

University of Tasmania

EDUCATIONAL TELEVISION IN THE INFANTS' SCHOOL

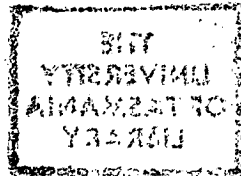
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This paper is submitted as part requirement
of the Master of Educational Studies Course.

October, 1985.



CONTENTS

Page

Acknowledgements	(i)
List of tables	(ii)
Summary of findings	(iii)
Recommendations	(vi)
Introduction	(viii)

Part A: Background to the questionnaire:

Chapter 1: History of educational television in Australia	1
Chapter 2: Inconsistencies and methodological concerns regarding educational television research	8
Chapter 3: Learning theory and instructional design	13
Chapter 4: Issues relating to television program production	23
Chapter 5: Pre-school television	30
Chapter 6: Educational television in the infant school	37
Chapter 7: Educating teachers to use educational television	42
Chapter 8: Classroom strategies for using educational television (as indicated by the research)	49

Part B: The Questionnaire:

Introduction to the Questionnaire	55
Subjects	57
Method	57
Results	61
Discussion	94
Conclusions and recommendations	111
References	115

Part C: Appendix

- (a) Questionnaire development and trialling
- (b) Questionnaire
- (c) List of schools who participated
- (d) Teacher notes regarding programs telecast during
Term 2, 1985.
- (e) Statistical raw data (Tables 1-206)

Acknowledgements

In particular, I would like to thank my Supervisor, Professor Phillip Hughes, for his support and encouragement throughout the year. His assistance was always greatly appreciated.

Sincere thanks also to staff at the Education Department, particularly Mr. Bob Cooper and Ms. Eva Dunn, Sister Valerie Burns from the Catholic Education Office, Mr. Mike Edwards and staff from the Australian Broadcasting Corporation, staff at the Tasmanian Media Centre and Mrs. Heather Matuschka who helped set up the SPSS file.

Finally, I would like to express my sincere thanks to the teachers who participated in this study.

List of Tables

PART A:

TABLE 1:	Stages in designing instructional systems	15
TABLE 2:	Programs broadcast (television) by the ABC during 1985 and their country of origin	25
TABLE 3:	Sesame Street's evolving goals and curriculum: the first ten years	33
TABLE 4:	One day utilisation training course	44
TABLE 5:	Television programs for infants (ABC) and the recording time of each program (Term 1, 1985)	45

PART B:

TABLE 1:	The percentage of teachers (State and Catholic) who used educational television with their class during Term 2 and their years of infant teaching experience	63
TABLE 2:	The percentage of infant teachers (class teachers, senior teachers, infant mistresses, and other teachers) who used educational television during Term 2, 1985	64
TABLE 3:	The percentage of infant teachers (State and Catholic) who indicated that they had difficulties using the video equipment	67
TABLE 4:	The percentage of infant teachers who used part or all of each series broadcast during Term 2.	68
TABLE 5:	The percentage of teachers (class and senior infant status) and the purpose for which they used the "Hunter" series	71
TABLE 6:	The percentage of teachers who rated "For the Juniors 2" (1-6) and the teachers class level	72
TABLE 7:	The percentage of teachers (according to status) and the way in which they used educational television with their class	77
TABLE 8:	The percentage of teachers who indicated the frequency of video tape recording and the appropriateness of times the television programs were shown	80

(Tables, continued)

TABLE 9:	The percentage of teachers who indicated that the times the television programs were shown fitted in with their timetable and frequency of videotaping (State schools only)	81
TABLE 10:	The percentage of infant teachers (Catholic) with low (1-5 years) medium (6-10 years) and high (11+ years) teaching experience and frequency of videotaping programs	82
TABLE 11:	The percentage of State infant teachers (according to level taught) and the extent to which they used educational television to supplement activities outside the classroom	86
TABLE 12:	The percentage of teachers who believed that the content of each series reflected the aims and objectives of their own curriculum	88
TABLE 13:	The percentage of teachers who indicated that to some extent the specified criteria is important in developing future broadcasts	91

SUMMARY OF RESULTS

Access to Equipment and Broadcasts:

Television:

1. 84.3% of respondents used educational television with their class during Term 2, 1985. 15.7% of respondents did not use educational television with their class during Term 2, 1985.
2. Almost all schools (98.3%) had a television set available for use.
3. Just over three-quarters (78.5%) of teachers indicated that they had no problems with television access or usage.
4. Less than 1.0% of the television sets in schools are not in good working order.
5. A small percentage of teachers (4.1%) do not have reasonable access to a television set.
6. 16.5% of users indicated that the quality of reception was inadequate in their school.

Video:

7. All Catholic schools and almost all State schools (94.4%) had a video recorder and playback facilities available for use.
8. Less than three-quarters (68.6%) of the teachers indicated that they had no problems with video use.
9. A small percentage (2.5%) of the video equipment was not in good working order.
10. 4.1% of teachers did not have reasonable access to the video equipment.
11. 6.6% of teachers indicated that they did not know how to operate the video equipment.
12. Of the Catholic teachers who responded, over one-quarter (28.6%) did not know how to operate the video equipment.
13. Catholic teachers with less than five years teaching experience used the videotaping facilities less than Catholic teachers with six years (+) teaching experience.
14. State infant teachers who indicated that the times the television series were shown fitted in with their timetable, were less likely to use the video recording facilities than teachers who indicated that the times the series were shown did not fit

in with their timetable.

Use and frequency of educational broadcasts:

15. Of the teachers who viewed the "Words and Pictures" series, 45.6% viewed all of the series broadcast during Term 2. Most teachers watched less than 20% of the programs in each other series.
16. Television series were used for a wide variety of purposes. "Words and Pictures" and "Look at a Book" were used primarily for language development; and 50% of the time "Hunter" was used for science.
17. "Words and Pictures" (1) was rated as the most valuable television program televised during Term 2, followed by "For the Juniors 2" (2), "For the Juniors 1" (3), "Hunter" (4), "Music Time" (5) and the least valuable program was "Look at a Book" (6).
18. "Magic Bag" was the most popular "other" series viewed by teachers.
19. Most teachers (41.7%) viewed the television program then followed up selected topics with appropriate activities, and 38.8% of teachers viewed the program and followed it up with relevant activities. All Infant Mistresses rarely viewed programs that did not fit in with their theme, and therefore did not follow up activities.
20. Almost half of the teachers (47.6%) used the video recording facilities 'sometimes' and 31.1% of teachers 'never' used the video recording facilities.
21. Most teachers agreed that educational television programs could be used to 'a limited extent - or not at all - to supplement classroom activities.
22. Over three-quarters (78.6%) of teachers agreed that educational television programs could be used to supplement activities outside the classroom to a limited extent.
23. Prep teachers did not believe that television could supplement outside classroom activities at all.
24. Almost all teachers (90.3%) present the television broadcast to the whole class.

Teachers opinions relating to broadcasts and support materials:

25. The "Words and Pictures" series reflected the aims and objectives of teachers curriculum, more appropriately than any other series (42.7%).
26. Just over half (51.5%) of the teachers believe that the times the programs were shown fitted in with their timetable.
27. Less than half (41.7%) of the teachers indicated that the support material was helpful to a moderate extent.
28. Teachers felt that the criteria (1. broadcasts should be springboards to help teachers with ideas, and 2. basic curriculum areas (maths/language) should be Australian curriculum based), were of great importance in developing future school television broadcasts.
29. More than three-quarters (82.5%) of teachers felt that they had enough skills to use educational television in the classroom.

Recommendations

It is recommended that:

- 1.1 communication channels between the Education Department policy-makers and the Australian Broadcasting Corporation educational television staff, be improved so that television programs may be selected to meet the aims and objectives of the Tasmanian school curriculum;
- 1.2 pre-production research into the needs areas of educational television be given high priority prior to the development of future school broadcasts;
- 1.3 evaluation of programs televised to schools be carried out on a regular basis;
- 1.4 the Education Department promote an individualised and/or group approach to using television in the classroom as an alternative to whole class viewing;
- 1.5 the Education Department, the Australian Broadcasting Corporation and the University of Tasmania encourage the development of a teacher-training course in the use of educational television in the classroom;

It is further recommended that:

- 2.1 teachers, particularly in Catholic schools, are trained in the use of video equipment;
- 2.2 all television programs that are thought to be valuable be videotaped by schools for potential use at a later time;
- 2.3 teachers use television selectively;
- 2.4 teachers use television with groups rather than entire classes! (using headphone sets);

- 2.5 teachers be encouraged to attend courses in the effective use of television when they are offered (For example, courses in classroom use/^{of tv.} have been cancelled due to poor enrolments. Classroom teachers have indicated that Principals do not necessarily encourage or support teachers who are considering enrolment in such courses);
- 2.6 teachers use television in relation to their own curriculum rather than use television directly off the air;
- 2.7 teachers choose programs that reflect the aims and objectives of their curriculum more appropriately.

Introduction

There has been a great deal of research on the effects of television on children. The evidence from such research has resulted in strong reactions, about the use of television. The introduction of educational television similarly brought with it a flood of researchers embarking on practical and theoretical studies about television's potential in the classroom. The research is both controversial and conflicting and perhaps worst of all much of it is useless because it is riddled with methodological problems. The bulk of the research on the effectiveness of educational television does not, as I will endeavour to point out, research what it thinks it is researching.

A considerable amount of research has been carried out on the use and effectiveness of educational television in the primary, secondary college and university areas of teaching/learning, but there has been relatively little research carried out on the use of educational television in the infant school. What little there has been tends to be merely numerical figures about use and response patterns, or a romantic notion of the potential of television in the classroom.

With almost 100% of schools having at least one television set in Tasmania, and almost all infant teachers using educational television with their class, it is essential that research be carried out in the area of television usage in the classroom.

The purpose of this study was to:

- (a) present evidence of the history and research conducted into educational television;
- (b) examine teachers use of educational television in the infant classroom, together with their perceptions of the programs, by administering a questionnaire to a sample of infant teachers;
- (c) make conclusions and recommendations about the way in which television was used and the way in which television might be used in the classroom.

HYPOTHESES:

Based on my personal perceptions of classroom television use, and the research findings of others (as listed in the reference section and throughout the text where appropriate), the following hypotheses were proposed:

- (a) teachers who use television with their class are likely to use it directly off the air rather than use the video equipment;
- (b) teachers who use individualized or group methods of instruction use television with the whole class;
- (c) class teachers are more likely to use television than Infant mistresses or senior teachers;
- (d) teachers with more years teaching experience are more likely to use television than teachers with less years teaching experience;
- (e) teachers who videotape television programs all of the time are less likely to agree that the times the programs are shown fit in with their timetable.

Furthermore, it is anticipated that:

- (a) almost all teachers use television with their class
- (b) teachers use a wide variety of educational television programs;

- (c) almost all schools have television and video equipment;
- (d) most teachers who use television with their class, use the preparation-broadcast-follow-up routine;
- (e) television equipment is used more frequently than video equipment;
- (f) teachers are unlikely to believe that television can be used to substitute activities inside or outside the classroom;
- (g) teachers use television with the entire class regardless of the structure of the class;
- (h) teachers believe that the television programs they view fit in with their own aims and objectives;
- (i) teachers believe that the support material is not very helpful.

The results of this research, based on a Tasmania-wide sample of infant teachers, attempts to bring together the teachers perceptions of televised programs during Term 2, 1985, in relation to educational theory and research into instructional television.

The paper is divided into three parts: Part A of this study gives an outline of the history of educational television in Australia, together with a brief introduction to learning theory - with particular emphasis on the work of Piaget. Educational programming, infant education and issues relating to the use of educational television and teacher training, are also discussed.

Part B of the study covers the design and outcome of the questionnaire.

Part C (Appendix) includes:

- (a) Questionnaire development and trialling
- (b) an example of the questionnaire
- (c) list of schools who participated in the questionnaire
- (d) ABC teacher notes for programs telecast during
Term 2, 1985.
- (e) statistical raw data (Tables 1-206)

PART A

Background to the questionnaire

CHAPTER 1

History of educational television in Australia

The quiet infiltration of educational television broadcasting into Australian schools suggests that its significance as an aid to teaching was not heralded as a major landmark in educational innovations. Indeed, from the literature, it would appear that educational television emerged into a relatively trustful atmosphere, compared with the hostility and suspicion educational administrators had inflicted upon audio visual instruction (particularly film) in the 1920s. And if the educational administrators were overly-cautious and doubtful about the introduction of film in education, then it would be an understatement to say that they were cautious about the introduction of educational television. This section attempts to examine the uneventful way in which television made its entrance into Australian schools.

Australia's history of visual education dates back to 1923 when a committee was established to report on the use and value of film in education. After three years of investigation, it was decided to endorse the use of film in teaching. The committee indicated that "mental effort was stimulated by moving pictures." However, by the end of the 1930s visual education was still used with suspicion and caution by educational establishments.

In April 1937, the Tasmanian Senior Inspector of Schools, Mr. Fletcher, visited Adelaide to enquire into South Australia's system of visual education. He reported favourably on the work being done and recommended to the Minister for Education, that a similar scheme be initiated in Tasmania. Two months later the Visual Education Committee was set up with the intention of equipping schools with projectors suitable for 16mm silent films. It was thought at the time, that silent films were preferable for classroom teaching purposes, because they permitted the "adaption of a single film to many grade/age levels; they were cheaper than sound projectors and "it left a place for the teacher's personality to enter into the lesson." (1938, p. 17) Nine to ten years later the silent 16mm film projectors were replaced with sound projectors.

During the World War II period there was little growth in visual education, but the post war period found educational authorities looking more favourably towards film as a teaching tool.

By 1956 film had been accepted in Australia as a proven means of education and it was about this time that television made its entrance in Australia. It was only a matter of time before television played a role in formal education. In fact, the first experimental educational program, as reported by the

Subcommittee of the ABC Federal Education Broadcast Committee, was telecast in Melbourne on Christmas Day in 1956 (ABC, 1975, p. 10). The program was called "Kindergarten Playtime". Initially the educational broadcast service was only provided in Melbourne and Sydney, and it was not until several years later that all capital cities received broadcasts.

British television was also involved with considerable experimentation into educational broadcasting and to a large degree Australian ABC shadowed their development. According to the Report, the ABC decided to embark on similar work to the BBC, so that they could explore the education problems and possibilities under Australian conditions. In 1957, two series (each of ten educational television programs) were transmitted in Sydney, purely for experimental purposes. These were followed by a further two series early in 1958. Both the Sydney and Melbourne series were for secondary schools. In term 3, 1958, experimental programs designed for primary schools were broadcast in Sydney.

In selecting the content for television programs, the ABC "drew on its experience from radio and produced programs which would supplement the work of the teacher and provide experiences not readily available in the schools. The early television programs were not designed for direct teaching." (Op. cit, p. 10-

Educational television developed cautiously over the next few years and during this period an exchange of experimental school television programs was conducted between Australia, Great Britain and Canada.

In the early 1960s funds were made available to enable local school television programs to be produced on a weekly basis in Brisbane, Adelaide, Perth and Hobart, "provided this was done with the full support of the respective Department of Education" (ibid).

In 1963 the Federal Schools Broadcast Advisory Committee set out to establish policies to govern future school television broadcasting. The Committee did not "regard television as a substitute for teaching, but attached considerable importance to the function of 'supplementation', where lessons in specific subjects could be provided for the benefit of schools whose staffing in those subject areas was less than adequate." (Op. cit, p. 12). With the support of educational authorities the main emphasis was on developing programs in the area of science, maths, and foreign languages, with the intended aim of meeting the specific needs of individual states. Also in 1963, the ABC increased its telecast commitment from 11 to 25 programs per week. These additional programs were envisaged as being for direct teaching purposes. During this same period, the Departments of Education released teachers to perform in the programs. It was also agreed that there was a need to provide notes for teachers if this development was to succeed.

In 1964 a training period was provided for both producers and television teachers and in that same period a series of direct teaching programs in maths and science was presented "by the best available teachers using the best available teaching aids". (Op. cit. p. 13)

Of the five television transmissions daily in 1964, two were for primary and three were for secondary schools. The primary school programs continued to be of a "generally enriching nature, in contrast to those of secondary schools." (ibid) It was also during 1964, that the ABC became involved with pre-school childrens programs and these programs became popular with the Grade 1 classes in the infant school.

1964 also saw the publication of the Report of the Advisory Committee on Educational Television Services to the Australian Broadcasting Control Board which concluded that - "(a) television could give considerable aid to education especially by effective instructional programs; (b) there was a need for a greater variety of educational television programs; and (c) instructional television should be developed as an integral part of educational systems." (p. 13) The report also identified four areas of need relating to the nature of programs - " (a) total teaching at pre-school, adult and teacher education levels; (b) supplementary teaching by television at primary and secondary levels; (c) related enrichment teaching at all levels; and (d) general enrichment by television at all levels."

Teachers influenced the planning, production and use of subsequent programs, through participation in surveys during the early 1960s. And by 1965 the educational authorities had committed themselves to providing television equipment (although this was mainly in the secondary schools).

By 1967, all Tasmanian schools had been equipped to receive off air programs and an Education Department document boasted that Tasmania had been "at the forefront of educational television development since the ABC school television program service commenced". (Media Centre, 1976 - Report accompanying Director-General's Memo to Principals regarding the introduction of colour television, p. 1.).

During the mid 1960s it was also evident that the television medium was not being exploited as fully as it might be. For example, viewers felt that "television probably had more to offer than a reproduction of the classroom situation and, however effective the television teacher was as a teacher in his own classroom, there were problems of "pacing" a lesson for an unseen audience of a widely ranging and unknown abilities."(p. 15 ... "The years following 1965 saw the refining of television production techniques with greater emphasis on the use of visual material to stimulate interest" (p. 17). The presentations became less formal, and it was stressed that it was the responsibility of teachers to use the programs as resource and support materials, rather than as direct teaching. (p. 18)

Increased pressure for the production of more programs probably influenced the ABCs decision in the latter half of the 1960s to purchase educational programs from the BBC. These programs were readily accepted within the schools, which seems to suggest that the British and Australian curriculum was similar at that period.

It was also during the 1960s and early 1970s that it was decided to identify common threads of content in the nation-wide curriculum so that programs could be produced and distributed to all states. This resulted in a more efficient use of the ABCs limited resources, and reduced the unnecessary duplication of programs as had occurred in the past.

In 1969, at a meeting of state and commonwealth ministers it was advocated that "additional funds for the ABC and more teacher training in the use of broadcasts ... was necessary". The provision of appropriate equipment to schools, and the need for further research into educational broadcasting, were also considered. Despite the views expressed at the meeting, no additional funds were made available to the ABC as a direct consequence. Considering the government's incredible monetary investments in educational television (production, television installations in schools, video equipment, liaison staff etc) very little has been spent on pre-production research (into the needs of teachers, or appropriate instructional techniques); teacher training in the use of educational television; support materials and services for teachers, or the evaluation of television programs. These issues will be discussed in the relevant sections of this report.

CHAPTER 2

Inconsistencies and methodological concerns regarding educational television research

There is little doubt that children and adults learn from instructional television, just as they learn from any number of other sources of information. In addition to evidence suggesting that educational television is a more effective teacher than the classroom teacher, there has been considerable research suggesting the reverse. For example, Smailes and Tester (1981) found that groups of students who were shown a film, (16mm) a video tape of the same film, or were exposed to a teacher directed lesson containing the same information as the film and video, were more likely to recall more information from the teacher directed lesson than the film or the video. And children exposed to the 16mm film fared better than the group of students who watched the video tape of the film. Similarly, Sullivan and colleagues (1977) found that live lectures produced significantly higher attainment than video tapes of live lectures shown to university students. They also found that video tapes of live lectures were more effective than studio produced video tapes.

Chu and Schramm (1967) reviewed 421 comparisons between instructional television and traditional classroom instruction and from these comparisons they found that instructional television is not significantly different from traditional instruction regarding the efficiency of learning. They also concluded from the comparisons that instructional television

appeared to be more effective in the primary or elementary school and secondary school than at the college level.

In a similar review of studies Dunbin and Hedley (1969) found that there was no significant differences between instructional television and traditional instruction at the college level.

The research studies and reviews, although interesting and useful to a certain degree, have been criticised for their methodological weaknesses. For example, repetition of experiment was not carried out in many of the cases, and the few that were repeated, failed to arrive at the same conclusions. A further criticism was aimed at the classical laboratory-type experimentation used in measuring the effectiveness of television teaching. To compare the performance of a group of students taught through television with the performance of a similar group taught in another way (ie. film, lecture) with the assumption that if the television groups average performance is better than the lecture groups performance then this would be evidence of educational superiority, is to be treated with suspicion says Bull (1981, p. 216) . Bull gives the obvious example: "let us assume that a group taught by television actually performed better than a group taught by lectures. If the group taught by television were taught by a teacher with a very good previous teaching record, while the other group was taught by a teacher with a very poor previous teaching record, then no conclusions could be safely drawn about the superiority of television over

ordinary lectures." (p. 216). Bull goes on to point out however, that great care has been taken to **control** or eliminate all variables other than the ones under consideration. For example, teacher variables are often controlled by using the same teacher for each group, and subject matter is exactly the same - and even the teaching style is kept the same. The researchers ignorantly believe that they are comparing the effectiveness of the two types of instruction, however this is not true. They are simply comparing **delivery mediums** - the results of which tell us little or nothing about the effectiveness of television as an educator. By endeavouring to control all of the variables, the laboratory-type investigation removes the **reality** and indeed the **potential advantages** of the medium. Educational television, as any of the literature will verify, is not a simple procedure of standing a teacher in front of a camera and getting her to 'lecture' for 20 minutes. **Effects** are part of educational television, just as the teacher has available to her a wide range of books, pictures and other aids (as well as immediate feedback from her class).

Referring to the absurdity of the laboratory-type investigations, Bates (1981, p. 220) humourously illustrates the point saying that "it's like cutting off two legs of a horse to see whether it can run faster than a man." He claims that it is impossible to control all the variables or weigh them accurately.

