mail.
- 6) Any surveys which are not collected immediately are never returned.

### 3. Objectives for the Feedback Form From Group Viewing of Selected Tapes

- a) To determine how useful a particular tape was to viewers and to what uses viewers felt this tape could be put.
- b) To elicit suggestions as to how a particular tape could be improved in content.
- c) To find out what part or parts of a tape viewers particularly enjoyed or found useful.

d) To evaluate the overall effectiveness of a particular tape.

e) To have viewers rate this tape on a scale from poor to very good.

4. Sampling Procedures and Discussion Concerning the Feedback Form from Group Viewing of Selected Tapes

The National Council of Jewish Women (Montreal Section) dubbed thirteen telecasts of "Between Us" onto half-inch videotape and made them available for community use. Interested groups may use these tapes for information and as a catalyst for discussion.

The evaluation forms were filled in by members and leaders of these groups.

It was felt that these hand written reports would give greater insight into the specific needs which these tapes could and would fill.

Obtaining feedback on videotape shown to small groups is not an easy task. The tapes are each one hour, which means that more than one tape cannot be viewed at a time, especially if a lively discussion follows. Often the tapes were stopped after the first segment because the discussion was erupting even as the tape continued. From the point of view of stimulating the conversation, this was a good result. From the point of view of evaluating the entire tape, it raised problems.

Another difficulty is the procurement of play-back equipment. One hour tapes cannot be played on port-a-pak

equipment which is lightweight and more easily available. The porto-a-pak takes only half-hour reels. Consequently, when the Montreal Catholic School Commission arranged to see the tape that was produced in St. Richard's School, the arrangements did not materialize due to the lack of equipment. Similarly, the Collier Maclean Publishing Company was interested in using one of the tapes for demonstration purposes but decided against it after surveying the availability of playback equipment. As videotape becomes more popular and equipment becomes cheaper, this will become less of a problem, but at the moment it creates many difficulties.

Most of the evaluation was carried out at conventions, where the organizers used the tapes in a resource bank and ensured that the equipment was available. Otherwise the tapes were shown only on request.

The fact that groups requested specific tapes is, in itself, a positive evaluation since this already pointed out a need which these tapes can fulfill. The tapes requested most often dealt with sex education in the elementary schools, alternate lifestyles to marriage, drug education for elementary school children, and communication in the family.

It must be concluded that although the tapes have been given a minimum of publicity, there has been sufficient use of the tapes so that the venture can be considered successful.

## CHAPTER IV

## ANALYSIS OF THE FEEDBACK

1. Analysis of the Results Obtained from the Survey Questionnaire

Analysis of the results of the survey follows the outline of objectives (cf.29-30).

(1) & (2): TO SURVEY HOW MANY PEOPLE HAVE WATCHED THE SHOW "BETWEEN US" AND TO GAUGE PUBLIC ACCEPTANCE OF IT.

Of the 229 people surveyed, 84 (or 36.7%) had Cable in their homes (David Ferguson, President of Cable T.V., cited approximately 40% with Cable in the city). Interested or highly motivated people could visit a neighboring home to see a specific show on Cable.

Table 2

Viewers of the Television Show "Between Us"

	<u>Viewers</u>	<u>Non-Viewers</u>	<u>Total</u>
With Cable	35	49	84
Without Cable	<u>12</u>	<u>133</u>	<u>145</u>
Total	47	182	229

Six out of the twelve viewers who did not have Cable were members of NCJW, the organization that presented the program. Since these programs dealt with topics of concern to this organization, it would be expected that they might have had a higher

motivation than the general population. Also, they all received the publicity flyer.

Of the remaining six watchers that went out of their homes to watch this program, four were female, two were male. Half of them had received the publicity flyer. The remaining viewers might have read the outline in the newspaper, received the publicity flyer, heard of the program by word of mouth, or may have come upon the program accidentally. However they came upon the program is immaterial. That they stayed with it for an hour, without benefit of commercials, is gratifying considering that the main showing was in prime time (at 8:30 p.m.) on Thursdays, and competed with programs such as "Alias Smith and Jones".

Table 3

Regular Viewers of the Television Show "Between Us"

	<u>Number</u>	<u>Percentage</u>
Regular Viewers	13	27.6
Non-Regular Viewers	15	29.8
Would Have Liked To	<u>19</u>	<u>42.6</u>
Total	47	100.0

Considering that the technical quality of the production could in no way compete with commercial broadcasting, it is interesting to note that of those people surveyed having

Cable facilities, half of them had viewed this show for at least one hour, and almost three-quarters of them would have liked to view it regularly.

Table 4

Viewers Who Found the "Between Us" Show Interesting

	<u>Number</u>	<u>Percentage</u>
Interesting	42	89.4
Other	5	10.6
Total	47	100.0

$$x^2=29.13 \quad df=1 \quad p < .001$$

Table 5

Demographic Breakdown of Viewers by Education

	<u>Elementary</u>	<u>High School</u>	<u>University</u>	<u>Graduate Studies</u>
Watch Show	6 (12.5%)	7 (14.3%)	23 (46.8%)	13 (26.4%)
Total Survey Population	8.8%	22.5%	53.5%	15.2%

$$x^2=7.34442 \quad df=3 \quad p < .10$$

Fifty-nine per cent of the viewers were housewives, although the survey population had 33.6% in that category.

Table 6

Demographic Breakdown of Viewers by Age

	<u>15-25</u>	<u>26-35</u>	<u>36-45</u>	<u>46-55</u>	<u>Over 55</u>
Watch Show	4 (8.2%)	11 (22.4%)	12 (24.6%)	9 (18.4%)	13 (26.4%)
Total Survey Population	27.1%	20.5%	16.5%	12.0%	23.9%

$$x^2=12.00140 \quad df=4 \quad p < .02$$

- (3) TO ASCERTAIN HOW PEOPLE CHOOSE WHAT THEY WATCH AND TO MEASURE THE EFFECT OF VARIOUS TYPES OF PUBLICITY ON TELEVISION VIEWING.

Most people referred to listings in choosing their television fare (Table 7). Both T.V. Guide and newspapers provided some publicity for new shows but their main emphasis was on time and channels of shows, and fifty-three per cent of the total survey population chose their programs in this manner.

Table 7

Methods of Choosing Television Programs

<u>Method of Choosing</u>	<u>Number</u>	<u>Percentage</u>
T.V. Guide and Newspaper	124	54.1
Publicity	37	16.2
Personal Recommendation	25	10.9
Other	43	18.8
Total	229	100.0

$$x^2=106.70 \quad df=3 \quad p < .001$$

The "Between Us" series was listed in most English newspapers as well as HEBDO. However, the show was merely listed by name and did not contain descriptive information. Community television is not directed to mass audiences. In this context, the most that can be hoped for is to attract specialized audiences that are interested in a specific topic. Consequently, unless the particular topic is publicized, the chances of attracting a sizeable audience is minimal.

Originally, Cable T.V. had a paid announcement in the Montreal Star every evening in which each program was described. However, this was discontinued after a few months, and was followed by a paid announcement placed only in the weekend paper. The "Between Us" series had a showing every Saturday at 5:30 p.m. so that for viewers of the Saturday transmission, the listing was adequate, but it left the Thursday evening transmission virtually unmentioned.

Another problem in this area was that of error. Often the show was listed for the wrong time or topic. Since the series did not always appear weekly, newspapers often listed the program and it did not appear, which might annoy potential viewers. Some segments were put on out of sequence, and yet another time the series was delayed in order to finish up a hockey game.

Basically, the series depended on personal recommendation, dial twirling and specialized publicity in attracting its



audience. It is interesting to note that approximately forty per cent of the viewers chose television viewing in this manner.

It was for this reason that the opening of the show was especially well prepared. Anyone dial twirling or tuning in for the first time might be attracted to the show and watch for a while, before moving on. At this point it was hoped that the content would keep them interested.

The fact that about two-thirds of viewers tune in for a specific show is another positive factor.

Table 8

Methods of Watching Television

	<u>Number</u>	<u>Percentage</u>
Continuously	6	2.6
Specific Show	151	65.9
Other	72	31.5
Total	229	100.0

$$x^2=138.09 \quad df=2 \quad p < .001$$

Although the "Between Us" show appeared fairly regularly, it did not run continuously. Usually, three or four programs might deal with the same topic, but there were single shows such as the one on schools for children with Learning Disabilities (cf. p.91) and even within a group, each program was planned so that it stood alone.

Out of the total sample of 229, ninety-seven had received the flyer and 54.6% were favorably influenced (Table 9). Unfortunately, there were no studies that the author could find against which to compare these findings. It had been decided that a favorable response from at least 25 per cent would be necessary for this form of publicity to be repeated. Consequently the results definitely merited continuation of the flyer.

Table 9

Influence of the Publicity Flyer (Appendix F)

	<u>Number</u>	<u>Percentage</u>
Favorably Influenced	53	55.2
Not Favorably Influenced	<u>44</u>	<u>44.8</u>
Total	97	100.0

$x^2=.84$   $df=1$  N.S.D.

Of those influenced to watch, thirty had Cable and ten did not.

It should be noted, however, that seventy-three out of the ninety-seven people who received the flyer were members of NCJW. Even though no person directly involved in the production or planning of the program participated in the survey, it was possible that some of the viewers had personal friends who appeared on, or prepared the production, since all programs used volunteers who were interested in community television.

(4) TO SURVEY WHEN WOULD BE THE BEST TIME TO  
SCHEDULE EDUCATIONAL OR COMMUNITY TELEVISION.

Community Affairs could most easily be watched early and late evenings, that is, congruently with commercial television.

(5) TO FIND OUT WHAT THE PEOPLE FELT THE  
TELEVISION MEDIUM SHOULD BE DOING.

Most people felt that television was a medium for both entertainment and information. Tables 10 and 11 bear this out.

Table 10

Viewers' Opinions on What Television Should be Doing

	<u>Number</u>	<u>Percentage</u>
Mostly Information	23	10.3
Mostly Entertainment	6	2.7
Both	<u>195</u>	<u>87.0</u>
Total	224	100.0

$$x^2=292.83 \quad df=2 \quad p < .001$$

Table 11

Type of Programs Preferred by Viewers

<u>Type of Program</u>	<u>Number</u>	<u>Percentage</u>
Light Entertainment	94	51.6
Informative or Educational Programming	<u>88</u>	<u>48.4</u>
Total	182	100.0

$$x^2=.20 \quad df=1 \quad N.S.D.$$

In Table 11, Drama, Series, Movies, etc. would be considered entertainment. News and Current Events and Documentaries would be educational or informational.

Table 12

Type of Programs Preferred by Viewers  
(Breakdown by Occupation)

<u>Type of Show</u>	<u>Workers</u>	<u>Professionals</u>	<u>Housewives</u>	<u>Students</u>
Light Entertainment	16	15	27	20
Informative or Educational Programming	<u>19</u>	<u>20</u>	<u>29</u>	<u>10</u>
Total	35	35	56	35

$$x^2=4.37619 \quad df=3 \quad \text{N.S.D.}$$

Table 13

Type of Programs Preferred by Viewers  
(Breakdown by Education)

<u>Type of Show</u>	<u>Elem.</u>	<u>High School</u>	<u>Univ.</u>	<u>Grad. Studies</u>
Light Entertainment	8	25	56	5
Informative or Educational Programming	<u>7</u>	<u>19</u>	<u>41</u>	<u>21</u>
Total	15	44	97	26

$$x^2=12.86677 \quad df=3 \quad p < .01$$

Table 14

Type of Programs Preferred by Viewers  
(Breakdown by Age)

<u>Type of Show</u>	<u>15-25</u>	<u>26-35</u>	<u>36-45</u>	<u>46-55</u>	<u>Over 55</u>
Light Entertainment	36	24	8	8	16
Informative or Educational Programming	<u>17</u>	<u>14</u>	<u>21</u>	<u>11</u>	<u>24</u>
Total	53	38	29	19	40

$$\chi^2=17.21794 \quad df=4 \quad p < .01$$

In reviewing the demographic breakdown of television preference by occupation, education and age (Tables 12, 13, 14), it is interesting to note that younger people have a preference for entertainment. After age 35, information is preferred and the pendulum swings toward entertainment again after age 55.

More than half the sample considered that they watched the news regularly, with most of them watching between four to six times per week. Only the 15-25 age group scored low. Obviously, people are interested in the news since we can probably assume that radio news, which is broadcast every half hour, is tuned in a large part of the day by housewives as they go about their work, and by many men as they drive to and from work by car.

Table 15

Television Viewing of News Per Week

<u>Times Per Week</u>	<u>Number</u>	<u>Percentage</u>
2-3	39	26.6
4-6	74	44.9
7 or more	52	28.5
Total	165	100.0

Most people watched television up to two hours each day switching channels to find an appropriate presentation. Surprisingly, 16.6% stayed with one channel no matter what the programming. Viewers found it most convenient to watch television early and late evenings, in spite of the fact that housewives made up 33.6% of the survey population, and myths abound of the housewife spending all day in front of the T.V.

(6) TO MEASURE THE AMOUNT OF SUPPORT ACOMMUNITY TELEVISION STATION COULD EXPECT

Eighty-one per cent considered educational and community affairs programming worthwhile; 73.4% thought that this type of programming should be sponsored by the government on a channel

accessible to the entire public (as opposed to a Cable which must be paid for). Some viewers specified that control should lie with the community, not with the government.

(7) TO INFORM PEOPLE THAT CABLE T.V. HAS PROGRAMMING ON CHANNEL 9 AND BRINGS CHANNEL 33 ON CHANNEL 6.

It must be assumed that anyone having received and read the survey questionnaire had been informed.

(8) TO FIND OUT IF PEOPLE KNEW ABOUT CHANNELS 6 AND 9, WHETHER THEY EVER WATCHED IT AND, IF THEY DID, WHAT THEIR OPINION WAS OF THE PROGRAMMING.

Of those surveyed, 47.1% had watched the American Education Channel (33) which required special attachments, such as a UHF adapter or a cable. Channel 33 was usually watched when something special was advertised and tastes ran parallel to those on commercial stations - drama followed by documentaries.

Out of the 125 viewers with Cable, 100 had watched Channel 9 (the channel produced by the Cable company itself). Most of the viewers rated the programming good.

Most people did not realize that Channel 33 was brought in by Cable T.V.; however, the reception on that channel tended to be very poor, so that it was doubtful that it would be watched in any case. People were more knowledgeable about Channel 9 transmissions, but most admitted that they rarely watched it because most of the day, it seemed to be projecting a time-weather machine and playing music.

Perhaps this survey has encouraged them to tune in to community affairs programming since they now know that it exists and what it does.

(9) TO FIND OUT HOW MANY PEOPLE TOOK THE COURSES GIVEN BY SIR GEORGE WILLIAMS UNIVERSITY OVER CABLE T.V. AND TO DETERMINE DEMOGRAPHIC COMPOSITION OF VIEWERS.

Four people used the program, or less than two per cent.

(10) TO GAIN INFORMATION ON WHAT LEISURE ACTIVITIES TELEVISION VIEWING IS REPLACING.

The majority of those surveyed would read if they had no T.V. (Table 16). Other media and hobbies followed as second and third choices, respectively.

Table 16

Activities That Would be Engaged In  
If There Were No T.V.

<u>Type of Activity</u>	<u>Number</u>	<u>Percentage</u>
Reading	124	65.1
Other Media (Radio, Stereo, etc.)	23	12.2
Hobbies	14	7.4
Sex	9	4.7
Sports	7	3.8
Games	4	2.2
Outings	3	1.7
Chores	3	1.7
Socialize	2	1.2
Total	189	100.0



## 2. Analysis of the Results Obtained From the Feedback Form From Group Viewing of Selected Tapes

In all cases where tapes had been introduced into group discussion the response had been lively and heated. The opinions expressed on the tape acted as a catalyst and rarely did the tape end before the debate began. The tapes demonstrated how effectively such a medium could be used to initiate and encourage a discussion of controversial issues. Using the ideas presented in the program as a springboard, the viewers explored and shared their own reactions to these new alternative lifestyles.

The responses on the evaluation form were difficult to summarize in terms of categories and percentages because of the form that the information took. Since the tapes were shown to various types of groups, each group found different attributes in the tape, dependent upon what was their own need. For example, parents who used the Family Life Education tape to become familiar with this type of program found the tape most useful for demonstration purposes. Family Life Educators who were interested in communication processes found the tapes most useful in terms of illustrating various styles of leadership within a discussion group. On the other hand, teachers who were most nervous about teaching Sex Education were most impressed by the relaxed atmosphere that was evident in the tapes on Sex Education. Sexologists were interested in the questions that children ask, and group leaders were delighted with the discussion which the tapes generated.

Consequently, it would be best merely to list the various uses to which the tapes could be put, as summarized from the evaluation forms:

1) In what way could this tape be useful?

- i) For demonstration purposes.
- ii) To stimulate discussion.
- iii) To instill confidence in persons planning to undertake similar programs.
- iv) To model alternate methods of behavior.
- v) To develop a tolerance of a diversity of attitudes and opinions.
- vi) To open the communication lines between different generation members that might view the tape together (as in a broadcast where members of a family view programs together).
- vii) To illustrate different styles of leadership.

2) In what way could the content of the tape be improved?

- i) Make sure no one person monopolizes a group discussion.
- ii) More care should be taken in the selection of participants.
- iii) Male opinion was frequently under-represented.
- iv) Tapes should be shorter and more diverse.
- v) Not enough action, too much discussion.

3) What are the strong points of this tape? (All this material is pertaining to the tape on Sex Education in the elementary grades).

- i) Tape is spontaneous, real.
- ii) The comfort level of both teachers and pupils discussing sex was impressive.
- iii) Viewers marvelled at the knowledge displayed by pupils.
- iv) The tape identified children's concerns (often it is helpful to step back and view a situation to really be aware of what is going on).
- v) The tape did a good job of selling the program.

As further feedback of the value of these tapes, the Vanier Institute of the Family considered stocking these tapes in their resource bank and, in so doing, would spread the service which the NCJW had initiated.

## CHAPTER V

CONCLUSIONS, DISCUSSION AND SUGGESTIONS  
FOR FUTURE PRODUCTION AND EVALUATION

Prior to presenting the general conclusions, it is useful to review briefly the methodology and objectives of the feedback instruments. (1) The Questionnaire Survey was designed specifically to gauge public acceptance of the show, "Between Us" and, generally, to gather data concerning: (a) media accessibility; (b) viewer habits and preferences; and (c) viewer attitudes toward community and educational television. (2) The Feedback Evaluation Form was an additional measure taken to evaluate reaction to specific programs dealing with various community issues. This information has been very useful to the author as a producer of community television programs in planning future productions and research.