Too much emphasis has been placed on performance testing and in the long run it has not helped teachers or producers to improv

their situation. Bates acknowledges that there is confusion "between the educational objectives which media are serving - what the students are expected to learn or to do - and what I would call the insitutional objectives of media - what you need to do to a programme to make it an effective teaching device." He says that we need to find out "what are the most appropriate teaching functions for television, what we need to do to support student utilization, what the range of programme format is, how the provision of various facilities affects format how much money we should allocate between various media and how we should allocate production and distribution facilities between different subject areas - in other words, on the kinds of questions that producers and managers of teaching media are likely to ask. These require different kinds of research from mere performance testing and questionnaires - content analysis of programs, participant observation of how decisions are made about uses of media, and how students react to media, and of extreme importance, accurate accountancy and record-keeping, so that realistic costs can be allocated to different media and uses of media, and realistic utilization figures collected, so that effectiveness studies can be carried out." (Op. cit, p. 26).

Media research as an academic exercise - for masters or doctorate thesis - also came under attack by Bates, and he suggests instead that such research should be carried out by those responsible for producing educational media. While self-evaluation is to be encouraged in any educational endeavour, one needs to be skeptical about such research since often the producers and

and those concerned with educational television are not educationists and may therefore end up evaluating the product rather than the educational effectiveness of the product. As Hart (1982, p. 91) points out "educators have distrusted professional film and television, tainted as it is with the frivolity of entertainment"... and while a program might be technically superior in quality, it may at the same time be inferior as an educational tool.

In concluding this section, it would appear that there has been considerable concern regarding the inconsistencies in educational television research, and in the light of what has been said, perhaps we should redirect our anxieties to the methodological weaknesses of such studies. Research used so far shows methodological poverty. A considerable amount of the supposedly empirical research into the effectiveness of educational television, is in fact both pseudo -empirical and inappropriate. The complexity of the medium is far greater than the experiments which seek to compare them, and if researchers are to pursue performance testing through comparative studies, then they must abandon the 'white coated paraphernalia of navel-gazing academic research'. (to borrow Hart's colourful phrase). (Hart, 1982, p. 93).

CHAPTER 3

Learning theory and instructional design

Over the years a body of empirical research on the nature of learning and the nature of instruction has been accumulated and synthesised predominantly from the contributions of psychologists. They were, and still are concerned with how, in what circumstance for what reasons and with what kinds of assistance do children and adults learn. Regardless of whether the instructor is the classroom teacher; the television teacher ; or computer programmer, in order for a design of instruction to be undertaken , the complexities of learning conditions - both internal and external to the learner - should be understood.

Perhaps the two most common principles of learning are **repetition** and **reinforcement**. Briefly, repetition states that "the stimulus situation and its response need to be repeated, or practiced, in order for learning to be improved and retention more certain." (Gagne and Briggs, 1974, p. 7). Gagne and Briggs (ibid) go on to say that "there are some situations where the need for repetition is very apparent. For example, if one is learning to pronounce a new French word like *variété*, repeated trials certainly lead one closer and closer to an acceptable pronunciation. They stress however that modern learning theory casts doubt on claims that repetition is a condition of learning, and suggests instead that it is a practical ("practice") procedure "...which may be necessary in order to make sure that other conditions for learning are present." (ibid)

The reinforcement principle states that the "learning of a new act is strengthened when the occurrence of the act is followed by a satisfying state of affairs (that is, a "reward"). Reinforcement like repetition is a controllable instructional event and while it is an admirable external condition readily available to the teacher, it lacks perhaps the most valuable condition of all. "An act of learning requires the presence of some varieties of **internal states** that have been previously learned." (Ibid, p. 8). For example, for a student to learn new information, he must have access to **similar information** of that sort; he must have **intellectual skills** that enable him to solve problems; he must have developed **strategies for organizing/storing and retrieving information**; as well as other internal events such as **motivation and confidence**, says Gagne and Briggs (p. 8-9). The learning of earlier skills aids the learning of other "higher order" skills, forming a framework of interrelated internal structures that can be recalled, transferred and modified to fit in with new information being learned.

According to Gagne and Briggs, the steps involved in designing an instructional system would include the stages listed below in Table 1. (Reference: Gagne and Briggs, 1974, p. 23).

TABLE 1

Stages in Designing Instructional Systems**System level**

1. Analysis of Needs, Goals, and Priorities
2. Analysis of Resources, Constraints, and Alternate Delivery systems
3. Determination of Scope and Sequence of Curriculum and Courses Delivery System Design

Course Level

4. Determining Course Structure and Sequence
5. Analysis of Course Objectives

Lesson Level

6. Definition of Performance Objectives
7. Preparing Lesson Plans (or Modules)
8. Developing, Selecting Materials, Media
9. Assessing Student Performance (Performance Measures)

System Level

10. Teacher Preparation
11. Formative Evaluation
12. Field Testing, Revision
13. Summative Evaluation
14. Installation and Diffusion

Perhaps the most significant contribution to learning theory has come from the work of Jean Piaget. Piaget's main concern has been the study of how intelligence (or knowledge) develops. He identifies four stages of development, all of which are governed by laws. They are: the **sensorimotor stage**, **pre-operational stage**, **concrete operational stage** and **formal operational stage**. Because we are concerned (in this paper) with infant education, we are primarily interested in the pre-operational stage (ages 2-7 years) and to a lesser degree the concrete-operational stage (7-11 years).

Unlike the sensori-motor stage, the pre-operational stage allows the child to organize his world in terms of internal thought processes as well as through all his senses and actions. Although coherent thoughts are developing, the child's understanding of concepts is often distorted. According to Bliss (1983, p. 36) the child's distorted perception is based on the child's inability to make comparisons - ie. the child believes his immediate perception; and secondly, the child tends to centre on his own point of view (egocentrism).

It is not until a child reaches the concrete operational stage that he can **reason**, which is accomplished by integrating mental operations. Bliss stresses that the pre-operational period is extremely hard for adults to understand - because adult reasoning processes have no resemblance to those of the child. "It is a period of tremendous exploration. Children are trying to find

out how the world works, how it fits together and how they fit in it. The picture is not yet coherent, it is still being pieced together. Their world is full of fantasy, of make-believe. Children will not necessarily see the same links in a story, or play, or television programme as an adult, as they have their own logic."(Bliss et al, p. 37).

This brief and oversimplified description of Piaget's stages of infant development, is included to show that if there is such a developmental process, then it would be particularly relevant to educational television producers. Egan (1983, p. 76) similarly points out that if Piaget is right in saying that there is a relationship between development and learning, then the use of educational television programs for teaching purposes would be irrelevant or useless unless the child had prior learning/knowledge of the concepts involved in the program. The implication for this would seem that programs used with children before they are **cognitively ready** would be useless. It does not mean that a child might not be ready at a particular age, it means that **pre-learning** has not been carried out and therefore learning cannot take place.

Therefore if television is used to introduce maths concepts, prior to the development of the relevant underlying structure, we can assume that learning will not take place. Similarly, the use of television for direct teaching, or/^{when}used in isolation to the curriculum, would appear to be inappropriate in the infant school. Educational television would only seem to be relevant

in the infant school, when it is used for **enrichment** purposes. Even then, careful **selection** and **integration** of a program within the ongoing curriculum, would seem to be essential ingredients for effective teaching/learning. Individual differences in **readiness** to learn would also have to be considered and this will be discussed in a later section.

Egan says the educational poverty of Piaget's theory is perhaps most evident when we consider individual differences between learners. Despite the rhetoric of Piagetians the theory describes very poor learners only in terms of their unusual slowness in developing through the unvarying sequence of stages and sub-stages says Egan.

Egan's opposition to Piaget's theories is on the grounds that they are **psychological theories**, rather than **educational theories**, which is illustrated in the following quote:

"...the main reason why Piaget's theory has no legitimate implications for education is the same reason why other psychological theories, and the educational research based on them, have no legitimate educational implications." (p. 130). He criticises researchers and educationists for structuring educational experience in terms of psychological theory. Only educational theory can provide a proper theory of instructional experience to allow educationally fruitful research, he says (p. 176). He insists that by applying psychological theories, we are likely to learn something of interest to psychology, but not to education. Educational theories "should determine the

appropriateness of educational questions and should provide the criteria for recognizing adequate answers. If one uses a psychological theory one will be able to ask only psychological questions and provide only psychological criteria for recognising adequate answers to those questions." (p. 178)

Briefly, Egan takes a great deal of time and trouble to show that no psychological theory or research has any implication for education, and while it is appropriate to acknowledge Egan's viewpoint at this stage, it would be foolhardy to dismiss all that psychology has offered.

There has been in fact, considerable opposition to Piaget's theories, and Ing et al (1978, p. 61) appropriately points out that "we must expect to find in psychological theories much that does not help us directly...because the "task of the learning theorist is not the same as the task of the teacher. Eventhough we may not be concerned with the neurophysiological aspects of learning, we are able to get a "systematic picture of learning processes and the conditions most favourable to learning."

In contrast to Piaget's theory, Jones (et al, 1983, p. 44) puts forward the hypothesis that "perhaps prolonged (ie. normal) exposure of children to television creates its own order of understanding; necessarily different from Piaget's because it is dealing with a particular medium, rather than a real experimental situation." Bates, in the same article, concludes that Piaget

has "something important to say about the way children at certain ages tend to think" ... and producers of children's television programs might benefit from a clear understanding of such theories. (p. 44-45).

There are many conflicting theories of learning, each of which have significant contributions to make. At the same time, each different learning theory has different implications of (a) how the television programs should be designed and/or produced; and (b) how the television program should be used in the classroom. Bates (in Bliss et. al, 1983, p. 34) says that "if we are concerned with learning from television, both generalised theories of learning and theories concerned with the unique nature of learning from television should have crucial relevance to the design of television programs". In the same article, Bliss, Goater and Jones looked at Piaget's theories and some possible implications for educational television, and Goater pointed out (p. 41) that broadcasters might turn to a cognitive theory such as Piaget's to (a) assist in analysing and accounting for the response of viewers to a program produced and/or (b) to seek the appropriateness of content and style prior to production planning. The former reason deals with the post-production phenomena, providing an evaluative framework. It provides data about "what was perceived, comprehended and ultimately learned - and why - as a result of viewing" (p. 41). The latter reason concerns pre-production factors that might contribute to the "issue of match or mismatch between production intention and audience reception" (p. 42).

Acknowledging the unresolved questions about the status and existence of Piaget's cognitive development theory, the writers concluded that "Producers of children's television programs might well benefit from a clear understanding of Piaget's theories, provided that a good deal of flexibility and judgement is used when applying his theories to production" (p. 45). The Piagetian model, according to the writers, offers little assistance about the learning environment, or interaction. Furthermore, the writers conclude that "about affective development and television's potential contribution, the model (Piaget's) has almost nothing to say, while many of the insights it affords into cognitive development are decidedly controversial" (p. 44).

We can assume however, that in the case of infant learning, television tends to work best when the content concentrates on the concrete rather than abstract ideas and analytical procedures, as Bliss et. al (p. 45) suggest.

Choat (1983, p. 128) correctly points out that young children have not yet reached the stage of mental development which employs abstract reasoning to rationalize and deduce from indirect experience. They are at the stage when learning originates from direct experience. " Television, offering viewers a 'representation of reality' and not providing 'direct experience' is limited in its functions. If television is to play a part in infant (or any other) education, then producers must concern themselves with learning theory, and instructional design appropriate to the body of knowledge they wish to convey.

I believe that television programs generally, and infant educational television programs particularly, already use what could be called a 'concrete operational approach'. However, research and discussions with ABC personnel reveal that television producers are ignorant about learning theories and instructional design, and while it would appear that such information could provide an important framework for educational television programs, it should be pointed out that care needs to be taken when selecting a learning theory, as writers have already cautioned.

CHAPTER 4

Issues relating to television program production:

This section attempts to briefly examine some of the issues affecting the production of educational television programs as identified by teachers, Advisory Committee members, and ABC personnel. The actual production process will not be discussed except to identify the broad stages involved in producing an educational television program.

Stage 1 is that of **pre-production planning**, which combines ideas, opinions and suggestions from various sources, from which a proposed series may be identified. From such discussions educational needs are highlighted and program content can be decided. At this stage program objectives may be specified.

Stage 2 involves the preparation of a **script**, which is based on the information gathered during the pre-production planning stage. This task is carried out by a script-writer, who has had the benefit of being involved in the pre-production planning stage.

Stage 3 is primarily concerned with the technical skill of **production**, and Stage 4 involves trialling, broadcasting and evaluation of the program(s).

Within each of these stages there are numerous sub-stages, but for the purpose of this discussion it is not necessary to go into further detail. The remainder of this section deals with issues which significantly affect these stages of program production, and ultimately affects the completed program.

Unlike the United Kingdom and the United States of America, Australian educational television is not blessed (or damned) by the financial backing of private companies and organizations. The Australian Broadcasting Corporation (ABC) derives its entire funds from the Federal Government. Such funds are used primarily for purchasing overseas productions to be used in Australian schools, and the production of new educational series, by the various state bodies of the ABC.

The aim of the ABC educational programs, as stated in the Program Policies and Practices for ABC Radio and Television, (1981, p. 14) is to "develop interest within the student, to explore a wider world and to try to understand the importance of learning and understanding in a constructive and entertaining manner." The ABCs current objectives in the Pre-school and school areas of operation are:

"Pre-school: to enrich and extend the experience of the young

Australian child at home or in the day-care situation by reflecting the breadth of Australian society today and helping the understanding of it; to stimulate the enjoyment of, and participation in, song, story, rhyme and imaginative play; to encourage pro-social development and a sense of personal identity.

School: to enrich and extend the education of Australian children both by supporting classroom work and by promoting the development of individual talent and experience through programs planned sequentially; to exploit the popularity, and the artistic character, of the radio and television media with a view to stimulating intellectual curiosity and a spirit of enquiry; to provide, by example, guidance

in educational practice for teachers and parents." (Heatherington 1984, p. 4).

Although the Education Department does not have specific aims and objectives for educational television, it supports the policy of educational broadcasting in several ways. Firstly, the Department has provided schools with television receivers, thus enabling schools to tune in to educational television transmissions; secondly it provides 2½ staff (seconded from the Education Department) to act as liaison officers between schools and the ABC; and thirdly they disseminate information to teachers regarding broadcasts. In addition to this, staff from the upper echelons of the Education Department, serve as advisory members on the ABC Education Broadcasts Advisory Committee.

At this point, it is perhaps appropriate to identify educational broadcasts of Australian origin and those that are imported from other countries. Table 2 below indicates the series and country of origin of all infant television programs transmitted during 1985.

TABLE 2

Programs broadcast (television) by the ABC during 1985 and their country of origin.

Series	Country of origin
For the Juniors 1 & 2	Aus (various states); UK; Canada
Hunter	Aus (Tasmania)
Maths-in-a-box	UK
Music Time	UK
Play School	Aus
Talkabout	UK
Trapp, Winkle and Box	Aus
Watch	UK
Words and Pictures	UK

The fact that over half of the series broadcast to Tasmanian schools during 1985 are of UK origin is not necessarily disturbing. However, when imported programs conflict with the aims and objectives of our education system, then we must question their use in this country. Problems associated with mis-matching television programs and educational objectives will be discussed a little later.

Teacher notes for programs broadcast during Term 2, are contained in the Appendix section., which provide the reader with a brief account of each program televised during this period. It should be noted that some programs are televised without accompanying notes, and in some instances the notes are worthless.

There are two advisory committees involved in the initial pre-production stages . At the policy-making level, the Tasmanian Education Broadcasting Advisory Committee, consists of 13 members, excluding the ABC and liaison staff (Education Department). These members consist of senior representatives of the Education Department, including the Director-General, together with a representative of Friends School and the Catholic Education office and the University. Of the two State Education Department teachers, only one has regular teaching duties, and that is at High School level. The only infant advisor has no formal teaching responsibilities. Although these people are admirably qualified, they are hardly representative of the "average" classroom teacher. And it would seem that while it is their job to advise on "policy" matters, it could be claimed that they have failed in that role also. For example, when I informed the Senior Education Officer (ABC) - who is a representative on the Committee - that the handwriting style taught on the infant series "**Words and Pictures**" (BBC) was in conflict with the

current style being taught in the classroom, he responded by saying that he had not been informed about any change in Education Department policy. In fact, all but a few schools in the State have now changed to the new "Basic Handwriting Style", under the instruction of the Director-General at the end of 1984.

Another incident involves the transmission of a program that teaches about British currency*(pounds and pence), which is totally inappropriate for Australian schools. Other similar problems exist which have resulted from bulk buying series of programs, which have not been selectively broadcast to schools. Instead they have been shown as an entire series regardless of their relevance to the Australian curriculum. Such an oversight is clearly the result of carelessness on the part of the ABC, and teachers are not without blame since they have not complained to the ABC.

Clearly there is a problem of communication at the policy making level. The current advisors do not seem to be in touch with the reality of teaching, and they are certainly not familiar with the content of educational television programs, which has resulted in a mismatch between Education Department policy and educational television content.

A less formal sub-committee, consisting of practising teachers, is formed whenever necessary to advise on the development of a particular series of programs. The sub-committee is made up of practising infant teachers, advisors, consultants as well as ABC staff. They put forward ideas which are developed into scripts, and produced by the ABC.

* ABC "Maths in a Box", Episode 5, Winning and Losing.

It should be pointed out however, that although teachers and consultants are eager to assist with the script development, they are not without criticism of the process. Educational advisors have revealed that constructive criticism is not well received by ABC personnel, and while it "appears" that the Educational Advisory Committee and the Sub-Committee advising on series are "significantly involved" in the content and presentation of each program - in reality they claim that the process is a *fait accompli*. Committee members have pointed out that educational ideas are sometimes misinterpreted by ABC producers; and on occasions visual messages reflect inappropriate behaviour models for children (ie. children writing slogans on walls/fences).

Similarly, criticism has been levelled at pre production research or perhaps one should say - the lack of it! To a large degree, pre-production research is non-existent, and this has resulted in poorly developed programs which have little regard for the students age or ability. This tends to happen when those responsible for producing programs have little or no background in infant education theory or practice. There is a tendency for such programs to be relegated to upper-infant and lower primary use rather than be offered to infant classes alone.

Evaluation and feedback of completed programs similarly receives little attention or funding. On occasions the liaison officers have face-to-face discussions with a few teachers and at times the producer may view the program with a class as it goes to air to gauge reactions. This limited evaluation serves no real purpose as it does

not provide a solid basis for program modification.

Research into the educational need areas, program content and instructional design is also non-existent, and although this is an incredible revelation, in light of what has occurred in other countries, it is highly believable. The excuse for the inability to carry out such research, would appear to be the lack of monetary funds.

CHAPTER 5

Preschool television

In an article on preschool children's television and language development, Maureen Lalor stated that "a government sponsored national poll in Britain found that 91% of mothers ^{with} 4-5 year old children desired preschool services for their children." (1979, p. 20) Quoting Professor Maurice Chazan she says, "few parents now feel able to provide the best educational environment for their young children even in good home conditions and a high proportion of mothers would like their children to start school at an earlier age than they actually do - to provide them with greater scope for play and companionship than they get at home. The smaller nuclear family and the increasing physical isolation of young couples who live at some distance away from their own kin may lead to an over intense relationship between adults and children. Overcrowding, high rise flats, and unsatisfactory homes may make it difficult to bring up children or even to cope with the problems they present." (ibid,)

The popularity and success of television in the home, coupled with the inadequacy of nursery provision in Britain presents a strong case for television as an educational medium. As Lalor points out, television "is acceptable, available, accessible, non-threatening, entertaining, informative, efficient, thrifty, adaptable in its form, flexible in terms of "take-up", reassuring to parents and children, supportive of the self image of both and likely to promote positive feelings on the part of both. It penetrates and is received at many levels of media literacy, conceptual understanding and affective

influence - an important feature given a wide spread of age and stage of development of children viewing. It is capable of educating the child watching and listening on his own, in which case the presence of an adult who can supplement the programs input would be beneficial but not crucial to the child's learning." (ibid)

The preschool educational television programs shared the educational aims of the schools, giving top priority to language development with particular emphasis on developing concepts that were felt to be necessary for preparing the child for school. Information about the world and people in it, "health care, nurture, safety, cooperation with parents, promotion of positive self concept, play ... and particularly language development appeared to be the essential curriculum of the televised pre-school lesson," (p. 21) during the initial stages of program planning in Britain.

Lalor's study was involved in evaluating and analyzing programs broadcast during 1976/77 for pre-school children. She found that the characteristics that are deemed to be good nursery practice (as mentioned earlier) were all featured in the programs viewed. Further analysis of the language content of two representative programs however, seemed to shatter Lalor's earlier romantic notion of television, when she indicated that in some instances the program did not meet with the child's level of understanding, comprehension, knowledge or development of concepts. The inability of producers to make programs that meet with the child's cognitive development appears to stem

from a lack of understanding of child development. The work of Piaget would seem to be extremely relevant and valuable to producers and those concerned with developing educational television, and this has been discussed in an earlier section of this paper.

In an attempt to produce educational programs for children the Children's Television Workshop in the United States has had considerable success with the programs it has developed. Perhaps the most outstanding example has been a program called "Sesame Street", which combines the "methodical, analytical approaches of science with the intuitive, creative methods of television to evoke planned educational change in children." (Howe, 1983, p. 3) Similar to the British idea, Sesame Street was designed to help prepare children for school. Table 3 shows the first 10 years of Sesame Street's evolving goals and curriculum.

According to Howe (p. 3) the specific instructional goals for the first season of the series arose from global objectives pertaining to symbolic functions, cognitive processes, and physical and social environments. "The symbolic functions included recognition and use of letters, numbers, and geometric forms. The cognitive processes pertained to dealing with events and objects in terms of order, classification, and relationships. Goals relating to the physical environment were directed toward providing general information about natural phenomenon and processes, understanding the interdependency relationships

TABLE 3.

Table *Sesame Street's* evolving goals and curriculum: the first ten years. (From CTW, 1979)

Initiation of curriculum	Curriculum area					
	Prereading & premath skills	Mental Processes	The child & his world	Bilingual & bicultural education	Audiences with special needs	Health practices
1969-70	Letters Nos 1-10 Geometric forms	Ordering Classification Reasoning Problem solving Relational concepts Perceptual discrimination	Self Roles Differing perspectives Cooperation Fair play The man-made environment			
1970-71	Sight words Nos 1-20 Addition Subtraction	Multiple classification Multiple regrouping Multiple class inclusion Multiple class differentiation Property identification	The mind & its powers Emotions Conflict resolution Audience participation Making inferences Generating explanations & solutions Evaluating explanations & solutions			
1971-72	Verbal blending		Ecology	Spanish culture & art forms Spanish-speaking performers		
1972-73	Measurement	Sorting by activity	The child & his powers Social attitudes	Spanish sight words		
1973-74	More complicated geometric forms		Coping with failure Self-esteem Entering social groups			
1974-75			Creativity: divergent thinking			
1975-76				Taos Indian Pueblo	Education for mentally retarded	
1976-77	Vocabulary development Sight phrases Additional sight words		The role of women	Spanish sight phrases		
1977-78			Prescientific thinking	Hawaii's multicultural & ocean-oriented society		
1978-79			Additional prescientific thinking Relating positively among nonretarded & mentally retarded children	NY City ethnic neighborhood visits	Deafness & signing curriculum	Nutrition Dental care Exercise

that govern natural relationships, and acquiring knowledge of how humans explore and exploit the natural world. The social environment goals pertained to helping children see themselves and others in terms of roles, understanding forms and functions of institutions, seeing situations from other peoples points of view, and comprehending the need for social rules such as those rules that protect the interests of justice and fair play (Lesser, 1974). Extensive formative research was carried out prior to broadcast pre-testing elements and segments designed to be included in "Sesame Street". Each new segment type was pre-tested for its attention-getting potential, its appeal and comprehensibility to the child. Howe also points out that "the care given to Sesame Street's formative research has been mirrored in its extensive summative evaluation. In the years following the introduction of "Sesame Street" there was an enormous amount of academic research to either prove or disprove that pre-school educational television was a worthwhile activity. Perhaps not surprising, most of the research indicated that children can and do learn from television and that when adults intervene in the learning process, greater learning takes place. The implications of such a finding are relevant to the classroom use of television.

When we witnessed the introduction of television to Australia in 1956, a program for young children called "Kindergarten Playtime" was produced. This was the first educational program

developed in Australia. During the same period several other BBC programs were purchased and some years later the popular "Play School" that we now see on television was modelled on the BBC series of the same name. (ABC, 1975, p. 12). While these programs were primarily developed for at-home viewing by children they are sometimes used at school by teachers with groups of children.

In Australia today there are several pre-school television programs especially designed to meet the educational needs of children. In Tasmania these televised programs are: "Fat Cat and Friends" (Tasmanian Television (TT)), "Playschool" (ABC - 9.30 am and 4.00 p.m. Monday to Friday) and "Sesame Street" (ABC - 8.00 am and 3.00 p.m. Monday to Friday). Both "Fat Cat and Friends" and "Playschool" are Australian made programs and contain information relating to the child's physical, emotional, social, intellectual development and environment.

The programs discussed, although pre-school programs, are sometimes used at school by infant teachers. "Playschool" for example, is suitable for Kindergarten and Prep children. Although the above-mentioned programs were not included in the questionnaire, they provide an important background to educational television programs. For example, the Australian produced programs are developed to contribute to the child's pre-school development. Such programs not only provide the child with appropriate pre-requisite social, emotional and

intellectual skills - in readiness for school, but have more recently been considered as 'models' of good infant television, from which television producers and researchers have benefited.

Because of pre-school television, not only have children developed pre-requisite skills necessary for classroom learning, they have also developed particular viewing habits. It has been revealed by researchers that pre-school children are television's heaviest viewing audience, and perhaps because of this, young children do not absorb the material. In other words, after being bombarded by millions of television messages, the children may not be able to engage in anything but superficial learning when television is used for instructional purposes.

Perhaps children have learned to accept television as a form of entertainment and not as an instructional or educational medium.

While these are important questions to ask ourselves, they will not be discussed further in this paper, but should be a matter of concern to those associated with mass media courses.

Educational television in the infant school

Educational television is widely used in the schools throughout Australia. The Research Branch of the Department of Education in Queensland, carried out an evaluation of ABC Primary School Broadcasts during 1980. The sample was taken from the Darling Downs area using a questionnaire relating to the use and perceived effectiveness of educational radio and television.

They found that most respondents had access to both radio and television and teachers used, on average, "4.5 different series in one year and were familiar with 9.2 series".(1980,p.1) It was also found that teachers used at least three-quarters of the programs in each series. Teachers felt that the broadcasts were appropriate to the curriculum and felt that the programs were educationally valuable. There was some degree of variation of opinions concerning the appropriateness of timing of the different series. It was interesting to note however that the infants series, ie."Words and Pictures", was felt that the timing was appropriate most (or all) of the time. In fact 79% of series users felt that the timing of "Words and Pictures" was appropriate. This being the case, one would have to assume that curriculum planning in those schools was

dependent upon the television timetable for that year.

Sixty-three percent of the series users felt that "For the Juniors" II" was appropriately timed, and 57% felt that the timing of "For the Juniors I" was appropriate to their planning. That also suggests that over 50% of teachers plan their curriculum around the television timetable. That is assuming that teachers are using these programs as part of the basic infant curriculum or themes at the time, as opposed to viewing the programs regardless of their appropriateness to the curriculum. This is discussed further in another section of the report.

While it was also found in the study that only slightly more than one quarter of the teachers had access to a video tape recorder it was found that over 35% of those respondents indicated some difficulty in having broadcasts taped when they so desired. This would seem to indicate that teachers may have been reluctant, or unable to use the video equipment. In fact, it was revealed that only two teachers indicated that they made their own recordings using video. The implications of this information would seem to indicate that even when a video recorder is available it may not always be used to video tape programs. As discussed in a later section, copyright laws prohibit the tape recording of visual images from television, although the public may record the audio sounds from television. (Certain music, sound effects etc would not have a copyright clearance, however, which indicates that only some audio sounds may be legally recorded). We might well ask then why are so many schools presently equipped with video recorders? It appears that the Education Department

officials anticipated favourable copyright legislation that would allow teachers to record educational programs for use in schools. Pressure needs to be applied on the appropriate people so that teachers legally have access to video taping facilities for educational use, similar to those allowed to teachers in the United Kingdom. Teachers in the UK are permitted to record educational programs and keep them for a period of one year, allowing the teacher flexibility of use. In this way only then can teachers begin to plan their curriculum according to the needs of their students, rather than plan their curriculum around the television timetable.

Choat (1983, p. 47) says that "there is at present a lack of evidence on the effectiveness of educational television in primary schools, and particularly in infants' school." He administered a questionnaire to 427 infants' school teachers in England and Wales in 1982, and found that 86% of teachers used educational television programs for language development. The teachers criterion for usefulness, "seemed to be the scope which a programme offered for follow-up", he says. Fourteen percent of the teachers who did not use the language programs, indicated that "they based language development on children's own interests and experience, so educational television series were irrelevant" (p. 50).

Only 42.9% of teachers used educational television for mathematical development. Teachers claimed that "it was

difficult to present one aspect of mathematics to a whole class of children; that the series were not suitable; that the school followed their own mathematics scheme -so television was irrelevant. Teachers also claimed that the series did not always coincide with childrens stages of mathematics development, and stressed instead the need for 'involvement and experience' by the children. While Choat acknowledges that educational television can stimulate children to make mathematical discoveries he indicated that in most cases effective use of broadcasts for mathematics was not evident. He stresses that "the habit of whole classes of mixed ability children watching language and mathematics broadcasts is not in keeping with primary school practice, in which children are treated as individuals." He goes on to say that "the situation is exacerbated when classes are vertically grouped and the children are more markedly different levels of development". Choat also criticised the lack of flexibility in the infants schools.

The infant curriculum, enshrined as it is within a highly flexible and individualistic framework, is not suited to a "television dictated curriculum" The educational television programs received by schools are sometimes related and sequential, but at other times are completely unrelated and unsequential in nature. The infant curriculum attempts to relate ideas by teaching around themes or areas of interest, and because of the teachers knowledge of learning theory, the curriculum is structured in a sequential nature. While there are similarities between the television curriculum

and the classroom curriculum, it must be stressed that the television curriculum is merely an instrument of enrichment in the infant classroom. Programs should be used according to their quality and relevance to the learning situation, in much the same way as the teacher uses a film, or a textbook. This implies, according to Choat, that "use relies on whether the teacher feels that the material and its presentation meet her and the childrens needs." This further implies that programs must be recorded and used as and when required, and that previewing of programs is essential. There is no place for off-air viewing in the infant school.

CHAPTER 7

Educating teachers to use instructional television

The stated hypotheses (in the introduction) suggests that teacher may not be making the best use of educational television. But as Choat (1982, p. 205) suggests, its ineffective use cannot be attributed solely to the teacher. He correctly points out that "most teachers have been given little guidance during their initial training, or by subsequent in-service provisions on the use of educational television. A presumption has existed that teachers would automatically adopt and adapt to using television but this does not appear to have happened." (Ibid)

MacIntyre (1983), Choat (1982), Hancock (1977) and Chu and Schram (1967) suggest that the importance of teacher training in the use of educational television can hardly be overemphasised. Choat says that a concerted effort is needed by teachers, broadcasters, and researchers to establish how educational television can be used effectively in schools. He condemns the out-dated "preparation-broadcast-follow-up" syndrome (that is still widely used) and recommends that educational television should be acknowledged as part of the curriculum. MacIntyre also highlighted the need for training in the area of handling the hardware and the pedagogy of use, and suggested that it should be a collaborative and multi-level exercise, involving colleges, broadcasters, curriculum developers and schools. His idea of a "broadcasting resources centre" tends to duplicate the functions of the Tasmanian "Media Centre" to a certain degree. The envisaged centre, according to MacIntyre, would ideally

be within a college or teachers resource centre, and would make available broadcasts and related materials for the purpose of previewing and assisting teachers with knowledge about broadcasts.

Hancock says that utilisation training should be written in as an ingredient of all full-time courses for teacher training, and indeed this view is held by teachers. In MacIntyre's study (1983) teachers and principals indicated that there was a need for both in-service and pre-service training in the use of broadcasting. Hancock argues that "such training should be properly integrated within normal education training programs, not placed as an appendage." (1977, p. 295) This would seem to be an essential strategy, because in-service courses have failed to attract participants. Courses such as those advertised in the Education Department "Ideas Book" (Tasmania), offered teachers the opportunity to: familiarize themselves with ABC/TT television programs (and ABC radio); develop a criteria for evaluating good educational broadcasts; demonstrate teaching strategies for using programs with classes; develop an awareness of resources relating to educational television; as well as presenting teachers with an overview of how an educational program is produced. It must be stressed that the envisaged seminar was to be 'fine tuned' according to the participants needs, and in this respect may have been altered considerably. For one reason or another, teachers chose to ignore the opportunity to gain information of this nature, and as a result the seminar was cancelled.

Hancock (1977) envisages that a basic training course would provide an opportunity to explain a number of things to the classroom teacher or lecturer. "First, the theoretical background needs clarification - why media are being used; what they offer; how they are used generally throughout the work program; what specific contribution they will make locally; the physical demands have to be explained - receiver placement, the use of simple controls, the selection of viewing and listening programs, seating arrangements. And finally, there is the technique of classroom usage - the means whereby media cannot only be taken as a motivating experience, prepared for and capitalised upon on follow up periods, but can be written more significantly into a scheme of work as a method of introducing or reinforcing certain concepts in the same way that texts and scientific demonstrations are automatically employed. This is the most important objective of all, especially in multi-media and systems approaches." (p. 293) Table 4 below illustrates Hancock's one-day utilisation training course. (Reference: Hancock, A. (1977) Planning for Educational Mass Media. London: Longman. p. 294).

TABLE 4

One day utilisation training course

Session	Subject	Illustration
1	What are media?	Examples of media programmes
2	Utilisation(1) - the physical environment	Demonstration of using receivers/recorders, etc.
3	Utilisation (2) - classroom work	Teacher demonstrations on tape, student practice
4	Evaluation and discussion session	-

After scanning the education courses in the University and College Handbooks, it is clear that very little time is devoted to training students in the classroom use of instructional media in Australia. Yet in the infant school 3 hours and 20 minutes (or 14%) of teaching time could be devoted to watching ABC television broadcasts each week. This figure does not include repeat transmissions). Table 5 below indicates the series broadcast during Term 1 together with the running time of each program.

TABLE 5

Television programs for infants (ABC) and the recording time of each program (Term 1, 1985)

Series	Minutes of broadcast
For the Juniors 1	20
For the Juniors 2	20
Words and Pictures	15
Look at a Book	5
Merry Go Round	20
Hunter	20
Watch	20
Music Time	20
Maths-in-a-Box	20
Talkabout	20
Play school	20
Total	200 minutes (3hr 20)

Courses in Australia, where they exist, are optional, and tend to technical courses, providing basic skills required for operating audio-visual equipment in schools. Theories of visual literacy or strategies for the effective use of educational television,

or the evaluation of instructional television programs are not covered at the undergraduate level - and only briefly covered as options, or at post-graduate level of some institutions.

In Tasmania, the College of Advanced Education offers three compulsory units in Instructional Technology, all of which tend to be heavily laced with technician-type skills development. An optional course offers a unit in Instructional Television and according to the Handbook (p. 61) "uses a systems approach to the design, production and evaluation of instructional television programs, produced in the television studio." The family technician-type course, is also duplicated at the University of Tasmania, as an optional subject for B. Ed Primary students; and CCET students. The compulsion to train students in handling the hardware, without any direction in the pedagogy of use of instructional software, would seem to be a naive course to follow. It could be argued that too much emphasis has been placed on learning how to operate film projectors, slide projectors, television receivers and video equipment (some of which are not available in schools) at the expense of not knowing how to use the software efficiently and effectively. Teachers ignorance of how to select and use instructional television programs, could prove far more damaging than their ignorance of how to operate some pieces of equipment.

The content of a training course for teachers should reflect the needs of the teachers participating or enrolling in the course. Similarly, the content of such a course would depend upon the nature of the course (ie. Diploma, CCET, or seminar/workshop). Without going into specific details regarding subject content and reference materials, the following course outline is illustrated as a guideline.

TELEVISION SKILLS COURSE

<u>Subject</u>	<u>Illustration of content</u>
Media and Education: Issues and Problems - (the impact and influence of the mass media and its consequences for education)	<ul style="list-style-type: none"> - the role and potential role of television - ie. entertainment, education, communication; - the social change created by television, impact on family life, entertainment industry, education - influence on children/adults ie. persuasion, bias, distortion, stereotyping, violence - educational television v's traditional teaching
Media Literacy: (the nature of learning/ the nature of instruction and their relationship to educational television; analysis of mass media products and decoding skills).	<ul style="list-style-type: none"> - communication/learning theory and its relation to instructional design; - learning conditions internal/external to the learner; - the passive / active audience - decoding and analysing television products

TELEVISION SKILLS COURSE (cont)

Educational media in the classroom:

(the role of television in the classroom and its relationship to curriculum objectives with particular emphasis on utilisation strategies)

- using educational television with individuals/small groups/ or whole classes;
- classroom organization and group viewing;
- selecting programs that meet curriculum objectives;
- the role of the video recorder (editing, recording, replaying);
- copyright laws;
- skills associated with using media in the classroom

Mass media in the classroom:

(the demystification of media products and processes in relation to both media as education and media as entertainment, with particular emphasis on skill development)

- demystification of media products and processes using a direct experience approach. (For a full account of this approach, please refer to the writer's earlier study, "Media education in the Infant School".

CHAPTER 8

Classroom strategies for using educational television (as suggested by the research):

Smith (1961, Gordon (1965) and Costello and Gordon (1965) illustrate that there are three possible types of educational utility for television. They are, enrichment, cooperative or team teaching and total teaching. According to Gordon, they are as follows:

"1. Television maybe used for enrichment; that is, as in a resource similar to a book, recording, lecture that is supposed to add value to a course of study.

2. Television may be used for cooperative or team-teaching, in which case televised instruction assumes part of the teaching work. The particular role of television in cooperative teaching may vary according to the subject and/or level of education. High school language classes may perform routine drills from televised instruction after reinforcement from a classroom teacher. College sociology students mayhold a question-and-answer period with their regular instructor after the televised lecture by a professional. In anyevent, the role of television in the teaching process must be clearly defined.

3. Television may be used for total teaching in which no skilled teacher except one appearing on television screen is involved with the particular course. The total teaching may be carried out in elementary school in which the children are supervised by monitors, or conducted by college students in their own homes with the responsibility depending on them. Total teaching by television becomes less feasible as one moves down from university to high school to elementary school. The question of whether to use television for total teaching is also related to the nature of the subject matter, the motivation of the students, and the quality of the telecast, and - most importantly - the alternative types of instruction available." (Gordon, 1965, p. 66-67).

Moir (in Gagney and Briggs, 1974, p. 49) says that if a class is to derive maximum benefit from a series, the teacher must give as much thought and care to its selection as he would to the choice of a new set of text books, or to hiring a film for educational purpose. It is essential that the level of the series be right for the class in question and the subject matter should have relevance to the body of learning into which it is to be placed. Similarly, Gordon (1965, p. 194) says that the classroom teacher must explain and indicate why television has been chosen as an instrument of instruction, and exactly what role it will play in the total course of study. Gordon says that it is far better to omit a telecast which is somehow "out of phase" (when used for enrichment or partial teaching) with classroom activities than to present an instructional television broadcast irrelevant to classroom activities. One would debate that it is unlikely that any of the programs are "in phase" with classroom activities, and therefore video taping for future use is the only sensible alternative if we are to use television in the classroom.

According to Bates (1985) there is strong evidence that where they exist, educational media are generally underused, and when they are used they are not used effectively, especially if we are considering the cost involved in setting up an educational media system (p. 15-16). Lack of clear teaching objectives of setting up a media system; inappropriate organizational structures for the integration of media curriculum; and ignorance of the problems and the possible solutions; and insufficient expenditure; are usually recurrent. The two

most serious of these are the lack of appropriate organizational structure, ignorance of the problems of media, and he goes on to say that "new media require new methods of teaching, which in turn demand new organizational structures to support them. Also there are a great many unknown or unsolved problems in using media for teaching, among which are identifying the most appropriate teaching uses of various media, where they are used in conjunction and identifying and solving the problem and learning from the media." He says that we are ignorant of media and we are often afraid to admit it. He says that we apply the wrong criteria for judging the value of programs. He gives the example that one of his colleagues in the BBC, judged the worth of a programme by the smoothness and imagination of the production, and he says that while these may be prerequisites for learning to take place, there are other factors to be considered, such as whether the students have understood what the programme was attempting to do.

According to Choat(1983) teachers "cannot switch on a television set and expect young children to diagnose the content of a broadcast. Even if children do acquire some understanding about their world from the media, teachers still have two important functions, to provide an intelligible framework for a thorough understanding of what is viewed, and to develop a critical awareness of the limitation and distortion of the media, says Heater, 1979". Within these functions educational television should be used as an additional resource; a means for creating atmosphere, stimulating imagination, and

provoking ideas which bring the outside world into the classroom, provided broadcasts can be associated with first hand experience; dramatised events and situations; provides information not readily available to the teacher; helps teachers lacking specialist knowledge; does things which the teacher cannot; helps small schools with limited resources; and forms part of the school curriculum to ensure that listening and viewing techniques are developed (Hayter, 1974, p. 13).

According to Choat, "educational television therefore should not be isolated from other curriculum considerations by infant school teachers. It should be part of an ongoing interest or activity, or a starting point for a new interest or activity. Such an approach dispenses with the common practice of preparing the children, watching the broadcast, and following up; a practice which encourages broadcasts to be something different from the childrens other activities. There is also the danger of a teacher relying on a program to regulate what she should do and thereby ignoring the children as individuals with different levels of development and pace of learning. In other words, educational television in the infant school poses the threat of introducing an alternative curriculum rather than being accepted as part of the curriculum" (p. 128-129).

Choat views educational television as a curriculum component. The programs viewed by the children are an integral part of the curriculum and the teacher has considered their appropriateness to the childrens needs and what the anticipated learning will be.

In this respect programs must be viewed by the teacher prior to the broadcast and teachers must have a good understanding of its relevance to the curriculum.

Choat's investigation into the use of educational television in the infant school revealed that most teachers carried out a "preparation-broadcast-follow-up" routine and relied on accompanying teacher notes for inspiration for follow up work. In this way teachers appear to be using educational television for cooperative teaching as identified by Gordon, in that the teacher augments as best she can the instructional television and not the other way around. In other words television dictates the curriculum rather than television being used in conjunction with the school curriculum. In many cases the teachers used educational television as a means of direct teaching, at the expense of children's real life experiences, says Choat (1982, p. 131).

Agreeing with Choat, I suggest that there is no reason to provide evidence that a program has been viewed, when it is related to the childrens ongoing work. The program is just another aid to assist teachers with childrens learning. Choat says that the "preparation-broadcast-follow up routine instils a false and sometimes overrated value to the broadcast. There should not be undue preparation for the broadcast or follow up on many occasions. Preparation should have been embedded in the childrens activities prior to the broadcast and following the broadcast and absorbed in the continuation of their activities." Ibid.)

The ineffective use of educational television is perhaps due to the lack of guidance and appropriate resource materials, together with the unavailability of teacher-training in the use of educational television. MacIntyre (1983, p. 227) reveals that Scottish teacher-training colleges provided 'uneven' or a complete lack of teacher training in the area of television education techniques. His study further revealed that teachers and head teachers alike perceived a need for both pre-service and in-service training in the use of broadcasts (Ibid). Although MacIntyre agrees that teacher training should be a "collaborative and multi-level exercise involving the colleges, the broadcasters, and the curriculum developers", he also indicates that the schools should play a part in the training process, "eg. by discussing the pedagogy of broadcasting use, by providing training in the handling of equipment ... and by contributing to the dissemination of examples of good practice." (Ibid).