Any conclusions which may be drawn from this study are subject to the time and population sampled. It can be assumed that the sample is representative since the telecasts were received, for the most part, in middle class areas and the programming is specifically directed to that group.

Based on the results established in Chapter III, the following conclusions may be forwarded concerning the evaluating instruments. The Survey Questionnaire was a useful tool in probing viewing habits such as - how programs are chosen, what programs are preferred and when programs should be

scheduled. However, to gauge the impact of a specific presentation, it is necessary to do in-depth surveys of those who have seen the show. Although the viewing of a tape in a small group is difficult to arrange, it is, by far, the best way to evaluate a program. All the gathered data has given us some answers to important questions that must be posed by anyone contemplating continuing in the field of Community Television.

A) IS COMMUNITY TELEVISION WORTHWHILE?

Although television has become a prime source of entertainment, the survey results find a large percentage of the viewers interested in programming of an informative or educational nature. However, should any controversial issues be raised, the chance to discuss them is lost since continuous telecasting does not allow time for thought and analysis.

In this context, community television, or perhaps minority television, that does not cater to a mass audience, is best suited to programs of a controversial nature. Most people tune in for a specific show and rarely watch the next one. This leaves them a few minutes to think about the issues raised and perhaps they might be deterred from immediately tuning in to another one-way communication.

B) HOW ACCEPTABLE IS COMMUNITY TELEVISION AT PRESENT  
IN TERMS OF TECHNICAL QUALITY AND PROGRAMMING?

The potential of community television is great - however, the quality works against it. In spite of the fact that Pierre Juneau says he does not expect the same slickness from local community broadcasts as from highly financed commercial shows, the surveyed viewers do. Fuzzy focus, poor camera work and fluctuating color is very upsetting. Also, watching for even one-half hour while a few people discuss a subject is very dull. Great expertise or experience does not make one a good speaker or personality for television. The ability to relate to the concerns of the viewer is a far greater requisite.

Analysis of the feedback suggests that programming would be greatly enhanced by the use of portable televising equipment. The situation comes across as real. People are most curious about entering into other people's lives. We have made the assumption that a large part of the appeal of our sex education film rests on the fact that it was shot on location.

C) HOW EFFECTIVE IS ADVERTISING?

All the feedback has pointed out the value of advertising. Both the viewers who tuned in to educational television transmissions when "something special was advertised", and the great number of those who were "influenced to watch"

by our flyers reaffirmed our resolution to give as wide publicity as possible to each of our presentations.

D) AFTER TRANSMISSION, ARE THERE OTHER WAYS  
IN WHICH A PROGRAM CAN BE USED?

Due to the effective response to the tapes when viewed by small groups, the NCJW will maintain a lending library of the "Between Us" tapes which will be available to the community at large. This will ensure that maximum benefit will be derived from each tape as well as enlarge the potential audience.

E) WHAT CHANGES HAVE ALREADY BEEN INSTITUTED  
IN VIEW OF THE FEEDBACK RECEIVED?

The "Between Us" series in its second season has made many changes based on the feedback received. The program has produced a series of twelve shows of half-hour duration. Even our especially interested volunteers had difficulty in concentrating on a topic for a full hour. Therefore, we could not hope that a television viewer would do better. It was also realized that a full hour program often interfered with other favorite shows. One half hour is easier to fit into a crowded schedule.

All our shows are now having fifteen minutes as a maximum segment without a break. When the content does not naturally lend itself to a division into two parts, the session is interrupted by a graphic and music commercial. In the case

of the Family Planning series, a commercial advertising the location and telephone number of the Family Planning Association was used.

The Family Planning series has four programs in French and four in English. This way we hope that the concept of community television will have a wider impact on the community. Should the French programs be successful, they can be used in many of the rural areas for Cable transmissions. They will also be more useful to National Cablevision, since most of their subscribers are French. In our survey, thirty-five per cent of the participants watched French television, although they were mainly English-speaking. For them, tuning in to both French and English telecasts on the same subject might give them an insight into how the different cultures view the same issues.

Technically, it has been impossible to improve the situation at Cable T.V. One camera has been "out of order" since the Spring, and the portable equipment has been stolen. Should we plan on outside televising, we have the use of their technician but we must find our own equipment. The staff at Cable has fluctuated a great deal and the small core that remain seem overworked, in terms of long hours and multiple responsibilities.



F) WHAT REACTIONS HAVE THERE BEEN WITHIN THE COMMUNITY WHICH WOULD INDICATE THAT THE SERIES WAS EFFECTIVE?

1) The Golden Age Association, the group with whom we worked in our "Older People are People" series, went on to initiate their own weekly television show on Cable T.V. entitled "Prime Time". This would seem to indicate that the original series was considered an effective way in which to communicate their attitudes and concerns to the community.

2) The Mental Hygiene Institute, with whom we collaborated in the "Challenge of Family Living Today" series are planning another series entirely on their own.

3) The Family Planning Association contacted the NCJW to help them plan and produce a series after viewing our shows on "New Moralities, New Realities".

4) NCJW groups outside Montreal have initiated Community Television Programs in their own cities after viewing some of our tapes.

5) Segments of the tapes have been used very successfully to stimulate discussion groups.

6) Several groups have made copies of the tapes for their own use.

G) WHAT OTHER EXPERIENCES HAVE BEEN USEFUL FOR EVALUATION PURPOSES?

Experimentation has been done with taping guest speakers at conventions to be used as inserts for community programs. To date this has not been successful. The speakers are usually

geared to a large audience and the feeling of being spoken to directly, is lost. Secondly, much of the material is irrelevant to the topic and editing is very complicated. Thirdly, the lighting facilities are rarely adequate, so that auxiliary lighting must be supplied and this irritates the audience. Perhaps worst of all, an unvarying picture of a speaker giving a lecture is even more boring than a discussion in the studio. If the speaker is from out of town, an interview, done especially for a telecast, is the best vehicle and if the viewer is a local resident, he or she can be invited to the studio. It should be mentioned that our television series used many eminent persons in the community and rarely did anyone who was approached refuse to come, even though televising is very time-consuming and complicates their schedule. We have had guests who have flown in from Toronto and Newhaven and who have been very cooperative about doing so. Permission has been granted to use some commercial movies and, altogether, the cooperation received from the community has been gratifying. Originally, one of the mandates of the NCJW was to enable community groups to learn how to gain access to the broadcast media and help them with their productions, so that they could continue on their own. In this context, a manual has been prepared for National Council members across Canada, on how to start their own community television productions and it is hoped that these ventures will be successful.

H) WHAT ARE FUTURE PLANS FOR PROGRAMMING AND EVALUATION IN VIEW OF THE ENTIRE EXPERIENCE?

In reviewing the experience in Cable broadcasting, it seems that there are several ingredients which are necessary to make community television effective.

1) Issues must be topical. Since all television shows were taped three weeks in advance, many day to day issues could not be used.

2) The viewing community must become part of the show or at least have a vested interest in it.

3) There should be social action groups formed that can carry on with suggestions arising out of the program.

4) The show should be as fast-moving as possible.

Keeping these suggestions in mind, the NCJW has planned a final series which is attempting to combine the virtues of both public transmission and private viewing. A topic will be chosen and four guest speakers will be invited to comment. The show will include an audience and will be televised live. People will be encouraged to telephone questions or comments to the guests. The audience will also be encouraged to ask questions. All interviews and comments will be handled by an interviewer who is familiar with the topic under discussion.

The telephone aspect of this show promises to be very exciting, since it is to be televised live, and this would allow the community to participate directly.

In addition, the NCJW plans to arrange for their twelve study groups to view this show in private homes. One member of each study group would be in the studio audience. This would give each group an added interest for watching. Each study group would be encouraged to continue the discussion after the viewing is over. One member of each study group would be appointed "recorder", to give feedback information and each viewer will fill in a questionnaire. Suggestions for action would probably be part of some of the discussion during the show and all interested parties could contact appropriate agencies through the NCJW office exchange. The NCJW telephone number would be flashed at quarter-hour intervals as breaks in the program.

Should this series be successful, it would remain as a model for the discussion of community affairs problems. It would both stimulate and incorporate social action and could be carried out by any interested groups in the community. In short, it would be community television in action.

APPENDIX A  
THE SURVEY QUESTIONNAIRE FORM

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## NATIONAL COUNCIL EVALUATION SURVEY

PLEASE RETURN BY APRIL 10, 1972.

1. What kinds of programs do you prefer on TV?  
 Talk shows  Drama  News and Current Events  Serials  
 Documentaries  Sports Events  Other (specify) .....  
.....  
(number in order of preference)
2. Do you watch the news regularly?  
 Yes  No  Whenever I can.  
How many times per week? \_\_\_\_\_
3. How do you choose what you watch?  
 Dial Twirling  TV Guide  Publicity  
 Personal recommendation  Other (specify).....  
.....
4. How many hours of TV do you usually watch -  
per week day? .....  
per weekend day? .....
5. Do you switch channels often or do you tend to stay with one channel?  
 Switch  One Channel  Both.
6. At what time is it most convenient for you to watch TV?  
 Mornings  Afternoons  Early Evenings  
 Late evenings  Weekends
7. Do you watch TV continuously or do you just tune in for a specific program?  
 Continuously  Specific show  A little of each.
8. Do you find yourself watching programs that others in the group prefer but that you would not have chosen?  
 Sometimes  Never  Often  Seldom
9. What activities would you engage in if you had no TV?  
.....

10. Have you even watched Channel 33? (The American Educational Channel).  Yes  No

IF NO - OMIT NUMBERS 11, 12.

11. How often do you watch Channel 33?  
 When something special is advertised  
 Seldom  Regularly

12. What type of program have you watched on Channel 33?  
 Drama  Documentary  Community Affairs  
 Interviews  Educational Instruction  
 Other (specify) .....

13. Have you a television cable?  Yes  No  
 If Yes, which one?  Cable TV  Cablevision.

14. Do you know that you can get Channel 33 on Channel 6 with your Cable?  Yes  No

15. Have you ever watched Channel 9?  Yes  No  
IF NO, OMIT NUMBERS 16, 17, 18, 19, 20.

16. What is your opinion of the types of programs presented on Channel 9?  
 Very Good  Good  Fair  Poor  No opinion

17. Are you a user of the courses given by Sir George Williams University over Cable TV?  Yes  No

18. Have you ever watched the show "Between Us"? Yes  No   
IF NO, OMIT NUMBERS 19, 20, 21.

19. Did you find it interesting?  Yes  No  No opinion

20. Did you watch it regularly?  
 Yes  No  Would have liked to How many times?  
 If not, why not? .....

21. What topics would you like to see explored on this program?  
 .....
22. Have you received the advertisement for the series on  
 "Between Us" - "The Challenges of Family Living Today" -  
 or, "New Moralities, New Realities"?  
 Yes  No  
 IF NO, OMIT NUMBER 23.
23. In what way did this publicity affect you?  
 It influenced me to watch.  I ignored it.  
 It irritated me.  Other (specify) .....  
 .....
24. Does advertising influence you to watch a certain TV show  
 or series?  
 Often  Sometimes  Never
25. Channel 9 presents educational and community affairs  
 programs only. Do you think this kind of programming  
 is worthwhile?  Yes  No  No opinion
26. Do you think a channel for educational and community affairs  
 programs only should be sponsored by the government so  
 that everyone should be able to watch it?  Yes  No  
 No opinion. Comments .....  
 .....
27. Do you think that TV should inform as well as entertain?  
 Mostly inform  Mostly entertain  Both
28. At what time could you watch community affairs programs  
 most conveniently? .....
29. What is your first language? .....
30. What other languages do you speak? .....
31. Do you watch both English and French TV? .....



32. Which of these age groupings do you come under?  
15-25    26-35    36-45    46-55    over 55

33. Sex:    Male    Female

34. Which of these is the last school you attended?  
Elementary    High School    University  
Graduate Studies

35. Into which of these income brackets would your family fall?  
Under 4,000    \$4,000-6,000    \$6,001-8,000  
\$8,001-10,000    \$10,001-12,000    over \$12,000

36. Occupation .....

37. Which of these positions do you hold in your household?  
Parent    Husband or Wife    Child    Grandparent  
Other (specify) .....

Any additional comments .....

APPENDIX B  
THE CODE BOOK

RESULTS

Columns 1-3 Identification Number

Column 4. What kinds of programs do you prefer on TV? (1)

1st Preference

0.	Not applicable	5
1.	Talk shows	42
2.	Drama and Serials	74
3.	News and Current Events	48
4.	Movies	4
5.	Documentaries	40
6.	Sports Events	12
7.	Comedy	2
8.	Music and Variety shows	2
9.	Cartoons	-

Column 5. What kinds of programs do you prefer on TV?

2nd Preference

0.	Not applicable	42
1.	Talk shows	15
2.	Drama	49
3.	News and Current Events	58
4.	Movies	7
5.	Documentaries	44
6.	Sports Events	10
7.	Comedy	3
8.	Music and Variety shows	1
9.	Cartoons	-

Column 6. What kinds of programs do you prefer on TV?

3rd Preference

0.	Not applicable	86
1.	Talk shows	15
2.	Drama	26
3.	News and Current Events	41
4.	Serials	5
5.	Documentaries	36
6.	Sports Events	13
7.	Comedy	1
8.	Music and Variety shows	5
9.	Cartoons	1

Column 7. Do you watch the news regularly? (2)

0.	Not applicable	15
1.	Yes	103
2.	No	39
3.	Whenever I can	82

Column 8. Do you watch the news regularly?  
How many times per week?

0.	Not applicable	64
1.	2 - 3	38
2.	4 - 6	75
3.	7 or more	52

Column 9. How do you choose what you watch? (3)

0.	Not applicable	7
1.	Dial twirling	31
2.	TV Guide	97
3.	Publicity	37
4.	Personal recommendation	25
5.	Newspaper	27
6.	Trial and error	2
7.	Other	3

Column 10. How many hours of TV do you usually watch -  
per weekday? (4)

0.	Not applicable	29
1.	Up to an hour	69
2.	More than one hour up to 2 hours	76
3.	More than two hours up to 3 hours	36
4.	More than 3 hours	29

Column 11. How many hours of TV do you usually watch -  
per weekend day?

0.	Not applicable	25
1.	Up to an hour	53
2.	More than one hour up to 2 hours	71
3.	More than two hours up to 3 hours	39
4.	More than 3 hours	41

Column 12. Do you switch channels often or do you tend to stay with one channel? (5)

0.	Not applicable	3
1.	Switch	81
2.	One channel	38
3.	Both	107

Column 13. At what time is it most convenient for you to watch TV? (6)

1st Preference

0.	Not applicable	2
1.	Mornings	4
2.	Afternoons	11
3.	Early Evenings	104
4.	Late Evenings	94
5.	Weekends	14

Column 14. At what time is it most convenient for you to watch TV?

2nd Preference

0.	Not applicable	137
1.	Mornings	2
2.	Afternoons	1
3.	Early Evenings	11
4.	Late Evenings	33
5.	Weekends	45

Column 15. Do you watch TV continuously or do you just tune in for a specific program? (7)

0.	Not applicable	3
1.	Continuously	6
2.	Specific show	151
3.	A little of each	69

Column 16. Do you find yourself watching programs that others in the group prefer but that you would not have chosen? (8)

0.	Not applicable	14
1.	Sometimes	97
2.	Never	39
3.	Often	14
4.	Seldom	65

Column 17. What activities would you engage in if you had no TV? (9)

1st Preference

0.	Not applicable	40
1.	Read	124
2.	Other media (radio, tapes, stereo, etc.)	23
3.	Crafts (sewing, knitting, hobbies, embroidery, etc.)	14
4.	Games	4
5.	Sports	7
6.	Socialize	2
7.	Go out (theatre, outings)	3
8.	Sex	9
9.	Chores	3

Column 18. What activities would you engage in if you had no TV?

2nd Preference

0.	Not applicable	155
1.	Read	19
2.	Other Media	6
3.	Crafts and hobbies	25
4.	Games	5
5.	Sports	4
6.	Socialize	12
7.	Outings	3
8.	Sex	-
9.	Chores	-

Column 19. Have you ever watched Channel 33? (The American Educational Channel) (10)

0.	Not applicable	5
1.	Yes	108
2.	No	116

Column 20. How often do you watch Channel 33? (11)

0.	Not applicable.	121
1.	When something special is advertised	67
2.	Seldom	33
3.	Regularly	8

Column 21.

What type of program have you watched on Channel 33? (12)

1st Preference

0.	Not applicable	126
1.	Drama	41
2.	Documentary	31
3.	Community Affairs	9
4.	Educational instruction	11
5.	Interviews	5
6.	Social issues	1
7.	Other	1
8.	The arts (music, art)	4

Column 22.

What type of program have you watched on Channel 33?

2nd Preference

0.	Not applicable	169
1.	Drama	2
2.	Documentary	24
3.	Community Affairs	14
4.	Educational instruction	13
5.	Interviews	5
6.	Social Issues	1
7.	Other	1
8.	The arts	-

Column 23.

What type of program have you watched on Channel 33?

3rd Preference

0.	Not applicable	198
1.	Drama	1
2.	Documentary	1
3.	Community Affairs	7
4.	Educational instruction	7
5.	Interviews	14
6.	Social Issues	-
7.	Other	-
8.	The arts	1

Column 24. Have you a television cable? (13)

0. Not applicable	18
1. Yes	126
2. No	95

Column 25. Which television cable do you have?

0. Not applicable	109
1. Cable TV	84
2. Cablevision	36

Column 26. Do you know that you can get Channel 33 on Channel 6 with your Cable? (14)

0. Not applicable	28
1. Yes	78
2. No	117
3. Cannot get 33	5
4. Very poor reception	1

Column 27. Have you ever watched Channel 9? (15)

0. Not applicable	20
1. Yes	100
2. No	109

Column 28. What is your opinion of the types of programs presented on Channel 9? (16)

0. Not applicable	130
1. Very good	12
2. Good	27
3. Fair	31
4. Poor	11
5. No opinion	18

Column 29. Are you a fan of the courses given by Sir George Williams University over Cable TV? (17)

0. Not applicable	92
1. Yes	4
2. No	133



Column 30. Have you ever watched the show "Between Us"? (18)

0.	Not applicable	80
1.	Yes	47
2.	No	102

Column 31. Did you find it interesting? (19)

0.	Not applicable	182
1.	Yes	42
2.	No	3
3.	No opinion	2

Column 32. Did you watch it regularly? (Between Us) (20)

0.	Not applicable	182
1.	Yes	13
2.	No	15
3.	Would have liked to	19

Column 33. How many times did you watch it?

0.	Not applicable	216
1.	1 - 3 times	5
2.	More than 3 times	6

Column 34. If you did not watch it regularly - why not?