PART B

The Questionnaire

Introduction to the questionnaire:

Based on the research by Choat, MacIntyre, Smith, Gordon, Bates, Heater, Hayter and the Queensland Education Department, it was decided to survey Tasmanian infant teachers (State and Catholic schools) to examine: (1) the way in which educational television was used in the classroom. A questionnaire was deemed to be the most appropriate method of gathering the data. The questions were based on surveys by other researchers (see above) although modified to some extent.

It was hoped that the information gathered, together with the findings of previous research, might reveal (2) specific techniques of using television in the classroom that may assist teachers in the future. It was also hoped that the information gained regarding the extent to which each series was used may assist the ABC with future broadcast planning.

Programs selected for inclusion in the questionnaire:

All ABC educational programs televised during Term 2, 1985, which were identified as 'infant' school programs (by the ABC) were chosen for inclusion in the questionnaire. At the time of devising the questionnaire, the "Trapp, Winkle and Box" series had not been identified as an 'infant' program. There was also some doubt about when it was to be broadcast during 1985. "Trapp, Winkle and Box" was therefore not included in the questionnaire. Programs broadcast during Term 1 and Term 3 were not considered for inclusion in the study (a) because of the organization of my research (ie. Term 1 - research and

questionnaire development; Term 2 - questionnaire trialling, printing, administering and research; Term 3 - statistical analysis of results, completion of report) and (b) the increased workload (for the author and the teachers) and (c) the timing of questionnaire distribution (ie. the return rate would undoubtedly have been far lower if the questionnaire had been administered at the end of Term 3).

It should be remembered that the questionnaire was designed to analyse a 'sample' of the educational television programs and in doing this the Term 2 programs provided a range of programs - many of which continue throughout the entire school year.

SUBJECTS:

Subjects (n=121) were practising infant teachers from State and Catholic schools throughout Tasmania. One questionnaire was sent to every State and Catholic school in Tasmania that was believed to have an infant section. A covering letter requested the principal to distribute the questionnaire to an infant teacher on his staff without regard for the teacher's knowledge or experience with educational television. Of the 250 questionnaires distributed, 121 were returned. This total is made up of 107 from State schools and 14 from Catholic schools. 129 teachers did not respond, although several returned the questionnaire with a note indicating that due to work pressures at the end of Term 2, they were unable to complete the questionnaire. However, the fact that less than half of the questionnaires were completed, would not invalidate the study, since the bias would be a positive one. It is likely that teachers who did not return the questionnaire were non-viewers, or not overly concerned with the issues associated with educational television.

DESIGN:

Information regarding infant teacher's use of educational television was obtained from a questionnaire (See Appendix B for a copy of the questionnaire). The questionnaire was divided into four sections which were intended to gauge the following information - (a) general background information; (b) access

to equipment and broadcasts; (c) use and frequency of educational broadcasts; and (d) teachers opinions relating to broadcasts and support materials. Responses to questions were in the form of multiple choice and short written statements.

PROCEDURE:

Following the initial trial of the questionnaire (please refer to Appendix A for details), one copy was sent to every State and Catholic school throughout Tasmania, which were identified as having an infant class. The questionnaires were sent via the Education Department internal mail service and also via the Catholic internal mail service during the last week of Term 2. It was essential that the questionnaire was not completed prior to this time as television broadcasts were transmitted until the end of term. Teachers at all schools received standardized instructions (part of the questionnaire) to enable them to complete the questionnaire.

Definition of statistical 'significance':

Throughout the results section the term 'significant' refers to the statistical meaning of the word, ie. that the difference stated is unlikely to have been the result of random sampling from the specified population.

More precisely the term 'significant' is "used to describe experimental results which have led the experimenter to reject the null hypothesis. If the null hypothesis is rejected with α set at .01, the results are said to be "significant at the one percent level". The level of significance is determined by the level of α at which the null hypothesis can be rejected. Thus, results which lead to the rejection of the null hypothesis with $\alpha = .001$ are said to be "highly significant/" Significant is used here in a technical sense and should not be considered synonymous with important". (Reference: Klugh, H. E., Statistics: The Essentials for Research, John Wiley & Sons, Inc, New York, 1970, p. 119).

For the purposes of this research, the term 'significant' will be used only in the technical sense as described above.

Limitations of statistics:

It should be pointed out that while Chi square was the most appropriate form of statistical analyses, in some cases the small sample size created misleading results. In spite of its wide range of usefulness, Chi square has some limitations. For example, a Chi square problem with 1 df

(degree of freedom) should not contain cells with expected frequencies less than 5. Where there is more than 2 df, a single cell may have an expected frequency less than 5, provided it is not less than 1. In some instances the cell frequencies (as identified by the computer results) are less than 5, and in some cases, less than 1. This has resulted from the way in which data has been grouped. Cell frequencies could be corrected to ≥ 5 , however this would involve regrouping variables. Such regrouping would not necessarily produce the information required, and therefore at this point in time a decision was made to include the important variables independently, regardless of the number of frequencies in the cells. Important and useful information can still be extracted from the Chi square tables, even though the reliability of the Chi square level of significance may not be as valid as we hoped it would be. To help the reader put the statistical results into perspective, the number or count of subjects has been included, where appropriate, on each table throughout the report.

RESULTS:

61.

Using SPSS (Statistical package for the social sciences) , computer analysis of raw data was carried out.

A. General background information:

Participating schools:

One hundred and twenty one (121) infant teachers from schools throughout Tasmania completed and returned the Questionnaire. One hundred and seven (107) of the teachers were from State schools; and fourteen (14) teachers were from Catholic Schools.

Number of pupils in the school:

Enrolment figures of the total number of pupils in schools ranged from eighteen to seven hundred.

Infant Teachers Status:

Of the participating teachers, 82.6% (n=100) were class teachers; 12.4% (n=15) were senior teachers; 2.5% (n=3) were infant mistresses and 2.5% (n=3) were 'other' teachers (ie. specialist teachers in music, language, drama etc or teacher-librarians).

Teachers years of infant teaching experience:

Infant teaching experience ranged from one year to thirty years.

Grade level:

Kindergarten, Prep, Grade 1, Grade 2 and Grade 2/3 teachers responded to the questionnaire. Many of the classes were composite.

Number of pupils in class:

Size of one-teacher classes, regardless of composition, ranged from seven to thirty-six children.

Teaching style:

Teachers indicated the approximate proportion of time they spent using four different teaching styles (ie. whole class instruction, small group instruction, individual instruction, and other (teacher to specify)). Responses from teachers were varied.

An examination of teacher status and the percentage of time the teacher spent using whole class instruction indicated that 79.7% of class teachers used whole class instruction less than 21% of the time, compared with 16.9% of senior teachers who used whole class instruction less than 21% of the time; and 1.7% of infant mistresses who used whole class instruction less than 21% of the time; and 1.7% of other teachers (ie. specialist, librarians) who used whole class instruction less than 21% of the time. A chi square to determine if there was a relationship between teacher status and whole class instruction revealed that there was a significant relationship ($X^2=27.61630$ $df=9$ $p<0.01$).

A similar crosstabulation of teacher status and other methods of classroom instruction (ie. small group instruction, individual instruction, other instruction) indicated that there was no significant relationship.

Similarly, an examination of years of teaching and type of instruction (ie. whole class, group, individual, other) indicated that there was no significant relationship.

The Appendix section contains Tables 1-8 of the results.

Percentage of teachers using educational television during Term 2:

Results indicate that 84.3% of infant teachers who responded to the Questionnaire used educational television broadcasts with their class during Term 2. The remaining 15.7% of infant teachers did not use educational television with their class. Reasons given for not using educational television during Term 2 were: "inadequate reception"; "inappropriate programs"; and "personal decision" by the teacher to avoid the use of television.

A crosstabulation of years of infant teaching and whether the teacher used educational television in the classroom, indicated that no significant relationship existed ($\chi^2 = 0.31144$ df=2 $p > 0.05$). Table 1 below indicates the percentage of teachers who used educational television during Term 2, and their years of infant teaching experience.

TABLE 1

The percentage of teachers (State and Catholic) who used educational television with their class during Term 2 and their years of infant teaching experience.

Use TV	Years of teaching experience		
	0-5 years	6-10 years	10+ years
YES	85.1 (40)	81.3 (26)	85.7 (36)
NO	14.9 (7)	18.8 (6)	14.3 (6)

An examination of teacher status and whether educational television was used in the classroom, indicated that class teachers and senior teachers were more likely to use television than infant mistresses or other teachers. Table 2 below indicates that 86.0% of all class teachers used educational television during Term 2, and 14.0% of class teachers did not use educational television during Term 2; compared with 86.7% of senior teachers who used television in Term 2, and 13.3% of senior teachers who did not watch educational television during Term 2, and 33.3% of infant mistresses who used educational television during Term 2, and 66.7% of infant mistresses who did not use educational television during Term 2.

TABLE 2

The percentage of infant teachers (class teachers, senior teachers, infant mistresses, and other teachers) who used educational television during Term 2, 1985 (n=121)

Used TV during Term 2	Status of Teacher			
	Class Teacher	Senior Teacher	Infant Mistress	Other Teacher
YES	86.0 (86)	86.7 (13)	33.3 (1)	66.7 (2)
NO	14.0 (14)	13.3 (2)	66.7 (2)	33.3 (1)

A chi square to examine whether there was a relationship between teacher status and whether the teacher used educational television, indicated that there was no significant relationship ($\chi^2=6.87373$ df=3 $p>0.01$).

A crosstabulation of type of school (State or Catholic) and whether television was used during Term 2 indicated that 84.1% of State school teachers used educational television during Term 2, and 15.9% of State school teachers did not use any educational television during Term 2, compared with 92.9% of Catholic infant teachers who used educational television during Term 2 and 7.1% of Catholic infant teachers who did not use any educational television during Term 2. A chi square revealed that there was no significant relationship ($\chi^2 = 0.74766$ df=1 $p > 0.05$).

Tables 9-12 in the Appendix section contains detailed results.

SECTION B: Access to equipment and broadcasts:

Access to television:

98.3% of the respondents indicated that there was a television set available for use at their school, with only 1.7% indicating that there was no television set available.

Results indicate that 78.5% of the teachers had no difficulty using television in their classroom; 4.1% of teachers indicated that the quality of reception was inadequate; 0.8% of teachers indicated that they did not have reasonable access to a television set; and 16.5% of teachers indicated that other difficulties existed which prevented reasonable access to television. A closer examination of the results revealed that 3.7% of State infant teachers indicated that the quality of reception was poor; and 17.8% of State infant teachers noted that "other factors" were responsible for viewing problems (ie. not enough television sets available for large schools; television occupied by computer students; television inaccessible due to

stairs, locations etc) compared with 7.1% of Catholic infant teachers who indicated that they had problems with quality of reception and 7.1% of Catholic infant teachers who indicated that "other factors" were responsible for difficulty using television.

The Appendix section contains Tables 13-14 of the results.

Access to video equipment:

95.0% of teachers indicated that their school had its own video recorder and playback facilities. Examining the results it was evident that 94.4% of State schools had their own video equipment compared with 100.0% of Catholic schools who had their own equipment.

Results show that 69.2% of infant teachers (State and Catholic) had no problems using the video equipment; 6.7% of teachers indicated that they did not know how to operate the video equipment; 4.2% of teachers indicated that they did not have reasonable access to the video equipment; 2.5% of teachers indicated that the video equipment was not in good working order and the remaining 17.5% of teachers indicated that there were other problems (unspecified even though space was provided).

Results indicated that 28.6% of Catholic infant teachers did not know how to operate the video equipment, compared with 3.8% of State infant teachers who did not know how to operate the video equipment. Table 4 below illustrates the percentage of teachers (according to school) who had difficulties using the video equipment.

. TABLE 3

The percentage of infant teachers (State and Catholic schools) who indicated that they had difficulties using the video equipment.

(n=121)

Reason video access difficult	Type of school	
	State	Catholic
1. Video not working	2.8 (3)	0.0 (0)
2. No access to video	4.7 (5)	0.0 (0)
3. Ignorant of operation	3.8 (4)	28.6 (4)
4. Other problems	18.9 (20)	7.1 (1)
5. GOOD ACCESS	69.8 (74)	64.3 (9)
	n=107	n=14

A crosstabulation of type of school (State and Catholic) and reasons why video access was difficult indicated that there was a significant relationship ($X^2=13.48971$ df=4 $p<0.01$).

For a closer examination of the results, refer to Tables 15-19 in the Appendix section.

SECTION C: Use and frequency of educational broadcasts:

Extent to which each series was viewed:

Table 5 indicates the extent to which teachers viewed each series during Term 2. From the results it is evident that the series **"Words and Pictures"** attracted a larger and more frequent audience than any other series. 45.6% of infant teachers* viewed the entire **"Words and Pictures"** series, and a further 18.4% of teachers viewed part of the series. 14.6% of teachers discontinued watching **"Words and Pictures"** because of "a timetable clash", "disappointment with presenter of new series", "unsuitable content for Grade 2 children", "unavailable time to watch it", "clash with recess".

TABLE 4

The percentage of infant teachers who used part or all of each series broadcast during Term 2.

Series broadcast during Term 2	No comment			
	Viewed all of series %	Viewed part of series %	Discontinued series %	Did not use series % or
For the Juniors 1	13.6	30.1	17.5	38.8
For the Juniors 2	8.7	21.4	11.7	58.3
Words and Pictures	45.6	18.4	14.6	21.4
Look at a Book	12.6	5.8	2.9	78.6
Hunter	17.5	14.6	9.7	58.3
Music Time	1.9	1.9	7.8	88.3

* who viewed the series

The percentages in Table 5 indicate that 17.5% of teachers* viewed all of the "Hunter" series, and 14.6% of teachers viewed part of the series. 9.7% of teachers discontinued the "Hunter" series because of "timetable clash", "unsuitable content", "time factors", "Inappropriate material for Grade 2's", and "poor reception".

13.6% of teachers** viewed all of the "For the Juniors 1" series, and 30.1% of teachers viewed part of the series. 17.5% of teachers gave the following reasons for discontinuing the "For the Juniors 1" series: "unsuitable content for program" "only used programs when required", "only viewed shows with suitable content", "applicable programs only", "chose to watch only programs on dinosaurs", "unsuitable content", "weather interference with reception".

The entire "Look at a Book" series was viewed by 12.6% of teachers,* and 5.8% of teachers viewed part of the series. 2.9% of teachers gave the following reasons for discontinuing the series: "unsuitable content", "timetable clash", "couldn't get the booklets to follow up the program".

8.7% of teachers* viewed all of the "For the Juniors 2" series, 21.4% viewed part of the series and 11.7% of teachers gave the following reasons for discontinuing the series: "not suited to children's interests", "9'Oclock Tiger - unsuitable content for the one program we viewed", "used only subjects related to class theme wor", "unsuitable times - part time teaching", "unsuitable content", "timetable clash" .

Of the teachers*who viewed the "Music Time" series, 1.9% viewed all of the series, 1.9% of teachers viewed part of the series, and 7.8% gave the following reasons for discontinuing the "Music Time" series: "clashes with recess time", "not appropriate for class", "timetable clash", "content got to be a bit difficult for class".

Teacher's purpose for using each series:

Teachers indicated their purposes (ie. language, mathematics, science, social science, theme work , other) for using each of the series broadcast during Term 2("For the Juniors 1" , "For the Juniors 2", "Words and Pictures", "Look at a Book", "Hunter" and "Music Time".

Crosstabulations of teacher status and purpose for which each series was used indicated that 54.5% of class teachers used "Hunter" for science; 13.6% of class teachers used "Hunter" for Language/Social Science work; and 31.8% of class teachers used "Hunter" for theme work, compared with 25.0% of senior teachers who used "Hunter" for science, 25.0% of senior teachers who used "Hunter" for music, and 50.0% of senior teachers who used "Hunter" for theme work. A chi square to/determine if there was a significant relationship between teacher status and the purpose for which they used the "Hunter" series indicated that there was no significant relationship. ($X^2=6.95960$ $df=3$ $p>0.05$). Table 6 below illustrates the percentage of class and senior teachers and the purpose for which they used the "Hunter" series. Five Grade 2 teachers rated "Hunter" as the most valuable series.

TABLE 5

The percentage of teachers (class and senior infant status) and the purpose for which they used the "Hunter" series. (n=26)

Purpose Hunter used	Teacher status	
	Class teacher	Senior Teacher
Science	54.5(12)	25.0(1)
Music	0.0(0)	25.0(1)
Language & Social Sc.	13.6(3)	0.0(0)
Theme work	31.8(7)	50.0(2)

Similar crosstabulations of teacher status and the purpose for which each series was used (For the Juniors 1", "For the Juniors 2", "Words and Pictures", "Look at a Book" and "Music Time") indicated that there were no significant relationships.

The Appendix section (Tables 20-55) contain detailed results of each crosstabulation.

The value of series broadcast as indicated by teachers:

A crosstabulation of class level taught and teachers rating of televised programs (1-6 according to importance or value of program) indicated that of the teachers who rated "For the Juniors 1" as the most valuable program, 14.3% were Prep teachers, 42.9% were Grade 1 teachers and 42.9% were Grade 2 teachers. A total number of seven (7) teachers rated "For the Juniors 1" as the most valuable program. A chi square indicated that there was no significant relationship ($\chi^2=8.49193$ df=8 $p>0.05$).

Similarly, a crosstabulation of class level taught and rating of "For the Juniors 2" indicated that of the teachers that rated "For the Juniors 2" as the most valuable program, 12.5% were Grade 1 teachers and 87.5% were Grade 2 teachers. A total of eight (8) teachers rated "For the Juniors 2" as the most valuable program broadcast during Term 2. A chi square to see if there was a significant relationship between class level taught and ranking of "For the Juniors 2" indicated that a significant relationship existed ($X^2 = 19.74683$ df=10 $p < 0.05$). Table 7 below indicates the percentage of teachers who rated "For the Juniors 2" (rating of 1-6, 1=most valuable program, 6=least valuable program) and the class level taught.

TABLE 6

The percentage of teachers who rated "For the Juniors 2" (1-6) and the teachers class level (ie. Grade 1, Grade 2) (n=28)

Ranking	Teachers class level		
	Prep (n=6)	Grade 1 (n=7)	Grade 2 (n=15)
1	0.0 (0)	14.3 (1)	46.7 (7)
2	0.0 (0)	28.6 (2)	33.3 (5)
3	50.0 (3)	57.1 (4)	6.7 (1)
4	16.7 (1)	0.0 (0)	13.3 (2)
5	16.7 (1)	0.0 (0)	0.0 (0)
6	16.7 (1)	0.0 (0)	0.0 (0)

A crosstabulation of class level taught and ranking of "Words

"Words and Pictures" revealed that of the teachers who rated **"Words and Pictures"** the most valuable program televised during Term 2, 41.2% were Prep teachers, 35.3% were Grade 1 teachers and 23.5% were Grade 2 teachers. Seventeen (17) teachers rated **"Words and Pictures"** as the most valuable program telecast during Term 2.

A chi square to determine whether there was a relationship between class level and teachers ranking of **"Words and Pictures"** indicated that there was no significant relationship. ($\chi^2=11.13971$ df=8 $p>0.05$).

Only one (1) Grade 2 teacher rated **"Look at a Book"** as the most valuable program televised during Term 2. Similarly, one (1) Prep and one (1) Grade 2 teacher rated **"Music Time"** as the most valuable program televised during Term 2.

Chi squares of class level taught and ranking of each program telecast during Term 2 (controlling for school - ie. State/ Catholic) indicated that no significant relationships existed.

Tables for each crosstabulation are included in the Appendix section - see Tables 56-73).

Other series (not specifically designed for infants) watched by infant classes:

Information was sought regarding other programs used by infant teachers with their classes. **"The Magic Bag"** (produced for lower Primary grades) was used because **"it extends the children",**

"it is a lot of fun - good ideas - children thoroughly enjoy it - a very appealing way to teach language, a credit to TV", "we use "Magic Bag" as "Words and Pictures" is too simple for most Grade 2's in spelling", "1s and 2s really enjoy the patterning of words", "probably the most popular series for upper infant language - lower primary language development/spelling", "only occassionally as an extension of the language program", "mainly because the children were interested and the material was valuable", "language development, spelling, word usage" , "more advanced language activity than "Words and Pictures".

Other programs watched included Mem Fox's "Storytelling" for "good stories, foreign folk tales, listening skills, author known to pupils".

"Trapp, Winkle and Box"* was also watched by several teachers with the following comments: "often goes over children's heads and on occasions have been able to use follow up activities", "linked appropriately to language arts program", "1/2 found it inappropriate", "to extend language as children related to the situations and tr4ied to solve problems or find solutions", "unsuitable content for Grade 1/2".

Other teachers indicated that they watched "Flip, Slide Turn" because it "extended maths"; and "1...2...3...Go" was viewed for its "simple maths ideas and because the content was well organised and enjoyable".

* (This series was not scheduled for transmission in Term 2 and therefore was not included in the Questionnaire.)