0.	Not applicable	222
1.	Haven't a cable	5
2.	Out of town	1
3.	One T.V. set	1

Column 35. What topics would you like to see explored on this program? (21)

0.	Not applicable	215
1.	Science	1
2.	Social issues	6
3.	Interpersonal communication	3
4.	Enhance image of professional volunteer	1
5.	Programming for women's participation	1

Column 35. (continued)

- 6. Pollution -
- 7. Problems of violence -
- 8. Jewish problems 2

Column 36.

Have you received the advertisement for the series on "Between Us" - "The Challenges of Family Living Today" - or, "New Moralities, New Realities"? (22)

- 0. Not applicable 15
- 1. Yes 95
- 2. No 119

Column 37.

In what way did this publicity affect you? (23)

- 0. Not applicable 132
- 1. It influenced me to watch 40
- 2. I ignored it 42
- 3. It irritated me 2
- 4. Wanted to watch but missed it 3
- 5. Would have watched if had cable 10

Column 38.

Does advertising influence you to watch a certain TV show or series? (24)

- 0. Not applicable 12
- 1. Often 30
- 2. Sometimes 435
- 3. Never 52

Column 39.

Channel 9 presents educational and community affairs programs only. Do you think this kind of programming is worthwhile? (25)

- 0. Not applicable 16
- 1. Yes 186
- 2. No 3
- 3. No opinion 24

Column 40. Do you think a channel for educational and community affairs programs only should be sponsored by the government so that everyone should be able to watch it? (26)

0. Not applicable	17
1. Yes	168
2. No	8
3. Yes, if not government controlled	6
4. Yes, if community controlled or run	5
5. No opinion	17
6. Community affairs should be on commercial stations	8

Column 41. Do you think that TV should inform as well as entertain? (27)

0. Not applicable	5
1. Mostly inform	23
2. Mostly entertain	6
3. Both	195

Column 42. At what time could you watch community affairs programs most conveniently? (28)

1st Preference

0. Not applicable	17
1. Mornings	4
2. Afternoons	6
3. Early evenings	68
4. Late evenings	37
5. Weekends	13
6. Early and late evenings	83
7. Don't like this type of program	1

Column 43. At what time could you watch community affairs programs most conveniently?

2nd Preference

0. Not applicable	199
1. Mornings	1
2. Afternoons	3
3. Early evenings	0

## Column 43. (continued)

4. Late evenings	17
5. Weekends	7
6. Early and late evenings	1
7. Don't like this type of program	1

## Column 44. What is your first language? (29)

0. Not applicable	2
1. English	195
2. French	9
3. Yiddish	17
4. Spanish	0
5. Hebrew	1
6. German	2
7. Italian	0
8. Slavic languages	1
9. Other	2

## Column 45. What other languages do you speak? (30)

<u>1st Preference</u>	
0. Not applicable	46
1. English	30
2. French	112
3. Yiddish	28
4. Spanish	1
5. Hebrew	3
6. German	3
7. None	1
8. Slavic languages	2
9. Other	3

## Column 46. What other languages do you speak?

<u>2nd Preference</u>	
0. Not applicable	158
1. English	2
2. French	26
3. Yiddish	21
4. Spanish	8
5. Hebrew	4
6. German	5
7. None	-
8. Slavic languages	2
9. Other	3

Column 47. What other languages do you speak?

3rd. Preference

0.	Not applicable	217
1.	English	2
2.	French	1
3.	Yiddish	3
4.	Spanish	-
5.	Hebrew	2
6.	German	1
7.	None	-
8.	Slavic, Arabic, Hindi	2
9.	Other	1

Column 48. Do you watch both English and French TV? (31)

0.	Not applicable	8
1.	Yes	83
2.	No	138

Column 49. Which of these age groupings do you come under? (32)

0.	Not applicable	3
1.	15 - 25	62
2.	26 - 35	46
3.	36 - 45	37
4.	46 - 55	27
5.	Over 55	54

Column 50. Sex. (33)

0.	Not applicable	-
1.	Male	45
2.	Female	184

Column 51. Which of these is the last school you attended? (34)

0.	Not applicable	20
1.	Elementary	51
2.	High School	122
3.	University	35
4.	Graduate studies	1

Column 52. Into which of these income brackets would your family fall? (35)

0. Not applicable	9
1. Under \$4,000	12
2. \$4,000 - 6,000	21
3. \$6,001 - 8,000	26
4. \$8,001 - 10,000	23
5. \$10,001 - 12,000	23
6. \$12,001 and over	115

Column 53. Occupation. (36)

0. Not applicable	30
1. Blue collar worker	4
2. White collar worker	30
3. Professional	46
4. Housewife	77
5. Student	35
6. Unemployed	1
7. Media work (producers, researchers, A.V. spec., etc.)	6

Column 54. Which of these positions do you hold in your household? (37)

0. Not applicable	7
1. Parent	60
2. Husband	15
3. Wife	60
4. Child	48
5. Grandparent	8
6. Other	7
7. Single	24

Column 55. Any additional comments... (38)

0. Not applicable	206
1. See no purpose to this survey	2
2. Would like a channel with no advertising	1
3. Less violence on TV	2
4. Sees a future for community TV	1
5. Apartment building owners refuse Cable	1

## Column 55. (continued)

6. Would watch community  
TV if had Cable 4
7. Would like a Jewish Hour  
on Cable TV 9
8. Most educational T.V.  
dull, humorless 2
9. "Between Us" should be on  
an open channel 1

APPENDIX C  
FEEDBACK FORM FROM  
GROUP VIEWING OF SELECTED TAPES



1. In what way(s) could this tape be useful to you?

2. In what way(s) do you think the content of this tape could be improved?

3. What are the strong points of this tape?

4. How would you rate this tape? Very Good, Good, Fair, Poor, No Opinion.

Identification of viewer

Tape No.

APPENDIX D  
OBJECTIVES AND FORMAT OF  
THE TELEVISION SERIES "BETWEEN US"

Dorothy Reitman, Media Co-ordinator for the National Council of Jewish Women (NCJW) saw her objectives as follows:

"Council's purpose is to obtain broader community impact of their program of education, community service and social action through the use of Community Television. This is to be accomplished through the highlighting of social issues of concern to Council and the community with the goals of stimulating community awareness, attitudinal change, citizen participation and social action."

This produced a series of eighteen shows entitled "Between Us" of one hour duration which were telecast on Channel 9 of all Cable T.V. users on Thursdays from 8:30 P.M. to 9:30 P.M.; on Saturdays from 5:00 P.M. to 6:00 P.M.; and the last nine programs were given afternoon viewing from 3:00 P.M. to 4:00 P.M. on Thursdays.

The organization and format of the programs were as follows:

SERIES NO. A - "LET'S RAP ON DRUGS"

The objective of presenting this series is to make people aware of a drug education program which the National Council of Jewish Women offer to elementary school children of Grades VI and VII and their parents. The format of the drug program parallels the one shown on television although each of the three sessions is longer in reality than the half hour allowed on television. On the first three programs, the eleven year olds and the participants of the adult group remained the same. At the end of each program, the National Council offered their program to interested parties in the community.

Claire Sheiner, Discussion Leader, feels that the drug education program tries to achieve the following goals:

"For children

1. To give them drug information in order to make them knowledgeable and thus able to make realistic decisions based on true information. When children are unsure of themselves or their facts they tend to be much more vulnerable to peer pressure.
2. To explore the underlying cause or causes that would make someone take drugs and then to relate these findings to their own life.
3. To explore feelings and attitudes about their relationships with both their peers and their parents.

"For adults

1. To give adults some knowledge of what the drug scene involves (e.g. detached workers, drop-in centres, youth clinics, emergency services such as Drug-Aid, drug pushers, etc.)

2. They give adults the background information including the lingo or language of the drug culture in hopes that they might develop some comfort in discussing the topic with their own children and hopefully open up the lines of communication between the generations.
3. To make adults aware of the kind of real problems children and youth face today and how drug use is not just due to drug pushers or a bad set of friends.
4. To help people distinguish between the types of drugs being used and perhaps even make them less judgemental about the use of marijuana and hashish since very little is actually known about their long term effects.
5. Life is changing rapidly and the goal is to have people develop a sensitivity to the reality or new life style and the problems inherent in a world of rapid change.

PROGRAM

- NO. 1 a) Rosalie Lecker and a group of eleven year olds discussing drugs, their uses and abuses.
- b) Parents of adolescents discuss the "drug culture" and reasons for it. Claire Sheiner is discussion leader.
- NO. 2 a) Parents of adolescents in discussion with Tom Robinson, detached worker. Claire Sheiner is discussion leader.
- b) Rosalie Lecker and eleven year olds discuss why kids take drugs.
- NO. 3 a) Parents of adolescents talk with two drug users. Claire Sheiner is discussion leader.
- b) Rosalie Lecker conducts role play with eleven year olds.
- NO. 4 a) A group of teenagers chosen at random view life today from their point of view. Samme Putzel, a detached worker, is a guest. Claire Sheiner is moderator.
- b) Wrap-up with Evelyn Boyaner, co-ordinator and Claire Sheiner.

SERIES NO. B - "OLDER PEOPLE ARE PEOPLE"

SENIOR CITIZENS expressing their concerns relating to the family, the community, and the government.

Florence Kirshner, our discussion leader, describes her motivation for agreeing to the program as follows:

- "1). I saw this as a program for some part of our membership which would be exciting and stimulating for them. In terms of the membership, my other interest was that people have an opportunity to experience this media because I would foresee that there would be times when it would be necessary to have some people prepared for this role.
- 2). My second motivation for agreeing to the program was that I thought it would be important to seize any opportunity which would do something about the image about the older person in this society as always being sick, dependent, poor, alone, unpleasant. It seems to me that there is no other way of trying to present the older person in a positive way than to use all media that is available.
- 3). My third reason for agreeing to the program was that older people in this society have some very real problems. The more people who know what those problems are, and develop concern about them, the better possibility of solving them.
- 4). As the idea for the program emerged, one of the other possibilities that seemed very worthwhile was an opportunity for an exchange of ideas between people of the three largest communities in Montreal - Jewish, French and English."

PROGRAM

- NO. 1 ) a) Golden Age Association dance group.  
b) Senior citizens in discussion with Isaac Katofsky, discussion leader, and Florence Kirshner, executive director of Golden Age Association.
- NO. 2 a) Opening of Golden Age Annual Art Exhibition at Saidye Bronfman Centre.  
b) Interview with Anne Greenstein, Art Director of the Golden Age Association.  
c) Senior Citizens discuss problems of aging with Florence Kirshner as discussion leader.
- NO. 3 a) Meals-on-Wheels delivery to two senior citizens living at home.  
b) Interview with Mrs. Charles Solomon, Chairman of Meals-on-Wheels project.  
c) Senior citizens discuss their concerns with Montreal City Councilman, Abraham Cohen. Florence Kirshner is discussion leader.
- NO. 4 a) The Golden Age Choir sing festival songs.  
b) Senior citizens discuss the major problems facing them today.
- NO. 5 a) Man-on-the-Street interviews with young people concerning their feelings about older people.



- b) A group of Vanier CEGEP nursing students and their teacher discuss a special training course in which they work with senior citizens.
- c) Senior citizens discuss social problems facing youth and aging today with the CEGEP students and teacher. Florence Kirshner is discussion leader.

SERIES NO. C - THE CHALLENGE OF "FAMILY LIVING TODAY"

A series presented in co-operation with the Family Life Education Services of the Mental Hygiene Institute of Montreal.

Vivien Shane, head of Family Life Education Services of the Mental Hygiene Institute, and discussion leader on this series, saw her objectives for a television series as follows:

- 1). To reach as many people as possible and make them aware that this type of service or program is available.
- 2). To spread the concept of Family Life Education to home audiences.
- 3). To stimulate thinking and sharing of feelings and ideas about Family Life.
- 4). To use this tape as a vehicle for group discussions.
- 5). To illustrate the approach to Family Life at the Mental Hygiene Institute which is to have groups share their experiences and through this, begin to learn that very few attitudes or problems are unique or not solveable, and through group support, honesty and openness learning and change takes place for the individual. Family groups have no one person who is the authority and no one passes judgment. This creates an atmosphere of trust and acceptance which is non-threatening."

The pamphlet which is distributed to publicize Family Life Education at the Mental Hygiene Institute states its goals in this way:

"Our programs at Family Life Education Services of the Mental Hygiene Institute in Montreal are designed to help guide individuals and families in improving their interpersonal relationships and furthering their maximum development. It seeks to improve their

quality of life throughout the entire range of human development. This includes physical and emotional growth, sexual development, dating, courting, marriage and parenthood, while continually emphasizing the importance of personal integrity and family responsibility. For instance, in groups of young parents, just being a member of such a group, in a relaxed atmosphere, increases their ability to listen, which, they tell us often helps them to be more sensitive to what the members of their family are really saying to them at home. They see that it is acceptable to be and think differently from other members of the group, making it easier for them to accept their own children with their unique differences. Because they are usually all at the same stage of family growth, they give tremendous support to each other and find that they have many concerns in common which, although it may not always solve them, helps them to view them in a better perspective. They also come to realize that due to different basic personalities, philosophies, cultures and viewpoints, many forms of child care and family living are acceptable. One of the greatest benefits appears to be a diminishing of guilt, where guilt does not belong. Very often they feel that some particular behavior of their children is due to wrong handling, when it is simply a manifestation of positive behavior of a child at this stage of growth. Also, to find out that everyone did not welcome the arrival of each of their children, that many fathers have feelings of jealousy at the birth of the first and perhaps subsequent children, that it is perfectly normal to feel more empathetic with one of your children than with another, that your relationship with each child is affected not only by your reaction to him, but also by his reaction to you, that many young mothers feel trapped by their sense of isolation in a home with three or four pre-school children, seems to bring a very evident feeling of relief and lessening of guilt. Our experience would lead us to believe that this frees them to deal more realistically with all their family members' needs, as well as their own."

PROGRAM

- NO. 1. a) Dr. Alastair W. McLeod, Executive Director of the Mental Hygiene Institute, discusses the nuclear family with moderator Selma Corobow, senior staff member of Family Life Education Services.
- b) A group of people participate in a Family Life Education program led by Vivien Shane, head of Family Life Education Services of the Mental Hygiene Institute.
- NO. 2 a) Focus on people who at one time have participated as a member of a Family Life Education Program and sharing what they have experienced. Moderator is Sylvia Schneider.
- b) The Family Life Education Group of the previous week continues on with discussion on "HOW DO WE HANDLE OUR EMOTIONS?"
- NO. 3 a) A group of people of various disciplines who are involved in Family Life Education discuss their aims, goals and purposes, and how they see Family Life Education as a means of prevention.
- b) The Family Life Education Group "discipline".
- NO. 4 a) Looking at future needs, training and community co-operation with other organizations who are involved with Family Life Education.

- b) The Family Life Education Group discusses "love" and evaluates the experiences of the last four weeks.

SERIES NO. D - NEW MORALITY: NEW REALITY

Pauline Gross, a Family Life educator and one of the planners for this series states her objectives as follows:

"I felt one of the best ways our section could begin to 'promote' family life education would be through a T.V. series that would create awareness as to the meaning of Family Life and sex education, and at the same time give students the opportunity to express views about such a course."

In more elaborate form, Pauline Gross prepared a position paper for the NCJW on this subject:

"POSITION ON FAMILY LIFE EDUCATION"

1. As the National Council of Jewish Women is an organization that is vitally concerned with 'EDUCATION', I recommend (as stated in the Report of the Royal Commission on 'The Status of Women in Canada') the need to encourage school boards to include courses on Family Life Education as part of the School curriculum.

Such courses are preventive in nature and will help the future generation to have a better life. Family Life Education courses would stress traditional and changing concepts of masculinity and femininity and relationships between boys and girls, men and women, husbands and wives, parents and children. Sex education would be an integral part of these courses.

Family Life Education courses should begin in kindergarten and should be co-educational. The curriculum would be based on the stages of the child, and in the senior year emphasis would be placed on relationships and responsibilities of marriage partners.

At present, school curriculums do not offer children courses which help them to 'understand themselves and others', or help them to prepare for some of the most important decisions in life - 'marriage' and 'parenthood'.

"2. I also recommend (as stated in the Report of the Royal Commission on 'The Status of Women in Canada') the need for competent authorities with a thorough knowledge of topics in Family Life Education to be brought in from outside the school faculty to give the courses. The success of Family Life Education courses would depend on the outlook of its teachers.

3. As we are living in an era that is faced with new realities, I sincerely hope that Council will act now to encourage and promote the inclusion of Family Life Education courses in school curriculums as a vital part in educating children throughout Canada. This will ensure the child entering school now the chance to be better prepared to cope with life in the 21st century."

PROGRAM

- NO. 1
- a) Patricia Abrams, an instructor in the Fine Arts Department at Sir George Williams University, presents a group of slides illustrating changing fashion since the turn of the century, and discusses how fashion reflects changing attitudes.
  - b) Barbara Witcov moderates a group of adults representing the young, middle and older generation on changing attitudes and roles.
  - c) Al Whittall, executive director of the Lachine-Dorval YMCA, moderates a discussion with a group of counter-culture young people on their values and attitudes.
- NO. 2
- a) A tape of sex-education classes in Grades IV and VI in St. Richards School (The Montreal Catholic School Commission). An interview with Mrs. Lucas, Grade IV teacher, on the objectives of the Family Life Program at St. Richards School.
  - b) Al Whittall discusses Family Life Education in the schools with elementary school children.
  - c) Al Whittall discusses Family Life Education in the schools with parents of elementary school children.
- NO. 3
- a) Al Whittall discusses sex education in the high schools with students from the Protestant School Board of Greater Montreal system.



b) Al Whittall moderates a discussion between leaders of education in the schools in the field of Human Awareness.

NO. 4 a) Al Whittall discusses changing roles and attitudes in marriage, with young girls.

b) Al Whittall discusses the "NEW MORALITY OR REALITY" with representatives of various agencies, e.g., abortion referral services, St. Famille Clinic, etc.

Program No. 18 presented in co-operation with the Quebec Association for Children with Learning Disabilities.

Dr. Sabin prepared this program with specific goals in mind:

1) Tape to be used at a seminar at Sir George Williams University dealing with the special needs of high school students with learning disabilities.

2) Tape to be the basis of a presentation to the Quebec Government.

3) The publicizing of the problem of children with learning disabilities amongst the community.

a) Dr. Morris Sabin, Founder President of the Quebec Association for Children with Learning Disabilities, outlines the problem.

b) A visual presentation of Highland Park High School, Ottawa, Ontario - an academic vocational high school for children with learning disabilities.

c) A discussion featuring:

- DR. MORRIS SABIN

- WILLIAM FORD, Superintendent, Student Personnel Services, PSBGM.

- JOHN KING, Principal, Highland Park High School, Ottawa, Ontario.