The way in which teachers use educational television in the classroom:

When asked to choose a statement which would best describe the way in which educational television programs were used with their class, 38.8% of teachers indicated that they viewed the program and then followed it up with relevant activities. 41.7% of teachers indicated that they viewed each program and sometimes followed up selected topics with activities; 3.9% of teachers indicated that they viewed each program and rarely felt the need for follow up activities; 6.8% of teachers indicated that they rarely viewed programs that did not fit in with their current theme and therefore had no need of follow up activities; and 8.7% of teachers specified their own method of using educational television programs with their class. For example, some teachers said that they "rarely use programs that do not fit in with their theme, or children's interest; and often use television programs as a stimulus to a theme", "only view programs that relate to current theme and follow up selected topics with appropriate activities"; "view programs that do fit in with current theme but do follow up work plus further extension work. Often used as a starting point." "Often use television series to follow up work that has already been done with the children", "discussion and further activities follow the television program", "learn songs and do related music work where appropriate well before the program (2 days - 1 week) view the program then follow up with relevant activities, discussion about the program before and after viewing, relevant follow up activities as needed," "mostly have a lead in before the program and follow up with appropriate activities, depth of follow up depends on interest and current

theme work", "some English programs give rise to interesting comparisons and often lead to further follow up activities not originally intended by the producers. eg. linguistic and tonal differences, social backgrounds etc.", "we view programs which fit in with themes but always do follow up activities and preparation before programs as well

A closer examination of teacher status and the way in which teachers used educational television (ie. always follow up broadcasts with activities; sometimes follow-up program with activities; rarely follow up programs with activities; no need for follow up as programs are related to work; and other) indicated that 42.5% of class teachers watched the program and followed it up with appropriate activities; 40.2% of class teachers viewed the program then sometimes followed it up with selected activities; 4.6% of class teachers rarely felt the need for follow up activities following a broadcast; 5.7% of class teachers had no need of follow up activities as they rarely viewed programs that did not fit in with their 'theme' work; and 6.9% of class teachers used 'other' (as specified above) methods, compared with 23.1% of senior teachers who viewed the program and followed it up with relevant activities; 46.2% of senior teachers who sometimes followed up selected topics with appropriate activities; 7.7% of senior teachers who rarely viewed programs that did not fit in with their current theme work and therefore had no need of follow up activities; and 23.1% of senior teachers who use television differently (as discussed above). Of the Infant mistresses 100.0% rarely viewed programs that did not fit in with their theme work and had no need of follow up activities; and 100.0% of other teachers (ie. specialist, or librarians) sometimes followed up selected topics with appropriate activities. Table 8 below illustrates the

percentage of teachers, according to status, and their method of using educational television broadcasts with their class.

TABLE 7

The percentage of teachers (according to status) and the way in which they used educational television with their class (n=103)

Teachers use of television	Status of Teacher			
	Class Teacher	Senior Teacher	Infant Mistress	Other Teacher
We view the program and then follow it up with relevant activities	42.5(37)	23.1 (3)	0.0 (0)	0.0(0)
After we view each program I sometimes follow up selected topics with appropriate activities	40.2(35)	46.2 (6)	0.0 (0)	100.0 (2)
After viewing a program we rarely feel the need for follow up activities	4.6(4)	0.0 (0)	0.0 (0)	0.0(0)
We rarely view programs that do not fit in with our current theme and therefore have no need of follow-up activities	5.7(5)	7.7(1)	100.0 (1)	0.0(0)
None of these (as specified earlier)	6.9(6)	23.1(3)	0.0 (0)	0.0(0)

A chi square to determine if there was a significant relationship between teacher status and the way in which teachers used educational television with the class indicated that there was a significant relationship ($X^2=21.92227$ df=12 $p<0.05$).

A similar crosstabulation, controlling for school (State, Catholic) indicated that there was no significant relationship between teacher status and the way in which the teacher used educational television (State: $X^2=19.05504$ $df=12$ $p>0.05$) (Catholic: $X^2=1.47727$ $df=6$ $p>0.05$).

Similarly, an examination of teachers years of infant teaching and the way in which teachers used educational television indicated that there was no significant relationship ($X^2=9.90807$ $df=8$ $p>0.05$).

Crosstabulations of the number of children in the classroom and the way in which television programs were used indicated that there was no significant relationship ($X^2=15.91997$ $df=12$ $p>0.05$).

Crosstabulations of teaching style (whole class, groups, individuals, or other) and the way in which the teacher used educational television indicated that there was no significant relationship.

Detailed results are contained in the Appendix section in Tables 74-95.

Frequency of videotaping ABC educational television programs:

8.7% of teachers indicated that they videotaped ABC educational television programs all of the time; 10.7% of teachers indicated that they videotaped ABC educational television programs almost all of the time; 47.6% of teachers indicated that they sometimes videotape ABC educational programs; and 31.1% of teachers indicated that they never videotape ABC educational programs; and 1.9% of teachers did not respond to the question.

A crosstabulation of the frequency programs were videotaped and times the programs were shown (how well the television programs fitted in with the teacher's timetable) indicated that of the teachers who used the video recording facilities all of the time, 57.1% agreed that the times the programs were shown fitted in with their timetable to a moderate extent; compared with 42.9% of teachers who video tape television programs all of the time, who indicated that the times the programs were shown did not fit in with their timetable. At the other end of the scale, of the teachers who indicated that they never used the video recording facilities, 34.4% said that the times the programs were shown fitted in with their timetable to a great extent, compared with 56.3% of teachers who never videotape programs who indicated that the times the programs were shown fitted in to a moderate extent; and 6.3% of teachers who never use video tape recording facilities who indicated that the times the programs were shown fitted in to a minimal extent; and 3.1% of teachers who never use videotape recording facilities who indicated that the times the programs were shown did not fit in at all with their timetable.

Table 9 below indicates the percentage of teachers who indicated the frequency of video use and the appropriateness of times the television programs were shown.

TABLE 8

The percentage of teachers who indicated the frequency of video and the appropriateness of times the television programs were shown.
(n=94)

Frequency of videotaping	Appropriateness of times programs shown			
	Great Extent	Moderate Extent	Minimal Extent	Not at all
All the time	0.0 (0)	57.1 (4)	0.0 (0)	42.9 (3)
Almost all of the time	0.0 (0)	40.0 (4)	30.0 (3)	30.0 (3)
Sometimes	11.1 (5)	57.8 (26)	22.2 (10)	8.9 (4)
Never	34.4 (11)	56.3 (18)	6.3 (10)	3.1 (1)

A chi square revealed that there was a significant relationship between the frequency programs were videotaped and the times the programs were shown (appropriateness according to teachers). ($X^2=26.29396$ df=9 $p<0.01$).

A closer examination of the frequency programs were videotaped and how appropriately the times the programs were shown fitted in with teachers timetable (controlling for school ie. State, Catholic) indicated that the relationship was highly significant (State: $X^2=28.48925$ df=9 $p<0.001$). A similar crosstabulation for Catholic schools indicated that the relationship was not significant ($X^2=3.96429$ df=6 $p>0.05$). Table 10 below indicates that State school teachers who videotape programs all of the time

are less likely to agree that the times the programs are shown fit in with their timetable, than teachers who never videotape television programs who indicated that the times the programs were shown fitted in to a great or moderately great extent with their timetable.

TABLE 9

The percentage of teachers who indicated that the times the television programs were shown fitted in with their timetable and frequency of videotaping (State schools only) n=82

Frequency of videotaping	Appropriateness of times programs shown			
	Great Extent	Moderate Extent	Minimal Extent	Not at all
All the time	0.0(0)	57.1(4)	0.0 (0)	42.9(3)
Almost all of the time	0.0 (0)	37.5 (3)	25.0 (2)	37.5 (3)
Sometimes	8.1 (3)	59.5 (22)	24.3 (9)	8.1 (3)
Never	36.7 (11)	53.3 (16)	6.7 (2)	3.3 (1)

An examination of infant teachers years of teaching and frequency of videotaping programs indicated that Catholic teachers with more than 6 years teaching experience were more likely to use the videotaping facilities than Catholic infant teachers with less than 6 years teaching experience. Table 11 below indicates that none of the Catholic teachers with 1-5 years teaching experience videotaped ABC educational programs during Term 2, compared with 20.0% of Catholic infant teachers with 6-10 years teaching experience who videotaped educational programs almost all of the time, and 16.7% of Catholic infant teachers who had

10+ years teaching experience who used the video recording facilities almost all of the time. 80.0% of teachers with 6-10 years teaching experience videotaped educational programs sometimes during Term 2; compared with 83.3% of teachers with 11+ years teaching experience who used the videotaping facilities sometimes during Term 2.

TABLE 10

The percentage of infant teachers (Catholic) with low (less than 5 yrs) medium (6-10 years) and high (11+ years) teaching experience and frequency of videotaping programs. (n=13)

Frequency of videotaping	Years of teaching experience		
	LOW (≤ 5 yrs)	MEDIUM (6-10 yrs)	HIGH (11+ yrs)
Almost all of the time	0.0 (0)	20.0 (1)	16.7 (1)
Sometimes	0.0 (0)	80.0 (4)	83.3 (5)
Never	100.0 (2)	0.0 (0)	0.0 (0)

A chi square to determine if there was a significant relationship between Catholic teachers years of teaching and frequency of videotaping, indicated that there was a significant relationship ($\chi^2=13.02407$ df=4 $p<0.02$)

A chi square to determine whether there was a significant relationship between State school teacher's years of infant teaching experience and frequency of videotaping television programs indicated that there was no significant relationship ($\chi^2= 6.49890$ df=6 $p>0.05$).

Crosstabulations of infant teachers status and frequency of videotaping programs (controlling for type of school, ie. State Catholic) indicated that there was no significant relationship (State: $X^2=5.97096$ df=6 $p>0.05$) (Catholic: $X^2=6.30303$ df=4 $p>0.05$).

Similar crosstabulations of number of students in class and frequency programs were videotaped indicated that no significant relationship existed ($X^2=10.30100$ df=9 $p>0.05$).

Similarly, crosstabulations of teaching style (whole class, group, individual, or other) and frequency of videotaping television programs indicated that there was no significant relationship.

The Appendix section contains Tables 96-119 which relate to this section.

The extent to which educational television programs supplement activities inside the classroom:

Results indicate that 11.7% of teachers (State and Catholic) believe that educational television can be used to a great extent to supplement classroom activities; 78.6% of teachers believe that educational television can be used to a limited extent to supplement classroom activities; 8.7% of teachers believe that educational television can not be used at all to supplement classroom activities; and 1.0% of teachers did not respond. Some of the series listed by teachers as being appropriate to supplement activities within the classroom were: "Words and Pictures", "Hunter", "For the Juniors 1 & 2".

An examination of class level taught and the extent to which teachers used educational television programs to supplement activities within the classroom, indicated that 75.0% of Prep teachers used educational television to a limited extent to supplement classroom activities and 25.0% of Prep teachers did not use educational television at all to supplement classroom activities, compared with 8.3% of Grade 1 teachers who used educational television to a great extent to supplement classroom activities, and 91.7% of Grade 1 teachers who used educational television to a limited extent to supplement classroom activities; and compared with 18.8% of Grade 2 teachers who used educational television to a great extent to supplement classroom activities, 75.0% of Grade 2 teachers who used educational television to a limited extent to supplement classroom activities, and 6.3% of Grade 2 teachers who did not use educational television at all to supplement classroom activities.

A chi square to determine if there was a significant relationship between class level and the extent to which teachers used educational television to supplement classroom activities within the classroom revealed that there was no significant relationship ($\chi^2=5.83836$ df=4 $p>0.05$).

Crosstabulations of teaching style (whole class, group, individual, other) and the extent to which television was used to supplement classroom activities, indicated that there was no significant relationship. The Appendix section contains Tables 120-149 of the results.

The extent to which educational television programs can be used to supplement activities outside the classroom (ie. excursions, games)

From the raw data the results indicated that 1.9% of teachers believed that educational television could be used to a great extent to supplement outside classroom activities. 42.7% of teachers indicated that educational television could be used to a limited extent to supplement activities external to the classroom; 46.6% of teachers indicated that educational television could not be used at all to supplement activities outside the classroom, and 8.7% of teachers did not respond. Some of the series listed by teachers as being appropriate to supplement activities outside the classroom were: "Hunter", "Words and Pictures", "Behind the News", "For the Juniors 1 and 2".

A crosstabulation of class level taught and the extent to which teachers use educational television to supplement activities outside the classroom, indicated that although there was a trend for Grade 1 and Grade 2 teachers to use educational television to supplement outside activities to a limited extent, the relationship was not significant ($X^2=8.37327$ $df=4$ $p>0.05$). On closer examination, controlling for school, the results indicated that a chi square of level taught and the extent to which State infant teachers used educational television to supplement activities outside the classroom, was significant ($X^2=12.14062$ $df=4$ $p<0.02$).

Table 12 below indicates the percentage of teachers, according to level taught and the extent to which they used educational television to supplement activities outside the classroom (State).

TABLE 11

The percentage of State infant teachers (according to level taught) and the extent to which they used educational television to supplement activities outside the classroom (n=21)

Extent television used to supplement outside classroom activities	Class level taught		
	Prep	Grade 1	Grade 2
Great extent	0.0(0)	0.0(0)	12.5(1)
Limited extent	0.0(0)	75.0(6)	75.0(6)
Not at all	100.0(5)	25.0(2)	12.5(1)

Similar crosstabulations of teaching style and the extent to which teachers used educational television to supplement activities outside the classroom, indicated that no significant relationship existed. The Appendix section contains results in Tables 120-149.

Method in which television program is presented to pupils:

From the results it is evident that 90.3% of teachers present the television broadcast to the whole class; as opposed to 7.8% of teachers who present the program to at least half the class, and 1.9% of teachers who present the program to small groups. No teachers in the survey indicated that they presented the programs to individual students.

An examination of teachers status and the way in which teachers presented television to the class (whole class, half class, small groups, individuals) indicated that there was no significant relationship ($X^2=2.87555$ $df=6$ $p>0.05$).

Likewise, a crosstabulation of teachers years of infant teaching experience and presentation of programs, indicated that there was no significant relationship ($X^2=4.62920$ $df=4$ $p>0.05$).

Crosstabulations of number of students in the class and the way in which the television program is presented to students also indicated that no significant relationship was evident ($X^2=3.02761$ $df=6$ $p>0.05$).

Crosstabulations of teaching style (whole class instruction, small group instruction, individual instruction or other) and presentation of programs were carried out and a chi square revealed that there was no significant relationships.

Results for each crosstabulation are contained in the Appendix section - see Tables 150-173.

The extent to which the content of each series reflected the aims and objectives of the teacher's curriculum:

Table 13 below indicates the percentage of teachers who believed that the content of each series reflected the aims and objectives of their own curriculum.

TABLE 12

The percentage of teachers who indicated that to some extent the content of each series reflected the aims and objectives of their curriculum.

Series	Extent to which the series reflected teachers aims and objectives			
	to a great extent	to a moderate extent	not at all	No comment or did not view program
For the Juniors 1	14.6	48.5	2.9	34.0
For the Juniors 2	7.8	44.7	4.9	42.7
Words and Pictures	42.7	40.8	3.9	12.6
Look at a Book	4.9	21.4	9.7	64.1
Hunter	18.4	31.1	5.8	44.7
Music Time	1.9	10.7	13.6	73.8

An examination of the Table indicates that the content of "Words and Pictures" was more likely to reflect the aims and objectives of teachers' own curriculum than any other series. A crosstabulation of class level taught and teachers' opinions about whether the content of "Words and Pictures" reflected the aims and

objectives of their own curriculum, revealed that there was no significant relationship ($X^2=1.04158$ $df=4$ $p>0.05$).

Similar crosstabulations of class level taught and teachers opinions of whether the content of all other series broadcast during Term 2 reflected the aims and objectives of their curriculum indicated that there was no significant relationships.

Tables 174-191 in the Appendix section contains results of each crosstabulation carried out.

The appropriateness of times programs were televised in relation to teachers timetable:

16.5% of teachers (State and Catholic) indicated that the times the programs were shown fitted in to a great extent with their timetable; 51.5% of teachers indicated that the times the programs were shown fitted in to a moderate extent with their timetable; 14.6% of teachers indicated that the times the programs were shown fitted in to a minimal extent with their timetable; and 10.7% of teachers indicated that the times the programs were shown did not fit in at all with their timetable. 6.8% of teachers did not respond to the question.

As this topic was discussed in some detail in the section dealing with frequency of videotaping, the results will not be duplicated here.

The extent to which support material was helpful:

Results indicated that 29.1% of all teachers who responded to the questionnaire believed that the support material was helpful to a great extent; 41.7% of teachers indicated that the support material was helpful to a moderate extent; 16.5% of teachers indicated that the support material was helpful to a minimal extent; 9.7% of teachers indicated that the support material was not helpful at all and the remaining 2.9% of teachers did not respond to the question. (Some teachers indicated that they did not receive any support material and therefore could not comment.

A crosstabulation of class level taught and teachers opinions regarding the helpfulness of support material (controlling for school) indicated that there was no significant relationships (State: $X^2=4.72381$ $df=6$ $p>0.05$) (Catholic: $X^2=2.96599$ $df=6$ $p>0.05$).

Tables 192-194 in the Appendix section contains results of crosstabulations.

The extent to which specified criteria was believed to be important in developing future television broadcasts:

Table 14 below indicates the extent to which teachers believed the specified criteria to be important in developing future television broadcasts.

TABLE 13

The percentage of teachers who indicated that to some extent the specified criteria is important in developing future broadcasts.

Criteria	Level of importance			
	very great	moderate	not at all	no response
Broadcasts should relate to school curriculum only	7.8	65.0	11.7	15.5
Broadcasts should present materials not readily available to teachers	47.6	41.7	5.8	4.9
Broadcasts should be "springboards" to help teachers with ideas	71.8	23.3	4.9	.0
Basic curriculum areas (maths, language) should be Australian curriculum based	69.9	22.3	1.9	5.8

A space was also provided for teachers to specify their own criteria for developing future television broadcasts, and some of the responses were as follows: "some changes each year, continued review, variety theme for composites who follow through programs", "broadcasts should relate to children more than to teachers - be a 'springboard' to help children with ideas, room for a variety of ideas to be covered in television", "broadcasts should be interesting as well as informative and capable of holding the interest of the children", "don't tie Tasmanian broadcasts to mainland school terms, set up broadcasts on videos as are radio broadcasts on tape so schools can use them more easily", "broadcasts should reflect the interests and activities of Australian children", "materials need to be very prompt in arriving", "(1) quality of material presented and professionalism of presenters, (2) Need for more programs in Social Science area aimed at P/1 age group",

"basic language areas Australian - very important", "give children access to experiences, situations otherwise unavailable to them eg. dinosaur park etc in England", "broadcasts need to be entertaining/appealing to children", "basic curriculum areas (currency very important)", and "books must be available".

Tables 193 (a) - 193 (d) contain raw data.

Teachers skills in the use of television broadcasts in the classroom:

Results indicate that 82.5% of all teachers who responded, believed they had enough skills in the use of educational television broadcasts in their classroom, compared with 16.5% of teachers who indicated that they may not have enough skills in the use of television broadcasts in the classroom. 1.0% did not respond to the question.

A crosstabulation of type of school (State and Catholic) and teachers perceptions of his/her skills using educational television in the classroom, indicated that 84.3% of State school teachers felt they had enough skills in the use of educational television, and 15.7% of State school teachers indicated that they did not have enough skills in the use of educational television; compared with 76.9% of Catholic school teachers who felt they had enough skills in the use of educational television, and 23.1% of Catholic school teachers who indicated that they did not have enough skills in the use of educational television in the classroom. A chi square to determine if there was a significant relationship between type of school and teachers skills to use educational television, indicated that there was no significant relationship ($\chi^2=0.07053$ df=1 $p>0.05$).

A crosstabulation of teachers skills to use educational television in the classroom and teaching styles (whole class, group, individual and other instruction) indicated that there was no significant relationships.

The Appendix section contains Tables 195-207 with details of the results.

Discussion:

Referrring to the stated hypothesis, it would appear that most of the results are as anticipated.

Access to equipment and broadcasts:

Eventhough almost all schools had access to a television set, some problems with use existed. Unidentified difficulties appeared to be the major factors influencing non-use of educational television in schools. In fact, 16.5% of teachers indicated that "other problems" prevented television use.

Poor reception prevented a few teachers (4.1%) from using television during Term 2, which was to be expected. The Queensland survey (as reported earlier) similarly indicated that reception was a problem for some teachers. Problems with reception need not however, be a problem for schools if they had access to a 'library' of educational television programs so that they could replay them on their video when required. This concept will be discussed in more depth at a later stage.

There were a small number of teachers who chose not to use television in the classroom, and perhaps the most puzzling comment came from a teacher who reported that she did not use educational television in her classroom because she felt that children saw enough television at home. Upon closer examination of her questionnaire the teacher revealed that she only used television with her class was to show some stories on videotape! The majority of non-television respondents indicated that they chose not to watch television.

because they felt it (television) had nothing important to contribute to their work.

In relation to the use of video recorders, it would seem that eventhough the facilities were available for most teachers, they were not widely used. Although teachers indicated that they had no problems with video use, a relatively small number of teachers videotaped programs all of the time. According to the research discussed earlier, it would be far preferable to videotape all television programs and use them as and when required, rather than view programs directly off the air. In this way teachers have the opportunity of selecting appropriate programs according to their current theme work, just as they would books, charts, films etc to assist with their teaching areas.

In addition to the benefits of "selecting" the programs at a time to suit the teacher, videotape recording of programs, also offers the teacher an opportunity to evaluate the programs before showing them to her class. Such an evaluation exercise serves two functions: (a) to evaluate the content of the program in relation to its appropriateness (whether it meets the aims/objectives of the curriculum area); and (b) to evaluate the content in relation to the children's level of development. Aimed with this information, the

teacher can use the programs as/when and if they are appropriate - with the group of students she feels would benefit from the content. As Choat pointed out in his research, television programs do not always coincide with children's ages and stages of development, therefore previewing allows the teacher an opportunity to determine whether or not the program is of value to the whole class, to a selected number of students or individual students. This highly selective approach to using television, dispenses with direct off air viewing and utilizes video recorders to a much greater extent than they are presently used.

It should perhaps be stressed that while video-taping of programs contravenes the copyright laws, it is accepted that schools breach the law in this case. The legal situation regarding Copyright and videotaping in schools, specifically prevents teachers from copying televised pictures. Certain 'soundtrack' recordings may be made, but there are severe restrictions on the recording of pictures. No legislation exists for teachers to make use of the video recording facilities in their school, however I am informed that, "pending clarification of the Copyright laws, schools are permitted to record educational material for use in their classrooms" (From a discussion with Mr. G. Pullen, Library Services). It should be stressed however, that such activity is, by law, illegal. It is only a matter of time before this incongruity is resolved, and the predicted outcome will possibly be modeled on the UK videotape legislation in relation to school broadcasts (as discussed on pp 35-36).