- DR. SAM RABINOVITCH, Director, Learning Centre at Montreal Children's Hospital, and Professor, Department of Psychology, McGill University.

APPENDIX E  
SAMPLE SCRIPTS

"BETWEEN US"

The National Council of Jewish Women

4th program in series

"RAP ON DRUGS"

October 27, 1971

6 - 8 P.M.

Producer

Edith Teitelbaum  
2365 Stevens St.,  
Montreal 378, Que.  
Tel.: 744-5345

CAM 1 CAM 2 CAM 3 TIME AUDIO

CAM 1	CAM 2	CAM 3	TIME	AUDIO
			1 1/4 min	VTR Opening
		MCU	1 min	<p>Evelyn Boyaner Commentator</p> <p><u>SET ONE</u></p> <p>GOOD EVENING. I'M EVELYN BOYANER.</p> <p>THIS EVENING THE DRUG EDUCATION COMMITTEE OF NCJW WILL PRESENT THE FOURTH IN A SERIES OF PROGRAMS DEMONSTRATING OUR DRUG EDUCATION PROGRAM.</p> <p>WE HAVE WITH US TONIGHT A GROUP OF TEENAGERS, AND AS OUR SPECIAL GUEST, MISS SAMME PUTZEL.</p> <p>IN THE PAST FEW YEARS, THERE HAS BEEN A TREMENDOUS GROWTH IN THE USE OF NON-MEDICAL DRUGS. THE GREAT VARIETY OF REASONS FOR THIS HAS LEFT US IN A STATE OF CONFUSION. WE DON'T KNOW WHICH TO BELIEVE. WE HAVE HEARD THAT CHILDREN MISUSE DRUGS BECAUSE:</p> <ol style="list-style-type: none"> <li>1. CHILDREN AREN'T DISCIPLINED ENOUGH.</li> <li>2. PARENTS DON'T TRUST THEIR CHILDREN.</li> </ol>

CAM 1 CAM 2 CAM 3 TIME AUDIO

- 3. SCHOOL IS NOT STIMULATING.
- 4. THERE ARE TOO MANY PRESSURES ON KIDS - OR <sup>ON</sup> ON THE OTHER HAND
- 5. THEY DON'T HAVE ENOUGH TO DO.

AS PARENTS, WE HAVE COME TO REALIZE THAT IT IS SO MUCH EASIER TO TALK WITH OTHER PEOPLE'S CHILDREN RATHER THAN OUR OWN, BECAUSE WE ARE NOT AS EMOTIONAL INVOLVED WITH THEM. |

LET US TAKE THIS OPPORTUNITY TO TALK WITH THIS GROUP OF TEENAGERS AND GET THEIR FEELINGS ON THESE AND OTHER STATEMENTS.

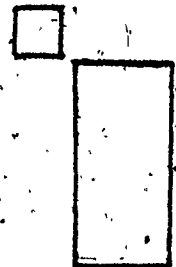
MIX TO SET TWO

SET TWO

CLAIRE

SAMME

40 min



CLAIRE SHEINER, SAMME PUTZEL AND TEENAGERS.

FADE TO BLACK

CAM 1 - CAM 2 CAM 3 TIME AUDIO

				<p><u>SET THREE</u></p> <p>EVELYN <input type="checkbox"/></p> <p>SAMME <input type="checkbox"/></p> <p>CLAIRE <input type="checkbox"/></p> <p><u>Questions to discuss</u></p>
				<p>1. The difference between the drop-</p>
<p>GRAPHIC</p>	<p>Tel-Aide</p>		<p>15 min</p>	<p>in centre and youth clinics.</p>
<p>GRAPHIC</p>	<p>Box No.</p>			<p>2. Where to go for help.</p>
<p>364</p>				<p>3. Do youth clinics have a future?</p>
				<p>4. Trends in drugs.</p>
				<p>Evelyn will sum up and mention box number.</p>
				<p>Group continues talking.</p>
				<p>Lower sound in studio.</p>
				<p>Roll Credits.</p>
				<p>Up theme music.</p>
<p>FADE TO BLACK</p>				

"BETWEEN US"

The National Council of Jewish Women

1st program in series

"CHALLENGES OF FAMILY LIVING TODAY"

January 14, 1972 3:30 - 5:30 P.M.

Producer

Edith Teitelbaum  
2365 Stevens St.  
Montreal 378, Que.  
Tel.: 744-5345

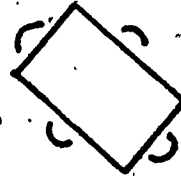


CAM 1 CAM 2 CAM 3 TIME AUDIO

<p>GRAPHIC</p> <p>Challenges of Family Life Today</p> <p>FADE TO BLACK</p> <p>HAVE MONITOR ON SET FOR GROUP TO WATCH DRAMATIZATION</p>			<p>1 1/2 min</p> <p>10 min</p>	<p><u>VTR Opening</u></p> <p><u>SET ONE</u></p> <p>Selma <input type="checkbox"/> Dr. McLeod <input type="checkbox"/></p> <p>Interview of Dr. McLeod by Selma</p> <p><u>SET TWO</u></p> <p>Vivien (leader)</p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p><input type="checkbox"/> <input type="checkbox"/></p> <p>Vivien will introduce herself and the group and introduce the proposed dramatization.</p> <p>This timing is open since we have no idea how much each person will say about himself.</p>
--	--	--	--------------------------------	--

CAM 1 CAM 2 CAM 3 TIME AUDIO

SET THREE Dramatization



General script on scene

Mother enters from right. She

trips over a coat in her way. She

exchanges hot words with her

10 min approx

daughter about her sloppiness.

Mother moves to table and proceeds to set it up.

Father enters from right.

Scene moves to table where a heated discussion keeps the family busy.

SET TWO

Vivien will carry on discussion with group.

Wrap up six minutes.