A few State infant teachers indicated that they did not know how to operate the video equipment - and it was interesting to note that some of these respondents indicated that they felt they had enough skills to use television in the classroom. It was surprising to find that over one-quarter of the Catholic infant teachers surveyed, indicated that they did not know how to operate the video equipment. This was the most significant factor affecting Catholic teachers use of video facilities. It is suggested that a brief set of operating instructions be attached to the video equipment in the interim period, until some school based seminars can be arranged to overcome this problem.

Use and frequency of broadcasts:

The BBC produced "Words and Pictures" series attracted a more frequent audience than any other series broadcast during Term 2. Almost half of the "Words and Pictures" viewers viewed all of the series during Term 2 and it was perhaps not surprising to find that teachers rated "Words and Pictures" as the most valuable program of all. Predictably, almost all teachers (who viewed the "Words and Pictures" series) also felt that the content of the series reflected the aims and objectives of their curriculum to a great or moderate extent. It should be pointed out however, that the "Words and Pictures" series contains a handwriting segment which is in conflict with Tasmanian school's policy

on handwriting. The series teaches 'rounded, vertical writing' (ie. *a b c d*), which has now been replaced (in Tasmanian schools) with 'oval, sloping handwriting' (ie. *a b c d*). While this may not appear to be a major concern to most people, for infant children learning to read and write, the variable styles creates difficulties and confusion. Discussions with teachers about the handwriting segment, revealed that they watched, but ignored this portion of the film. Some teachers indicated that they emphasised letter recognition to their class rather than the handwriting style. If the series was video-taped, teachers could 'edit' out (fast forward) the handwriting section if they wished. Similarly, video-taping the series, offers those teachers who discontinued watching the "Words and Pictures" series because of timetable clashes and recess clashes, an opportunity to resume watching the programs from the series.

The "Words and Pictures" series, although primarily used for language activities, was also used for social science and theme work.

The popularity of the "Words and pictures" series may be partly attributed to the comprehensive teacher notes that are available for use with the series. The Appendix D section contains a portion of the booklet, relating to the Term 2 "Words and Pictures" series. From personal observations around State schools, it is evident that teachers make use of these materials.

The Tasmanian produced "Hunter" science series had a smaller audience than the "Words and Pictures" series. Less than twenty percent of the teachers who viewed the "Hunter" series, viewed all of the series and 14.6% of teachers viewed part of the series. Although the "Hunter" series attracted the second biggest audience of 'all series' viewers, it did not receive second place rating by teachers. "Hunter" was rated as the 4th most valuable program televised during Term 2. It was interesting to find that only half of the teachers used the "Hunter" series for science enrichment. The remaining half of the teachers who viewed the "Hunter" series used it for social science, theme, or language work, and various combinations of these.

The "For the Juniors 1 & 2" series attracted a small but more selective audience. Most of the teachers used only part of each series, because they preferred to watch only the programs that fitted in with their current theme and classroom activities. Almost half of the teachers who viewed "For the Juniors 1 & 2" indicated that the content of each series reflected their aims and objectives to a moderate extent. Only eight people who viewed the "For the Juniors 2" series rated it as the most valuable program broadcast during Term 2, which placed it as the third most valuable series of all series broadcast during Term 2. Seven teachers rated "For the Juniors 1" as the most valuable program, which gave it a rating of fourth most valuable program according to teachers. Similar to Words and Pictures, and Hunter series, "For the Juniors 1 & 2" was regarded as suitable to a limited extent to supplement activities outside or inside the classroom.

The "Look at a Book" series attracted a reasonable number of 'constant' viewers, but only a small 'casual' audience. Like "Words and Pictures", "Look at a Book" was primarily used for language work. Only one teacher rated "Look at a Book" as the most valuable program.

The "Music Time" series attracted a very small audience (less than 4%) of "constant' and 'casual' viewers.

The "Magic Bag" series was viewed by infant teachers who found the 'infant' language series unsuitable for their classes. The program, although designed for lower primary classes, appears to be popular with teachers and children. Providing that pre-learning has taken place and children are cognitively ready to learn at this level, then there is no harm in allowing infants to view programs such as this. As indicated in the earlier section on learning theories, individual differences in learning readiness are important considerations when choosing to use any program, but even more critical when using a program that has been designed for older children. Of major concern is the fact that most teachers show the programs to the entire class, regardless of their age, stage, or readiness for the work. It should also be stressed that repetition of the program when children progress to the next grade should be avoided.

The hypotheses anticipated that teachers would view the program and then follow it up with relevant activities. However, the results indicated that even though a large proportion of teachers used television in this way, a large proportion of the teachers viewed the program and sometimes followed up selected topics with appropriate activities. A very small proportion of teachers (6.8%) used television in the manner that Choat approves of. In his research (as reported earlier), he indicated that most UK teachers used the preparation-broadcast-follow up routine which he condemns. Choat says that this technique instils a false and sometimes overrated value to the broadcast.

He says that the preparation and follow-up to any television programs should be embedded in children's activities relating to the themes. It would seem likely that teachers who use television programs directly off the air, would be more likely to feel the need to follow-up the program with activities (always or sometimes) because of the unrelatedness of the programs to her work. Furthermore, direct off-air viewing, particularly if it is used to a great extent poses a threat of introducing an alternative curriculum - an ABC imposed curriculum.

As discussed earlier, less than 10% of teachers videotaped television programs all of the time. In fact over 30% of teachers never used the video facilities and therefore use direct broadcasts. Almost half of the teachers used the videotape facilities 'sometimes'. Considering that an extremely large proportion of teachers indicated that they knew how to use the video equipment and had no difficulties with access, it is surprising that teachers don't make better use of these facilities. It is my view that television programs should be videotaped 'all of the time' and then used as, when and if required. By accumulating a library of educational television programs on videotape, in the way schools accumulate books, the teacher has at her disposal a wide range of resources available for use when required. Stockpiling of videos may seem to be an extravagance, but it is no more extravagant than accumulating books. The advantage with videotapes is that they can be 'wiped' and re-used - a quality that books do not possess.

It was not surprising to find that teachers who indicated that the times the programs were shown did not fit in with their timetable, were the same teachers who used the videotape facilities most of the time. There is no guarantee however that these teachers used educational television any more effectively than their "off-air" colleagues, since they may have merely rescheduled the viewing time till later in the same day - regardless of the program's relevance to their work.

Videotaping, as mentioned earlier, gives the teacher the opportunity of evaluating the programs and selecting programs suitable for groups or individuals and using them at appropriate times (ie. when related to themes).

Teachers indicated that educational television programs could be used only to a limited extent and in some cases not at all to supplement classroom activities. It is perhaps not surprising that the series, "Words and Pictures", "Hunter" and "For the Juniors 1 & 2" were noted as the most appropriate programs used to supplement activities within the classroom.

Similarly, when asked the extent to which educational programs could be used to supplement activities outside the classroom, teachers indicated that television could be used to a limited extent or not at all to supplement activities outside the classroom. "Hunter", "Words and Pictures" and "For the Juniors 1 & 2" were rated as the most appropriate programs for this purpose.

This would seem to indicate that teachers felt that real-life experiences for children are likely to be more beneficial than viewing a televised event. However, one teacher indicated that educational television played an important role in this area (supplementing activities outside the classroom) because it offered children experiences that they may not otherwise have - for example, a visit to the dinosaur park in England. But in general teachers views appeared to be very much in line with the philosophy of infant education, in that first-hand experience at the child's level is far preferable to any other means of instruction.

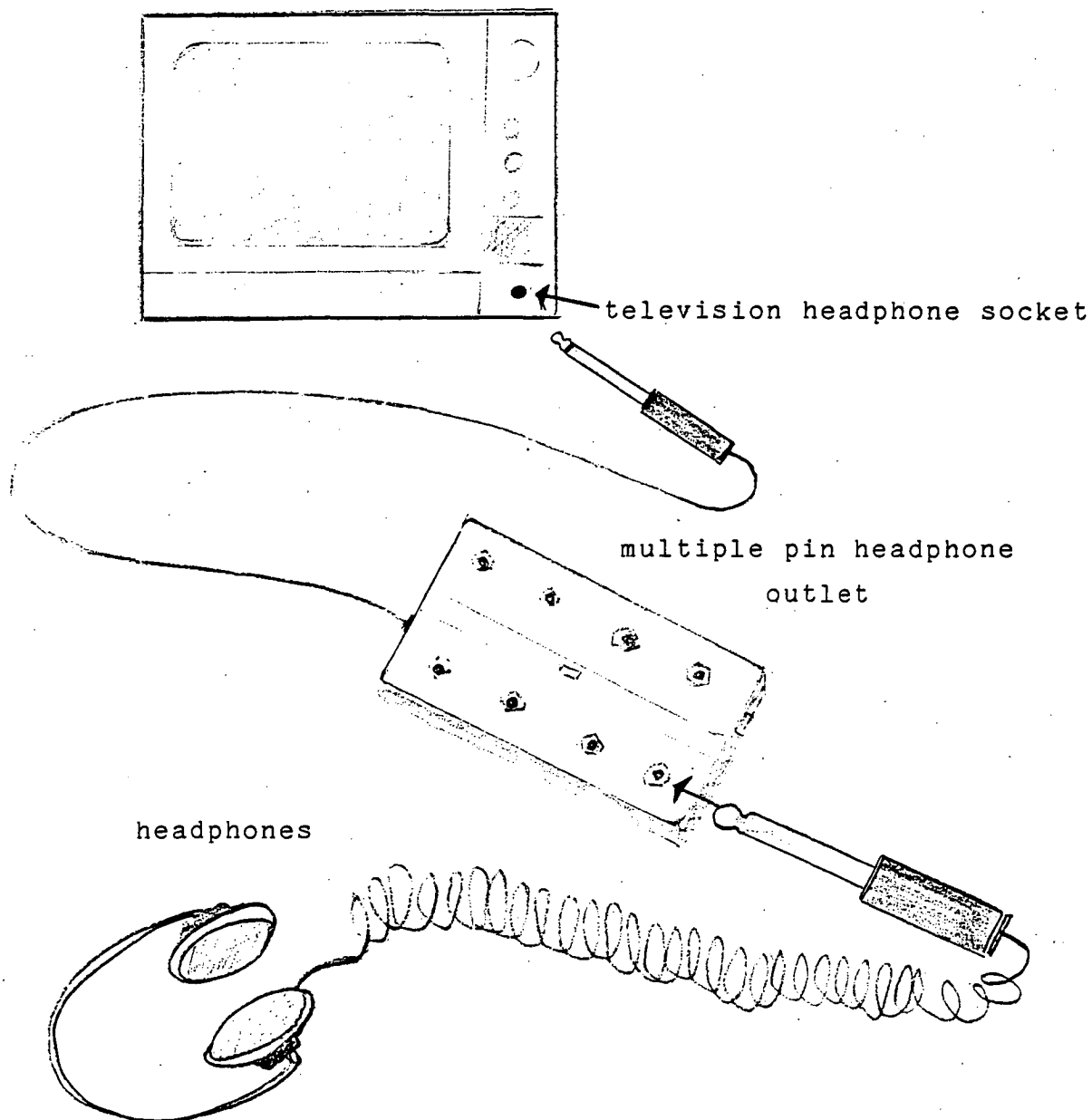
Grade 1 and 2 teachers were more likely to use educational television to a limited extent to supplement activities outside the classroom, than Prep teachers. This might occur because of the limited availability of programs for the very young Kinder-Prep children. It may also occur because of the teacher's philosophy on developing concrete learning experiences rather than attempting to use television for teaching purposes. The shorter attention span of the younger children may also have affected the teachers decision to avoid using television.

A very large proportion of the teachers surveyed teach composite classes, yet the results indicate that almost all of the teachers present the television broadcast to the whole class regardless of the grade, age, or stage of development of the children. Some teachers noted that the reason for doing this was because of organizational

and management problems in the classroom. They felt that it was easier to show the program to the entire class rather than creating problems that they could well do without. However, this should not be a problem at all since most infant education is organised using group or individual instruction as the earlier results indicated. Infant teachers already use audio equipment with groups at listening posts and there appears to be no problems. According to the Media Centre, most of the television sets have a headphone socket which can accept a multiple pin headphone set (as used for audio tape recorders) that will allow a small group of up to eight children, to listen and watch a television program without disturbing the rest of the class. The illustration below shows how the television can be set up to accept the headphones.

In this way television is used in a similar way to 'listening posts'. And if the tape-recorded programs have been evaluated beforehand, the teacher need not view the program with her group, and could use this time to work with other groups or individuals in the class. Follow up work, as discussed earlier would not be necessary because the television programs would be 'enriching' the teacher's curriculum-and not used indiscriminately.

Television sets that do not have a headphone socket, can be modified by the Media Centre at the teacher's request. Schools that are fitted with a 'loop' can also use their headphones with television, but it would be wise for such



NOTE: An extension lead between the television headphone socket and the multiple pin headphone box may be required to allow children a comfortable viewing distance from the television set. These are available from audio shops.

teachers to contact the Media Centre for full instructions.

Discussions with teachers, following the survey, revealed that none of the teachers knew that they could use the listening posts with the television. This would seem to have eventuated because of communication problems between administrators and teachers. The potential advantages of using television in this manner may significantly change the way in which television programs are presented to students in the infant classroom. The 'group' viewing method particularly may appeal to teachers of composite classes, and/or teachers who have students of varying levels of development. For example, if a class consisted of a Prep/1/2, the teacher could arrange for one group to watch a television series such as "Hunter" with the headphones in one area of the classroom (with the television screen facing away from the rest of the class), while the teacher was involved with other small groups in the classroom.

Group viewing reduces the chance of children being subject to unsuitable programs week after week. Similarly, it reduces the chance of repeated viewing of a program year after year as a child passes from one grade to another. It is without doubt a more individualistic approach to learning with television than the present way in which television is used.

However, a difficulty still exists for those teachers who have to move out of their classroom to view television.

The Appendix section contains copies of the support materials that was sent to schools during Term 2. The materials advised teachers about the content of forthcoming programs, and in some cases, offered a range of activities relating to the content of the program. There was a wide range of difference between the quality and quantity of support materials which accompanied each series. For example, the "Words and Pictures" series is accompanied by teachers handbooks which contain a wide variety of worksheets, activities and resources to assist the teacher. At the other extreme, some programs do not have any accompanying notes (or may have limited notes which offer a brief description of the content of the program). Indeed, some teachers indicated that they had not received any teachers notes for the programs. This is quite a serious matter and in such cases the teacher would be best advised to avoid using the programs directly off the air. In general, most teachers were reasonably happy with the support material, although there is little doubt that there is room for improvement.

In relation to the development of future school broadcasts, teachers regarded programs that offered 'springboard' ideas, to be of very great importance or moderately great importance. Similarly, basic curriculum areas (ie. maths, language) (Australian curriculum based) were also rated as having very great importance in the future development of school broadcasts. The question relating to school curriculum only was not seen as being of very great importance, but quite a few teachers indicated that it was of moderate

importance. As mentioned earlier, 'imported' series, do not always reflect the Australian curriculum objectives. Some programs in the math series (not shown during Term 2) are clearly not suitable for Australian schools because the content teaches about areas (U.S. p.) which is not relevant to the Australian way of life. That does not mean however that we should exclude all overseas programs. On most occasions, overseas programs have in the past provided Australian children with considerable worthwhile information.

As predicted, teachers feel that they have enough skills in the use of television in the classroom. For many teachers they have grown up with television in the home and have not really considered that there are any skills required for watching television. The more experienced teachers have perhaps grown up with the "preparation-broadcast-follow-up" routine, and still teach in this way - and feel that it is appropriate. In the pre-television days, when films were used to assist with teaching, teachers would have been more selective about what they chose to show students. Films inappropriate to the curriculum would not have been used and in the infant classroom, teachers use of film must have been a rarity. Yet there has been a move by many teachers to use television regardless of its relevance to the curriculum themes and indeed, some teachers (who use television directly off the air) appear to be teaching an ABC imposed curriculum.

From the results of this survey it could be concluded that whether the teacher knows it or not, many perhaps need to develop skills for using educational television more effectively. Television is used widely in the infant classroom, yet the video facilities are underused. Similarly, the way that teachers present television programs to the whole class rather than to small groups or individuals on some occasions, would also indicate that teachers are not making effective use of television in the infant classroom. The way in which teachers make a special effort of viewing and following the program, rather than selecting it to enrich a particular part or aspect of a theme, would further indicate that teachers are not really using television appropriately.

The teachers inappropriate use of television and video, in no way reflects badly on the teacher. As Bailey indicated, lack of teacher training in effective use of television in the classroom would appear to be the major reason why teachers are not skilled in using television. Without doubt, such courses should form a compulsory part of teacher education training, and courses/seminars should be available for teachers already in the field.

Conclusions and recommendations:

In conclusion, the results of the questionnaire, indicate that almost all schools have a television set and video equipment, although this equipment is not used by all teachers. A large proportion of teachers used television with their class, but a relatively small number of teachers used the video equipment on a regular basis. This indicated that teachers for one reason or another used television broadcasts directly off the air. It has been pointed out that this is not an effective way of using educational television in the classroom. Research indicates that teachers would be better off to videotape the television programs and then use a highly selective approach when using them at a later time. Television programs should not be used if they are not related to the current theme in the infant classroom unless under extraordinary circumstances. It has been suggested that teachers build up their own library of television programs on videotape, so that they can use the programs as, when, and if they are relevant to the teachers curriculum in preference to using the programs directly off the air, (thus creating an ABC imposed curriculum.)

The research also revealed that although teachers spent a great deal of their time using individual and group methods of instruction, in almost all cases teachers used the television with the entire class regardless of children's grade, age

or stage of development. This method of instruction would seem to be in conflict with the philosophy of education in the infant school and the implications for such inappropriate use could be quite serious. Discussions with teachers revealed that they were not aware that television could be used with groups using the audio headphone sets that are already available in schools. Failure to advise teachers of the group method of using television highlights communication problems within the Education Department.

All of the programs televised during Term 2 were viewed by some teachers. The most valuable program, according to teachers was the "Words and Pictures" series, which is a BBC produced program which has a handwriting segment that is in conflict with the Tasmanian Education Department's policy on handwriting at the present time. It was therefore incredible to find that teachers indicated that the series still reflected the aims and objectives of their own curriculum to a great or moderate extent.

A "follow-up" approach after viewing the program, as Choate has pointed out, is not necessary if television is used appropriately. The "selected" use of pre-recorded television programs, appropriately structured within a theme, and replayed to a selected group of students is thought to be the most effective way to use television in the classroom. Strategies were also discussed to help teachers manage their class

while using television with a small group.

Recommendations:

It is recommended :

- 1.1 Communication channels between the Education Department policy makers and the Australian Broadcasting Corporation educational television staff be improved so that television programs may be selected to meet the aims and objectives of the Tasmanian school curriculum;
- 1.2 that pre-production research into the needs areas of educational television be given high priority prior to the development of future school broadcasts;
- 1.3 that evaluation of programs televised to schools be carried out on a regular basis;
- 1.4 the Education Department promote an individualised and/or group approach to using television in the classroom as an alternative to whole class viewing;
- 1.5 that the Education Department, the Australian Broadcasting Corporation and the University of Tasmania encourage the development of a teacher-training course in the use of educational television in the classroom.;

- 2.1 that teachers, particularly in Catholic schools, are trained in the use of video equipment;
- 2.2 that all television programs that are thought to be valuable be videotaped by schools for potential use at a later time;
- 2.3 that teachers use television selectively ;
- 2.4 that teachers use television with groups rather than entire classes (using the audio headphone sets);
- 2.5 that teachers be encouraged to attend courses in the effective use of television when they are offered;
- 2.6 that teachers use television in relation to their own curriculum rather than use television directly off the air;
- 2.7 that teachers choose programs that reflect the aims and objectives of their curriculum more appropriately;

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APPENDIX A

Questionnaire development and trialling

Questionnaire development and trialling:

While teaching and observing in infant schools, I developed opinions about the way in which television was used in the classroom. Based on the unimaginative way in which teachers used television, and the findings of other researchers (listed in the reference section and throughout the text where appropriate), a set of hypotheses was developed (p. x, xi). From the hypotheses a questionnaire was developed and distributed in draft form to Professor P. Hughes, the Education Department (Mr. Bob Cooper and Ms Eva Dunn), The Catholic Education Office (Sister Valerie Burns) and ten Education Department teachers (Primary). While the first draft questionnaire was well received generally, the Education Department staff requested several changes. It was suggested that the questionnaire be reduced by half, and that the remaining questions be reworded. Although I was initially concerned about the negative wording of questions 2 and 4 (Section B), teachers did not necessarily seem to be worried by it (either in the second trial or the sample population). Teachers did not respond to questions 2 & 4, indicating that they had no difficulties, or responded with a note on the side indicating they had no difficulties.

The questionnaire was printed and distributed without further change.

APPENDIX B

The Questionnaire



The University of Tasmania

CENTRE FOR EDUCATION
Department of Teacher Education

Box 252C, G.P.O., Hobart,
Tasmania, Australia 7001
Telephone: (002) 202101
Cables 'Tasuni'
Telex: 58150 UNTAS

27th July, 1985.

Dear Colleague,

There is considerable research available regarding the potential of educational television in the primary and infant school. The research is conflicting, with some researchers claiming that the content of educational programs is inappropriate; while others claim that teachers lack the necessary skills to use educational television effectively.

The purpose of this questionnaire is to gain information on how you use educational television programs with your infant class. As a result of obtaining this information I hope to evaluate the role of educational television with a view to providing educators and broadcasters with information regarding the use and perceived value of broadcasts and support material currently available to teachers in Tasmania.

As a participant in this study, it would be appreciated if you could complete the attached questionnaire at the end of Term 2, and return it as soon as possible to the address indicated below.

Following the collection and analysis of this information I will make available a summary of the findings and recommendations to your school.

Many thanks for your cooperation.

Yours faithfully,



Kay Chung
Master of Educational Studies student.

Please return questionnaire to:-

Mrs. K. Chung,
Centre for Education,
University of Tasmania,
GPO Box 252 C, HOBART 7001.