Five minutes group evaluation

One minute sum-up

Up theme music

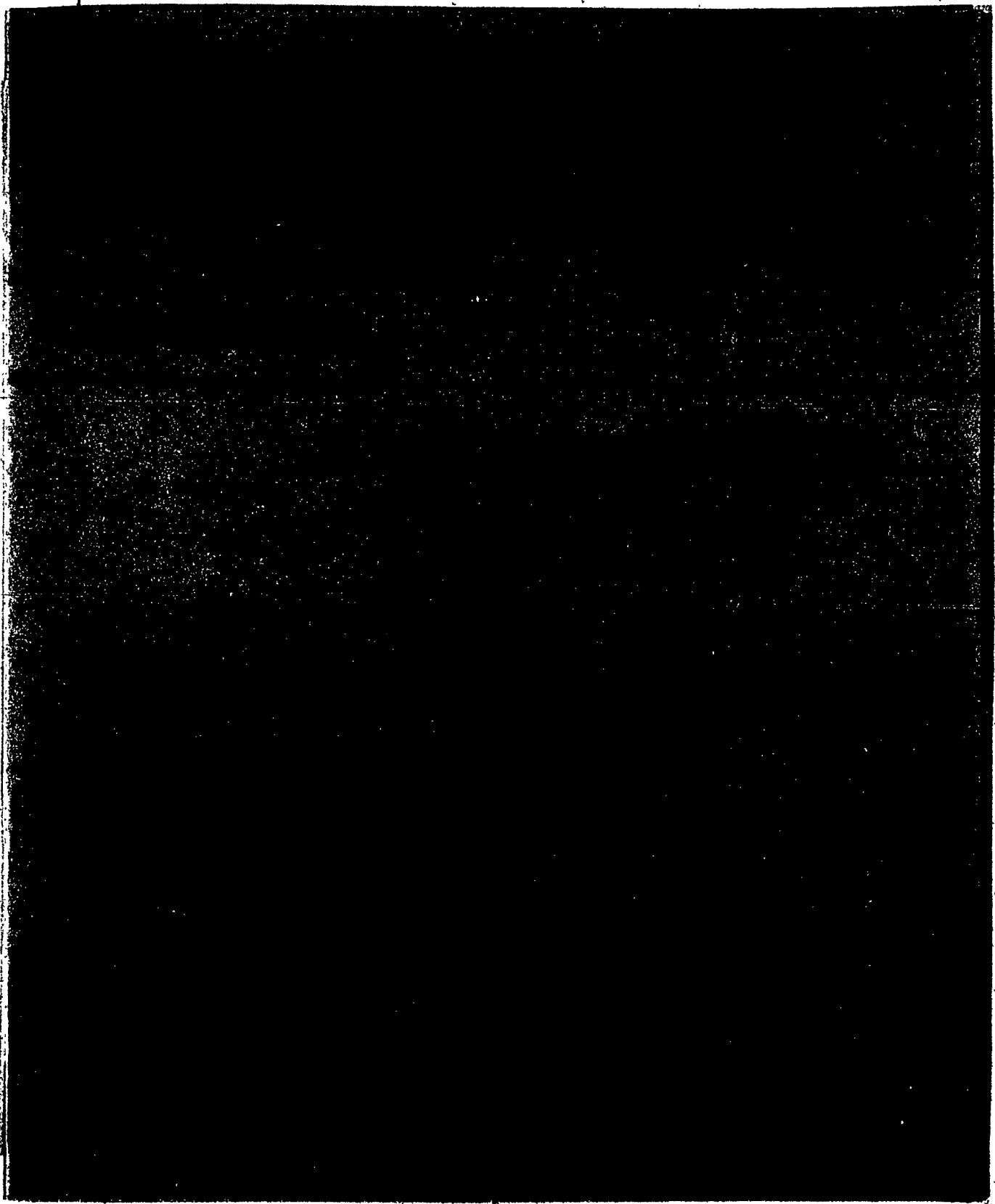
Roll Credits

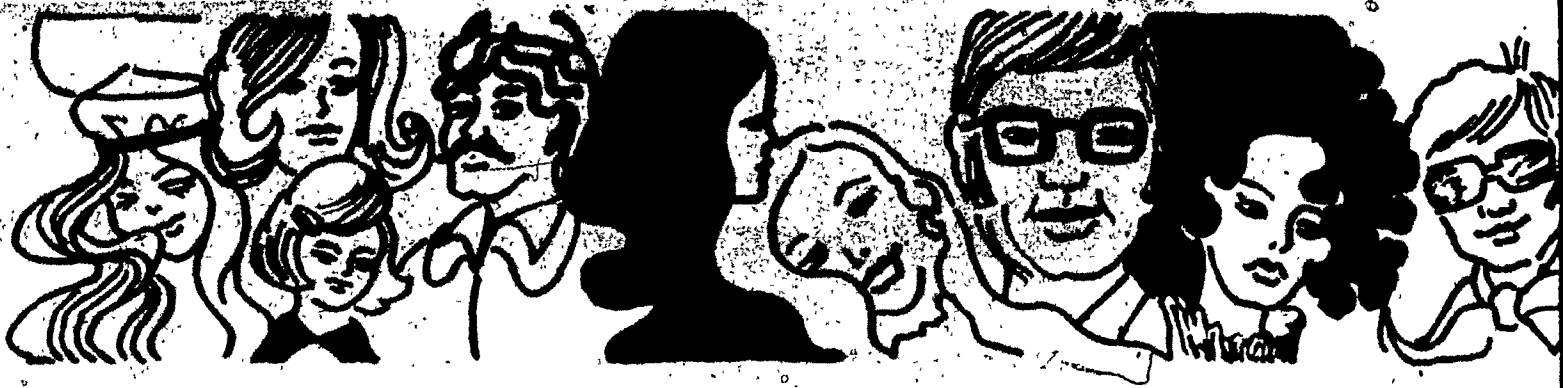
VIVIEN WILL GIVE THE  
SIGNAL TO FADE OUT  
AND WE WILL SWITCH  
BACK TO SET TWO

BOX  
364

MIX TO SET  
THREE

APPENDIX F  
SAMPLE PUBLICITY FORMATS





Feb. 10 - Dr. Alastair W. Mcleod Executive Director, Mental Hygiene Institute Inc., discusses the Nuclear family. Moderator is Selma Corobow, Senior Staff member, Family Life Education Services.

- A group of people participate in a Family Life Education Programme. Lead by Vivian Shane, Head of Family Life Education Services of the Mental Hygiene Institute.

Feb. 17 - Focus on people who at one time have participated as a member of A Family Life Education Program and sharing what they have experienced. Moderator is Sylvia Schneider.

- Family Life Education group of previous week continues on with a discussion on "How Do We Handle Our Emotions?"

Feb. 24 - A  
26 in

Special Guest

ELEANOR F

LILY HART  
PAM SCHWA  
SYLVIA MOR

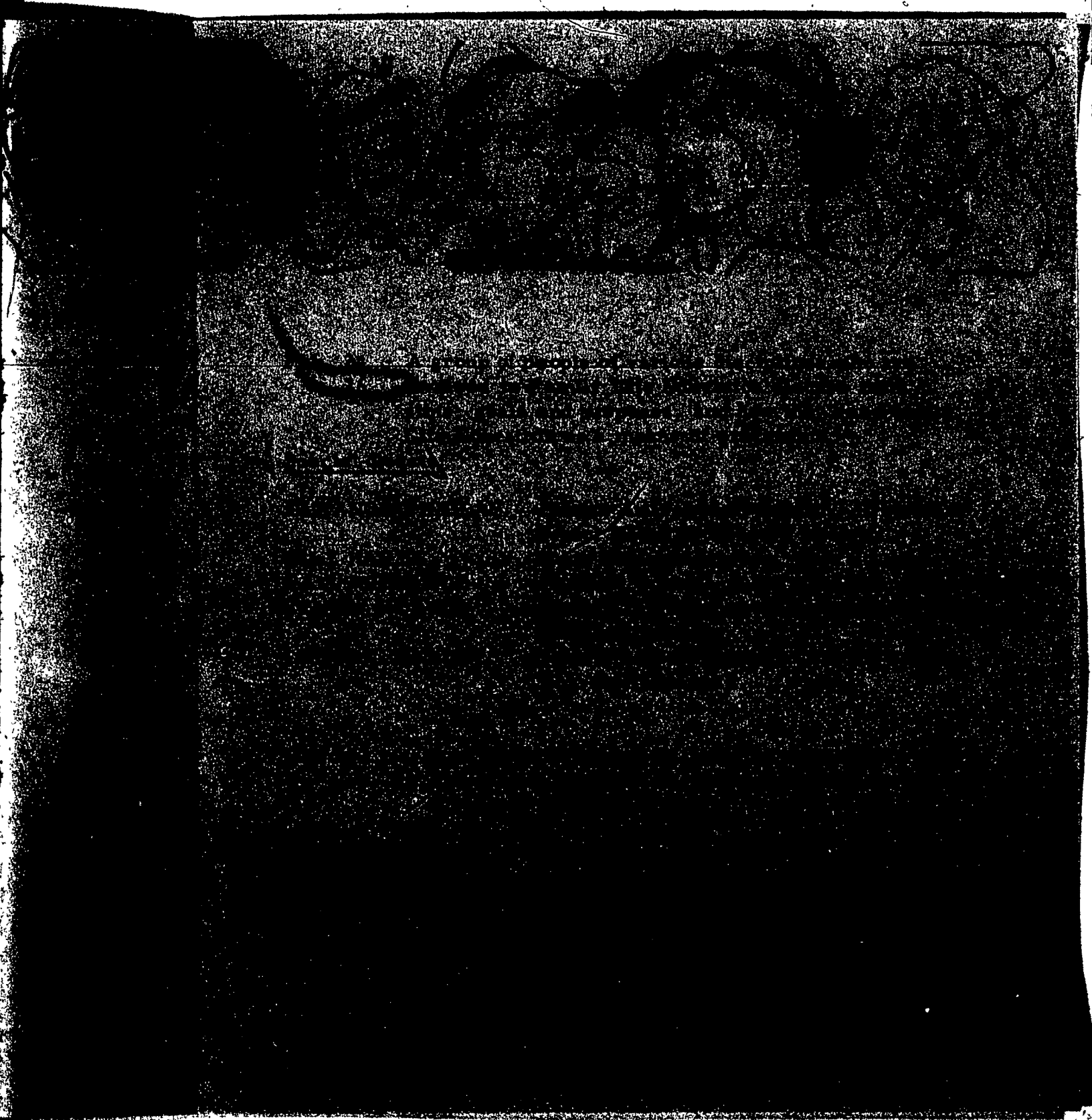
LENORE DU

March 2 -  
4

Special Guest

RAY ROUSE  
REV. R. WA  
PRISCILLA  
PAULINE GR

Th  
of



# BETWEEN US

CHANNEL  
9  
CABLE TV.

COMMENCING

THURSDAY APRIL 6, 8:30-9:30 P.M.  
SATURDAY APRIL 8, 5-6 P.M.

## NEW MORALITIES AND NEW REALITIES

A SERIES OF 4 PROGRAMS  
PRESENTED BY:

THE NATIONAL COUNCIL  
OF JEWISH WOMEN



April 6  
8

- An examination of changing attitudes, roles and lifestyles.

April 20  
22

Moderator:

BARBARA WITKOV - Marriage Counselor

Reaction by Educators

Discussion Leader:

ALAN WHITTALL - Executive Director Lachine YMCA and Consultant Trainer to the Human Relations Department of Sir George Williams University.

Guests:

PATRICIA ADAMS  
SHEILA AND PAUL DALTRÖP  
SARAH DICKENSON  
EDITH AND MORTY TEITLBAUM  
THE BREAKFAST CLUB

April 13  
15

- Sex Education in the elementary schools. A St. Richard's School class in session. Julie Mayman interviews Mrs. McAnulty, Principal, and Mrs. Lucas and Mrs. Chlala, teachers.

April 27  
29

- Discussions with students and parents led by ALAN WHITTALL.

Guests:





roles and

April 20  
22

- Sex education in the High Schools. Discussion with High School students. Led by ALAN WHITTALL.

or

Reaction by Educators:

Lachine YMCA  
relations  
iversity.

- MARGARET CAPES, Human Awareness program P. S. B. G. M.

- ROBERT NAGGE, Program Director, Centre for Human Relations, Sir George Williams University.

- FELICIA CARMELLY, Director, Family Life Education, Baron de Hirsh Institute.

- STAN WASILEWSKI, Guidance Counselor, High School of Montreal.

pls. A  
Juli  
principal,  
ehers.

April 27  
29

- Attitudes towards marriage.  
- Film presentation "We do! We do!"  
- A group of young adults discuss trial marriage and problems of unwed mothers.  
- A discussion on today's realities led by ALAN WHITTALL.

led by

Guests:

- BETTY FARHOOD, Abortion Referral Service.  
- MEREDITH MOORE, St. Famille Clinic.  
- GLENDA SCOTT, Family Planning Association of Montreal.  
- VIVIEN SHANE, Director of Family Life Education Services of Mental Hygiene Institute.

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