EDUCATIONAL TELEVISION IN THE INFANTS' SCHOOL

TEACHER QUESTIONNAIRE

This questionnaire is divided into 4 sections, and these are as follows:-

- A. General background information
- B. Access to equipment and broadcasts
- C. Use and frequency of educational broadcasts
- D. Teachers opinions relating to broadcasts and support materials

Responses to questions will be in the form of multiple choice and written statements.

At the beginning of each section, instructions regarding format and response mode will also be given.

Thank you for your cooperation.

SECTION A: General background information

1. Name of school: _____
2. Number of pupils in the school? _____
3. Infant Teacher's Status: (ie. class teacher, senior teacher)

4. Number of years teaching infants: _____
5. Year/Grade level that you are presently teaching: (ie. Grade 2, Grade 1/2) _____
6. Number of pupils in your class: (If you teach a composite class, please indicate separate totals for each grade, ie. Grade 1=10; Grade 2=18)

7. Indicate in percentage terms (approximate), the proportion of time you would spend using each of the teaching styles listed below.

% of time	Teaching style
	whole class instruction
	small group instruction
	individual instruction
	other (specify)

8. Did you use any educational television broadcasts with your class during Term 2?

☐

yes

☐

no

SECTION B: Acces to equipment and broadcasts

This section deals with factors which may influence your use/non use of school television broadcasts. It is concerned with the quality and availability of relevant equipment in your school.

Instructions: Answer by placing a tick in the appropriate box.

1. Is there a television set available for use in your school?

☐

yes

☐

no

2. I find it difficult to use educational television because...
(Please tick appropriate box/es).

☐

the television set is not in good working order

☐

I do not have reasonable access to a television set

☐

the quality of reception is inadequate

☐

other (please specify) _____

3. Is there a video recorder and play back facilities in your school?

☐

yes

☐

no

3.

4. I find it difficult to use the video equipment because ...
(Please tick appropriate box/es).

☐

the video equipment is not in good working order

☐

I do not have access to the video equipment

☐

I do not know how to operate the video equipment

☐

other (please specify) _____

SECTION C: Use and frequency of educational broadcasts

This section deals with how you used the series/programs with your class. It is concerned with the extent and purpose of your viewing patterns.

If you did not use any educational broadcasts during term 2, there is no need to continue the questionnaire. Please forward the questionnaire to the address given on the attached letter.

Instructions: Answer by placing a tick in the appropriate box; or giving a brief answer in the spaces provided.

1. Indicate in the Table below the extent to which you viewed each series during Term 2. (Please place a tick in Column A or Column B to indicate your response, and give a brief answer in Column C where appropriate).

Series broadcast during Term 2	Col. A Viewed all of series (tick)	Col. B Viewed part of series (tick)	Col. C Reason for discontinuing series (ie. timetable clash; unsuitable content)
For the Juniors 1			
For the Juniors 2			
Words and Pictures			
Look at a Book			
Hunter			
Music Time			

2. For what purpose did you use the series (or part of the series). (Please write in one or more of the subject areas listed below).

Series	Subject area
For the Juniors 1 _____	1. Language
For the Juniors 2 _____	2. Maths
Words and Pictures _____	3. Social Science
Look at a Book _____	4. Science
Hunter _____	5. Music
Music Time _____	6. (other) _____
	7. _____

5.

3. By numbering the programs listed below (1-6 in order of of importance to you) indicate the most valuable to the least valuable programs. (ie. most valuable = 1)

<input type="checkbox"/>	For the Juniors 1
<input type="checkbox"/>	For the Juniors 2
<input type="checkbox"/>	Words and Pictures
<input type="checkbox"/>	Look at a Book
<input type="checkbox"/>	Hunter
<input type="checkbox"/>	Music Time

4. If you watched other series (designed for other Grades/classes) please list the series below, with a brief note to describe why you chose the series or program.

5. Which of the following statements would best describe the way in which you use educational television programs with your class?

<input type="checkbox"/>	we view the program and then follow it up with relevant activities
<input type="checkbox"/>	after we view each program I sometimes follow up selected topics with appropriate activities.
<input type="checkbox"/>	after viewing a program we rarely feel the need for follow up activities
<input type="checkbox"/>	we rarely view programs that do not fit in with our current "theme" and therefore have no need of follow up activities
<input type="checkbox"/>	none of these (specify how you use tv)

6.

5. How frequently do you video tape ABC-TV educational programs?

- | | |
|--------------------------|------------------------|
| <input type="checkbox"/> | all of the time |
| <input type="checkbox"/> | almost all of the time |
| <input type="checkbox"/> | sometimes |
| <input type="checkbox"/> | never |

6. To what extent do you use educational television to supplement classroom activities (a) **within the classroom** (ie. science experiments, musical activities etc)

- | | |
|--------------------------|---------------------|
| <input type="checkbox"/> | to a great extent |
| <input type="checkbox"/> | to a limited extent |
| <input type="checkbox"/> | not at all |

Please specify name of Series _____

(b) **outside the classroom** (ie. excursions, games etc).

- | | |
|--------------------------|---------------------|
| <input type="checkbox"/> | to a great extent |
| <input type="checkbox"/> | to a limited extent |
| <input type="checkbox"/> | not at all |

Please name the Series _____

7. Which of the following statements would best describe the way in which you usually present a television broadcast to your pupils. (Please tick appropriate box).

☐

the program is viewed by the whole class

☐

the program is viewed by at least half of the class

☐

the program is shown to small groups

☐

the program is shown to individual students

SECTION D: Teachers opinions relating to broadcasts and support materials

This section deals with how you personally feel about the series/programs and the support materials.

Instructions: Answer by placing a tick in the appropriate box.

1. To what extent does the content of each series reflect the aims and objectives of your curriculum? (Please tick the appropriate answer).

Series	to a great extent	to a moderate extent	not at all
For the Juniors 1			
For the Juniors 2			
Words & Pictures			
Look at a Book			
Hunter			
Music Time			

2. How well did the times the programs were shown fit in with your timetable?

to a great extent

to a moderate extent

to a minimal extent

did not fit in at all

3. To what extent is the support material (teachers notes, activity books etc) helpful?

to a great extent

to a moderate extent

to a minimal extent

not at all (specify series) _____

4. To what extent do you consider each of the following criteria to be important in developing future school broadcasts? (Please tick appropriate box/es, and list your own criteria that you consider to be important in the space provided).

Criteria	Importance		
	very great	moderate	not at all
Broadcasts should relate to school curriculum only			
Broadcasts should present materials not readily available to teachers			
Broadcasts should be "springboards" to help teachers with ideas			
Basic curriculum areas (maths, language) should be Australian curriculum based			
Other (please specify)			

5. Do you feel you have enough skills in the use of television broadcasts in the classroom?

☐

yes

☐

no

Thankyou for your cooperation.

APPENDIX C

Participating schools

STATE SCHOOLS

Brighton Primary
Longford Primary
Devonport Primary
Cambridge Primary
Molesworth Primary
Taroona Primary
Summerdale Primary
Preston Primary
Bridport Primary
Upper Burnie Primary
Campbell Street Primary
Goodwood Primary
Savage River District High
Miandetta Primary
Campbell Town District High
South Georgetown Primary
Scottsdale Infant
South Queenstown Primary
Clarendon Vale Primary
Westbury Primary
Warrane Priamry
St Leonard's Primary
Huonville Primary
Waimea Heights Primary
Tarraleah Primary
Gladstone Primary
Georgetown Primary
Myrtle Park Primary
Bicheno Primary
Invermay Primary
Blackmans Bay Primary
Dover District School
Campania District High School
Margate Primary
Lauderdale Primary
Kingston Primary
New Norfolk Primary
Moonah Primary
Lenah Valley Infant
Cocee Primary
Burnie Primary
Evandale Priamry
Rosetta Primary
Ravenswood Primary
New Town Primary
Lindisforne North Primary
Bowen Road Primary
Somerset Primary
Zeehan Primary
Mowbray Heights Primary
St. Helens District High
Lindisfarne Primary
Redpa Primary
West Launceston Primary
Mornington Primary
Queenstown Central Primary
Inglis Primary
sisters Creek Primary
Fairview Primary

State Schools (cont)

Bagdad Primary
Exeter Distric High
Avoca Primary
Franklin Primary
Preolenna Primary
Havenview Primary
Bruny Island District School
Westerway Primary
Tasman District High
Geeveston District High
Sorell District High
Rocherlea Primary
Ouse District High School
Trevallyn Primary
Beaconsfield Primary
Riana Primary
Cressy District High School
Oatlands Primary
Swansea Priamry School
Winnaleah District High School
Hamilton Primary
Perth Primary
Lilydale District High
Kempton Primary
Montague Bay Primary
Mayfield Primary
Ringarooma Primary
Boat Harbour Primary
Claremont Primary
Goulburn Street Primary
Mole Creek Primary
Fingal Primary
Ulverstone Primary
King Island District School
Rosebery District High School
Elagstaff Primary
Nabowla Primary
Dunalley District High
Glenora Primary
Yolla District High
Acton Primary
Strathgordon Primary
Glen Huon Primary
South Arm Primary
Glen Dhu Primary
Triabunna District High
Wesley Vale Primary
Forth Primary

Catholic Schools:

St. Therese's
Sacred Heart - Geeveston
Sacred Heart Geeveston
St. Marys College
St Marys College
John Paul II Primary

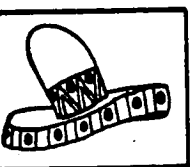
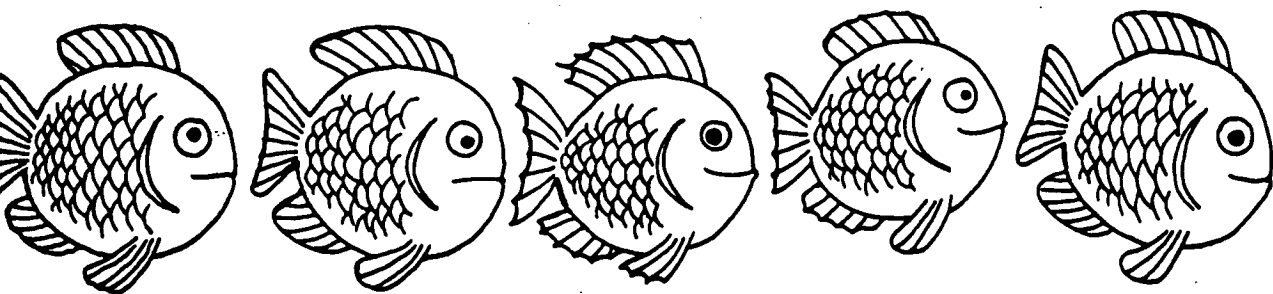
Catholic schools (cont)

St. Brigids
St. Joseph's School Rosebery
Larmenier School
St. Peter Chanel
St. James College
St. Thomas More's School
Dominic College
Stell Maris Primary

APPENDIX D

Teacher notes regarding programs
telecast during Term 2, 1985.

NB: Teacher notes were not available for some of the series
telecast during Term 2.




Words and Pictures

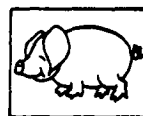
The three little pigs

Pp

Content Three little pigs set out to find homes for themselves. The first little pig builds his house with straw, but it's too frail to stand up to the huffing and puffing of the wolf. The second little pig's house, made of sticks, is no stronger, but the brick house built by the third little pig withstands all the wolf's efforts. In this dramatised version of the traditional story, there is a happy ending for all three little pigs. *Piggy on the railway* and *One pink pig in a pig sty* (see page 92) are two rhymes introduced in today's program.

Letter of the week

 top to bottom up
and over (keep the
pencil on the paper)



pink pig

Things to talk about

- 1 What were the three materials the pigs chose to build their houses with? What materials are our houses made from? Where do the materials come from – local stone, bricks works, imported timber, etc?
- 2 What experience have the children had of living in different types of homes – caravans, tents, thatched cottages, stone dwellings, converted or purpose-built flats, etc?
- 3 If possible visit a building site and watch the activity. What skills are required by the workers? Do all the workers do the same jobs? Have any of the children had the experience of builders in their homes or of the family undertaking its own construction work, repairs, alterations at home?
- 4 In the story the pigs lived in houses. Where do pigs usually live? What animal homes can the children think of?
- 5 The wolf frightened the pigs. What might have frightened the wolf? Talk about animals as predators and discuss the natural enemies of a number of animals.
- 6 If the third pig's house had not had a chimney, how else might the wolf have got in? How else might the pig have prevented him from entering? Where else could the three little pigs have chosen to live that would be proof against the wolf?

Things to make

- 1 In groups children could design a house where they would like to live with their friends and make a plan and drawings of it.
- 2 Design a solid structure experimenting with paper, straws, twigs, sticks, lego and building bricks.

Things to do

- 1 In groups of seven (the three pigs, the three men and the wolf) act out the story.
- 2 Cut out a large pink pig and write on it words beginning with p.
- 3 Make a display of pink objects and a display of purple objects.
- 4 Who can collect the most objects beginning with p?
- 5 Try making up some tongue twisters e.g. Peter put a piece of paper in the purple pot.

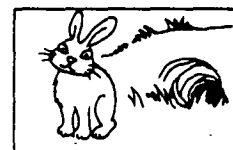
Games to make and play

Find out about animal homes. Then make two sets of cards, one of picture cards depicting the animal in its home, the other with a description of the animal.

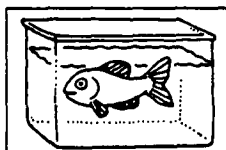
I have wings.
I buzz.
I live in a hive.



I am furry.
I have long ears.
I live in a burrow.



I can swim.
I am orange.
I live in a tank.



I have feathers.
I live in a cage.
I begin with 'p'



The cards can be used for a matching activity or a game of pelmanism.

Booklist

Books for children to
read themselves

Books to read aloud
to children

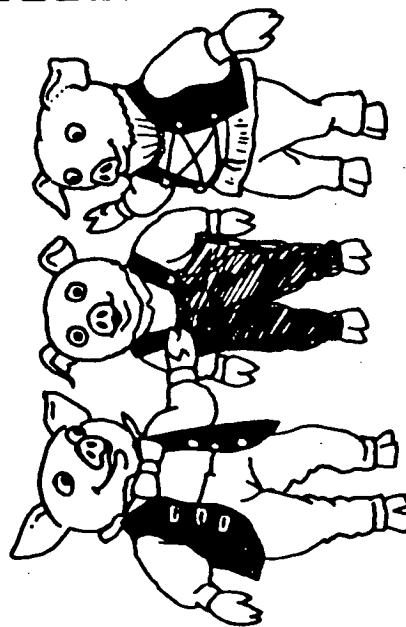
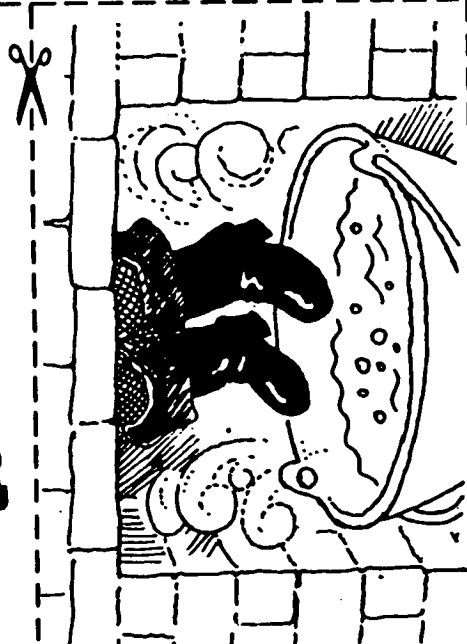
'ALTHEA'. *Peter pig*, Dinosaur 1973

BROOK J. *This little pig*, World's Work 1973

JACOBS J. *The story of the three little pigs*, Kestrel 1979 (retold by R Peppé)

PIERS H. *Animal homes*, Methuen 1981 (Chatter books)

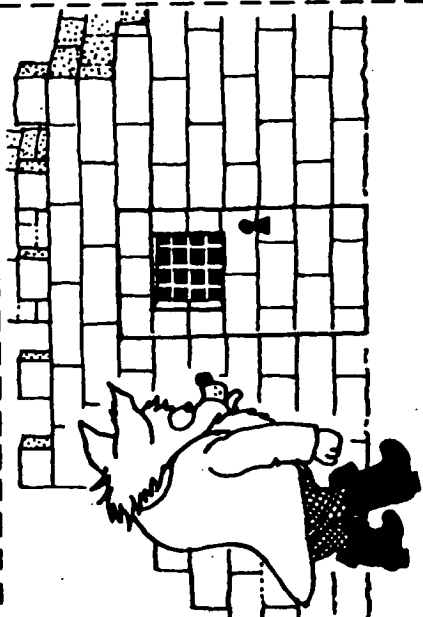
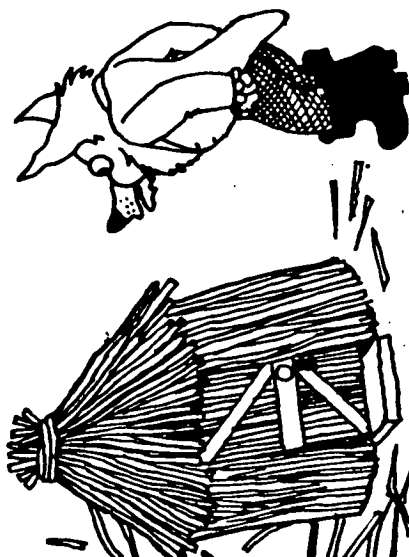
COLWELL E. *The three little pigs* from *Tell me a Story*, Puffin Books 1962



The wolf blew
the straw house.

The wolf blew
the stick house.

The wolf blew and blew
the brick house.



The wolf came
down the chimney.

The wolf fell
into the water.

The three little pigs
were happy.

pink pig

pink pig

ppppp

ppppp

ppppp

ppppp

pig

house

brick

The first little pig built a straw .

The second little built a stick house.

The third little pig built a house.

Yes

No

Did the wolf huff and puff?

Yes

Did the wolf blow the straw house in?

Did the wolf blow the stick house in?

Did the wolf blow the brick house in?

Noisy Neville

Nn

Content This week's story *Noisy Neville* is by Jenny Taylor and Terry Ingleby (Longman 1974). Neville was a cheerful happy boy but he was noisy. His drum and his trumpet were put away and he was sent out to play. However he still had his whistle to keep him cheerful. Unfortunately the sound of his whistle was misinterpreted in turn by the signalman, the footballers and the motorists with consequent chaos at the railway crossing, the football field and the crossroads. Noisy Neville's father and mother were confronted by an irate crowd but a brass band provided a suitable occasion for Neville to live up to his name, also featured is Quentin Blake's *Mr Magnolia*, Cape 1980. Viewing children are asked to identify some everyday sounds and interpret a message in sound. A noisy nurse introduces the sound of the letter 'n' and the magic pencil demonstrates its formation.

Letter of the week



top to bottom
up and over



noisy nurse

Things to talk about

- 1 Neville didn't know 'what trouble he'd caused'. Have you ever done something which upset people or caused trouble without realising what you'd done? Maybe someone unintentionally has upset you. Tell your friends what happened and how you felt. Were Neville's parents cross with him or did they understand what had happened?
- 2 Why do you think Neville's Mum and Dad put his trumpet 'on a high, high shelf'? If the band hadn't come along when do you think Neville could have played his drum? How do you think the family should have negotiated over their difference of opinion about Neville's music? Are you learning to play any musical instruments? What happens when you practice at home? Do your Mum and Dad both encourage you to play?
- 3 Why were Neville's Mum and Dad irritated by the noise he made? Are you ever noisy at home? Are there any noisy things you do which particularly irritate your family? Are any members of your family noisy? Does your teacher ever say there's too much noise? Why do you think she/he would like it to be quieter in the classroom? Is your teacher ever noisy? In what ways?
- 4 Why do you think people followed Neville? Who can think of other stories e.g. *The pancake*, *The gingerbread man*, where more people join in as the story develops.
- 5 Neville was 'as happy as a king'. Are kings happy? What would make them so? What things would make you happy? Would they make a king happy too?

Things to make

By blowing his whistle Neville made the signalman close the railway crossing gate, stopped the football game and stopped the traffic at the crossroads. In groups children could make three long strip pictures to illustrate the sequence of events starting in each case with the captioned picture *Neville blew his whistle* and finishing with the consequences of the action. Discuss other circumstances where Neville's whistle might have caused similar chaos. Alternatively think of occasions where the sound of Neville's whistle might have saved the day e.g. Neville blew his whistle. The burglar dropped his bag and ran. They gave Neville a reward. Make strip pictures with captions to depict such occasions.

Things to do

- 1 Children can take it in turn to close their eyes, listen to all the different noises in the classroom and tell their friends what they hear.
- 2 Neville's whistle led to misunderstandings because for the people in the story a whistle had a special message. Think of any whistles which have a special message e.g. the whistle of a boiling kettle, the whistle at a P.E. lesson. Make a list of these and of all the people who use whistles in their work e.g. dog trainers. What other sounds have special messages e.g. the bell of the alarm clock, the chimes of a clock, the telephone. Make tape recordings of these.

Games to make and play

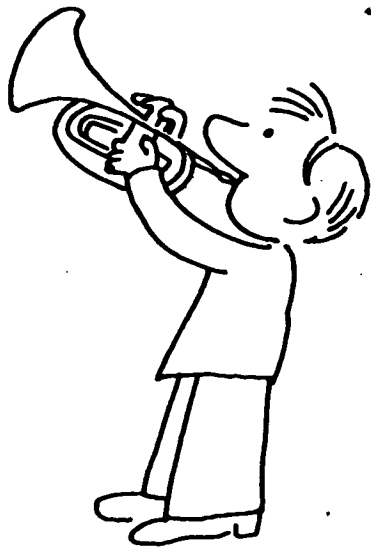
- 1 Make up a game using sound effects. Record a number of sounds e.g. dripping tap, hammering, lawn mower, sewing machine, brushing hair. Have some matching picture cards available for a matching sound to picture game.
- 2 One group of children could record a sequence of sound effects that give information and play them to another group who would try to decide what information is being given and predict what action might follow.

Booklist

- Books for children to read themselves
BERG L. *A band in school*, Macmillan 1977 (Little nippers series)
BONSALL C.N. *Who's a pest?*, World's Work 1978
- Books to read aloud to children
ESCOTT J. *Listen to the band*, H Hamilton 1978 (Gazelle books)
SOLOMONS H. *The jazz band*, Macmillan 1978 (Nippers)



Noisy Neville
banged on his drum.



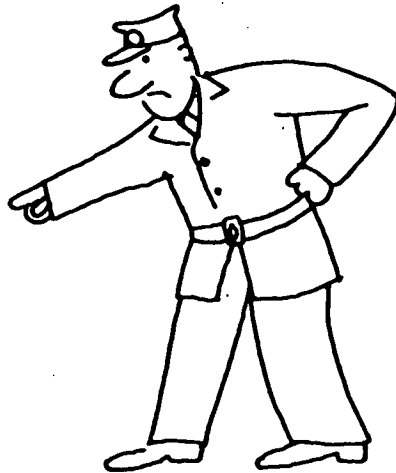
Noisy Neville
blew his trumpet.



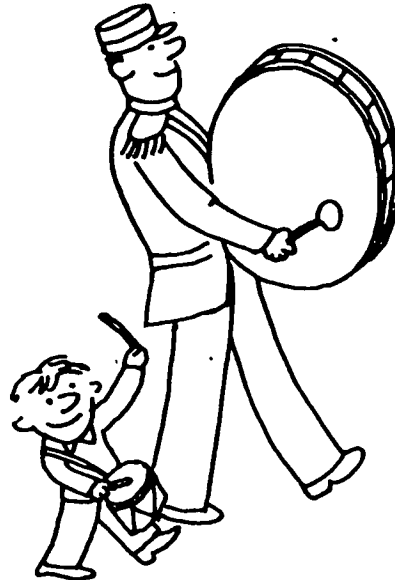
Noisy Neville
blew his whistle.



"He stopped the game,"
said the footballers.



"He stopped the traffic,"
said the policeman.



"Come and
join our band,"
said the drummer.



noisy nurse noisy nurse
 noisy nurse noisy nurse
 nnnnnn nnnnnn
 nnnnnn nnnnnn

whistle



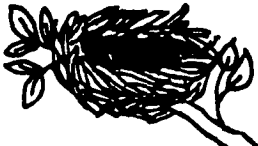


banged

blew

Noisy Neville blew his .

Noisy Neville on his drum.

Noisy Neville his trumpet.

	pig	brick	nurse	straw
	wolf	mother	watch	nose
	house	nest	three	pin
	drum	father	one	net
	two	needle	trumpet	gate

Content The two stories featured in today's program share a common theme – the need for quiet. In Arnold Lobel's story, *The crickets* (from the *I can read book, Mouse soup* published by World's Work, 1977), a mouse is kept awake by the chirping sound of crickets outside her window. Her request for quiet is misinterpreted as a desire for more and more music. The crickets augment their band until at last the exasperated mouse manages to get her message across. In the picture book *Goodnight Owl!* by Pat Hutchins (Bodley Head 1973, Picture Puffin 1975) it is Owl who is trying to sleep in spite of the noise made by the different creatures who share the tree. Children 'tiptoe, quiet as a mouse' as they play the singing game *Tiptoe* (see page 92).

Letter of the week



quiet queen



all the way round
and down, flick
(all in one movement)



top to
bottom round,
up then down

Things to talk about

- 1 'Go away?' asked the cricket. 'Why didn't you say so in the first place?' What were all the ways in which the mouse in the story asked for quiet before she finally got her message across? Why did it take so long for the crickets to do as she asked?
- 2 Can any of the children recall times when they were misheard or misunderstood? Can they recall occasions when they misheard or misunderstood someone else?
- 3 Have any of the children heard the sound made by crickets, grasshoppers or cicadas? How is the sound produced? What various ways do animals make noises and why?
- 4 The crickets disturb the mouse's sleep. The owl is prevented from sleeping by a variety of sounds. What were they made by? What things have disturbed the children's sleep? How did they feel? What did they do about the disturbance?
- 5 Are loud noises always irritating? Think of some loud noises that are pleasant.
- 6 What are the kinds of things you can do *quickly*? What are the kinds of things you can do *quietly*?

Things to make

- 1 Find out about animals that are active at night. Paint pictures of them. Cut them out and mount them on dark paper to make a night scene.
- 2 Make a sign to hang outside the bedroom door listing all the noises you do not want to hear when you're trying to sleep. Start it with 'Please do not ...'.
- 3 Make a chart with numerals, counters and number words: 1 o one (and so on)

Things to do

- 1 Experiment with percussion, recorders and vocal sounds to reproduce the sounds featured in the two stories e.g. sandpaper blocks for the crickets, woodblocks and claves for woodpeckers and squirrels, recorders for the cuckoo and robin, vocal sounds for starlings and doves, ratchet or guiros for crows or jays.
- 2 Listen to a recording of Leopold Mozart's Toy Symphony and talk about the creatures depicted by the toy instruments. Choose one of today's stories to tell with suitable sound effects.
- 3 The mouse in the story complained, 'I do not want any more music'. What would have been a simpler though less polite way of achieving quiet? Children could try giving simple messages in a complicated way and see who can interpret what is required e.g. 'Sit down!' could be expressed as 'I want you to place your body in a seated position' or 'Take the weight off your feet'.

Games to play


- 1 The children move freely round the room until the music stops or a sound signal is given. They listen carefully to a given instruction then form a set determined by its *negative* attributes e.g. 'All those children who are not girls, make a circle'. 'All those children who are not wearing blue jeans, sit down'. 'All those children who are not in the green group, make a line'.
- 2 The children sit in a circle. One child whispers a message to the next child round the circle. How does the message finish up? Is it different from the original message?
- 3 Take it in turn to clap or tap a rhythm calling on another person to echo the rhythm. Clap or tap the rhythm of nursery rhymes known to the children. Who can identify them?

Booklist

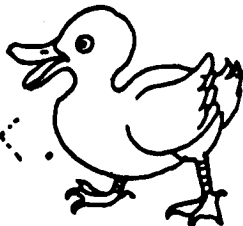
Books for children to read themselves
BERENSTAIN S & J, *Bears in the night*, Collins 1973
KRAUS R, *Milton the early riser*, H Hamilton 1974
LOBEL A, *Mouse tales*, World's Work 1977 (An I Can Read Book)
PIERS H, *Animal noises*, Methuen 1981 (Chatter books)


Books to read aloud to children
CARLE E, *The bad tempered ladybird*, H Hamilton 1978, Puffin books 1982
HUTCHINS P, *The surprise party*, Puffin Books 1972, Bodley Head 1970
WELLS R, *Noisy Nora*, Armada Picture Lions

quiet queen quiet queen
 quiet queen qu qu qu

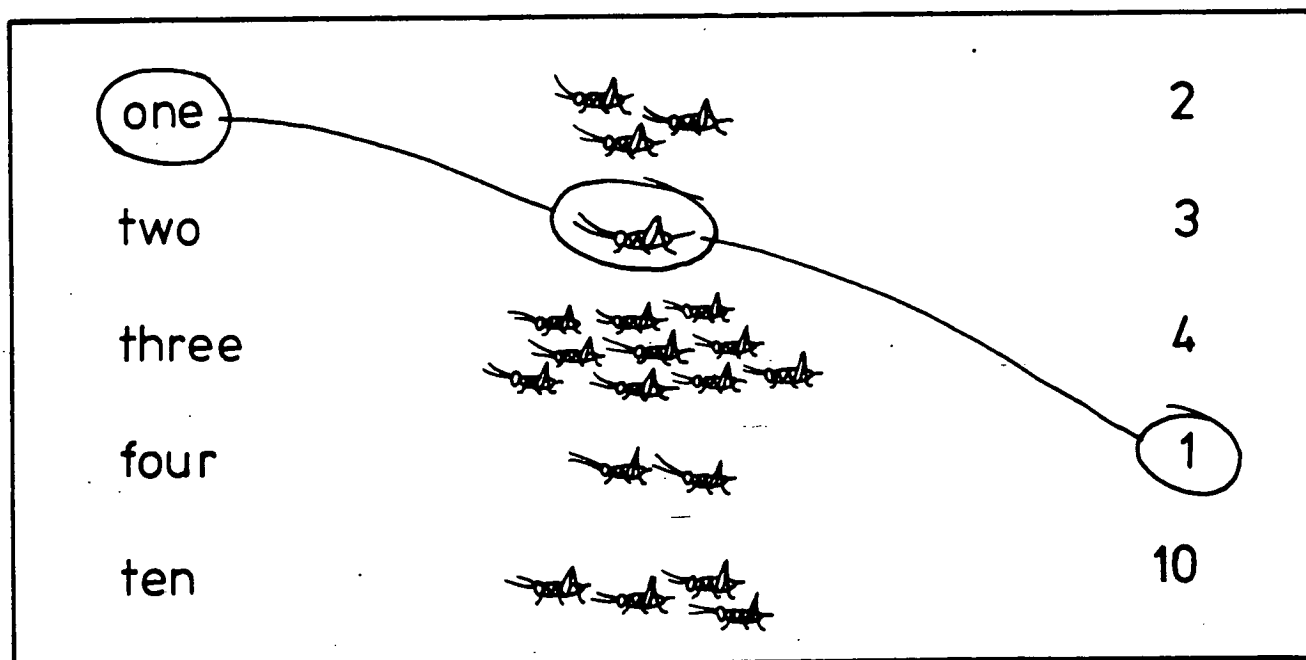
The queen wears a crown. 

This is a quarter. $\frac{1}{4}$

A duck says quack, quack. 

A dog runs quickly. 

A tortoise moves quietly. 



The king and the flute player

Ff

Content Vicky tries recording some bird song. Charlie is less than helpful. In today's story *The king and the flute player* by Max Bollinger (Gollancz 1981), a king dreams of a bird singing a beautiful song. Determined to find the bird, the king sends for the bird-catcher and gives him seven days to catch the bird of his dream. On the first day, the bird-catcher takes his flute and by imitating the song of the blackbird traps a blackbird with his net. On successive days the bird-catcher entices with his flute a lark, a golden oriole, a song thrush, a wren and a nightingale. He takes them to the king. The king however declares each time that the bird is not the right one. In despair on the seventh day, the bird-catcher plays his own song and the king immediately recognises it as the song of the bird of his dream.

Letter of the week



top to bottom
(pencil off)
in and out



kicking king

Things to talk about

- 1 Like so many stories, *The king and the flute player* begins 'Once upon a time . . .'. If there is a copy of the book available, look at the illustrations and talk about the way the artist has depicted the buildings, parks and gardens, dress, furniture etc. Are there any clues to indicate the time and setting of the story? What other stories can the children think of that have a similar atmosphere?
- 2 The king recognised the flute player's 'own song' as the song of the bird he heard in his dream. Could the flute player have been playing that song while the king was dreaming? Talk about dreams. Can anyone recall waking to a sound which seemed to have been part of a dream (eg a door slam or loud knocking, someone calling, the ringing of a telephone or alarm bell)?
- 3 Listen to a record or tape recording of some common bird songs. Try imitating some of them with vocal sounds or musical instruments.
- 4 The bird-catcher caught each of the six birds with his net but what was it that brought them close enough for him to be able to catch them? Why did the birds come to investigate the sound?
- 5 Why do birds sing? Are there particular times of day when they sing more than other times?

Things to make

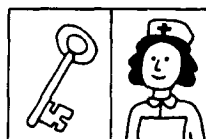
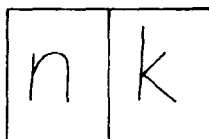
- 1 The king gave the flute player seven days to catch the right bird. Make a picture strip story of the seven days. Check first in available reference books, the appearance and habitat of the six birds.
- 2 Make a list of all the places the bird-catcher went (garden, fields, stream, woods, forest edge, park) and where he hid. Make a plan of the castle and its surroundings. Draw in all the locations referred to in the story and show in each place where the bird-catcher hid (behind a wall, behind a fountain, etc.). Draw in the birds. Add labels or captions to the plan.
- 3 Make a group collage of the bird the king might have seen in his dream. Make up some dream music to go with it.

Things to do

- 1 Set up a bird table near the classroom window but somewhere safe from cats. Find out about the correct way of feeding and watering them during the remainder of the winter months. List and make observations of those that come to the table. If possible set up a tape-recorder outside and see how many different sounds you can collect.
- 2 The king in the story could not answer the bird-catcher when he asked 'What kind of bird was it?' What information could he have given that would have been useful? Working in pairs or small groups children could find out more about the birds in the story or the birds observed on the bird table. Using reference books, they could research into the habitat, appearance, nests, movement and eating habits of the birds of their choice and record their findings.
- 3 Play records which feature musical representations of birds e.g. *Hens and cocks* from *Carnival of the Animals* by Saint Saens; Daquin's *The cuckoo*; Prokofiev's *Peter and the wolf*.

Games to make and play

Make some cards for a game of dominoes using a variety of combinations of pictures, words and letters:



Booklist

Books for children to read themselves

Books to read aloud to children

BLAKELEY P. *Birds of a feather* and *If I were king*, Black 1974, Black 1970

CRESSWELL H. *Two hoots play hide and seek*, Benn 1977

McKEE D. *King Rollo* series (various), Andersen Press 1979-82

CHIA HEARN CHEK. *The bird hunter: an Indonesian folktale*, Macdonald & Jane's 1977

HORNA L. de. *The king who learned how to make friends*, Andersen Press 1979

king

day

wall

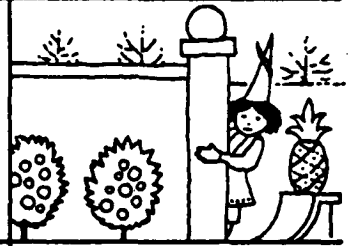
tree

fountain

third

behind

On the first day he went into the garden and hid behind the



On the second he went into the fields and hid behind a hedge.



On the day he went to the stream and hid behind a stone.



On the fourth day he went to the woods and hid behind a .



On the fifth day he went to the woods and hid a bush.



On the sixth day he went into the park and hid behind a .




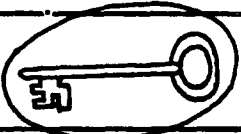













On the seventh day he played his own song to the .



kicking king kicking king

kkkkk kkkkk
kkkkk kkkkk

k				
p				
n				
qu				$\frac{1}{4}$

an eye

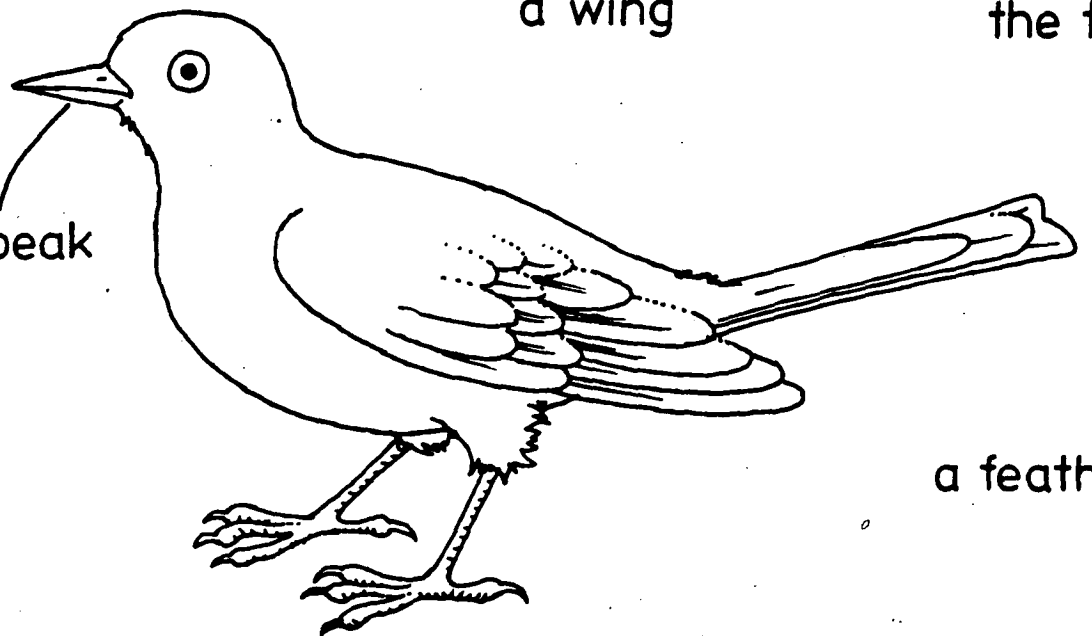
a wing

the tail

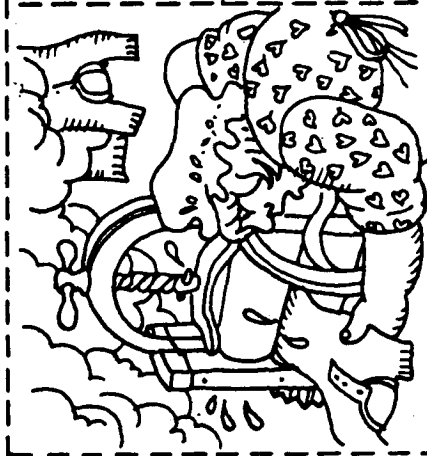
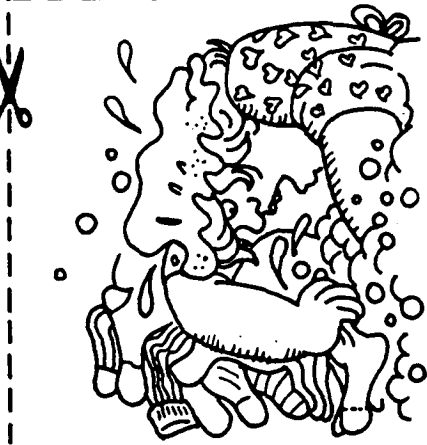
the beak

a feather

a leg



lots of lovely
lots of lovely
other other



On Monday she
was sick of socks.

On Tuesday she
was sick of vests.



On Thursday she
washed lots of babies.

On Friday she
washed lots of dogs.



On Saturday she
washed an elephant.

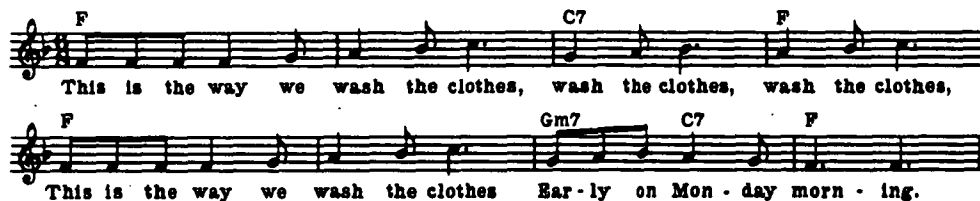
On Saturday an
elephant washed them!



Mrs Lather's laundry



Content Today's story *Mrs Lather's laundry* by Allan Ahlberg and André Amstutz is from the *Happy families* series (published by Kestrel and Puffin Books, 1981). Monday was a bad day in Mrs Lather's laundry but after that things get progressively worse. By Wednesday there was a notice in the window announcing 'We wash anything except laundry'. However, prospective customers are not deterred and take the notice literally. On Thursday a baby is brought in to be washed and the idea catches on. By the end of the week, Mrs Lather has washed among other things, a tramp, a car and a football team. The children wonder apprehensively what Monday will bring but Mrs Lather is undeterred. 'After all,' she said, 'what could be worse than an elephant!'

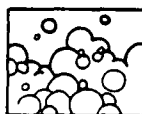


Children mime the actions for the seven days of the week.

- 1 wash.....on Monday
- 2 rinse.....on Tuesday
- 3 wring out.....on Wednesday
- 4 hang out.....on Thursday
- 5 mend.....on Friday
- 6 iron.....on Saturday
- 7 wear.....on Sunday

Letter of the week

↓ put your pencil
at the top
↓ move it down



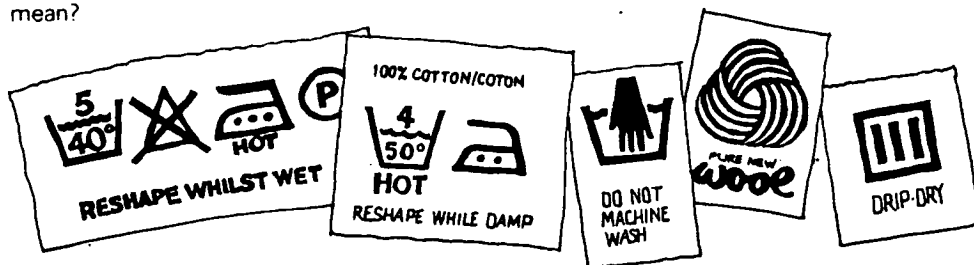
lovely lather

- Things to talk about**
- 1 Everyone in the Lather family helps out in the family business. What experience do the children have of a family enterprise? Do the parents of any of the children work together? Are the children sometimes called upon to help?
 - 2 'If I wash one more sock, I will go off my head,' says Mrs Lather. Why does she feel like this? How could the jobs have been shared out to save Mrs Lather from going crazy? Do any of the children get 'sick' of doing certain things? What do they do to solve the problem? What would be the solution if Mrs Lather gets sick of washing socks again?
 - 3 People wash clothes in different ways according to the facilities available. How are the children's clothes washed? They could ask grandparents or older relatives how their clothes were washed and ironed when they were small.
 - 4 Go through the days of the week. What do the children do in class and at home on different days of the week?

- Things to make**
- 1 Make a large wall display of Mrs Lather's laundry with cut-out pictures of all the items washed there – prepared by different children and fixed to the display. Items could be labelled. Other children could make a group picture of activity in a modern laundrette incorporating cut-out pictures of washing machines from magazine advertisements.
 - 2 Set up a classroom laundrette. Make some washing machines from large cardboard boxes. Collect linen and clothes. Washing loads can be weighed and the charges worked out. Lists can be made of all the items in individual washing loads to be read out as the 'laundry' is sorted. Make a notice showing the days of the week and the times when the laundrette is open. Decide which days the laundrette will be closed and indicate this information on the notice. Think of some other notices to display in the laundrette e.g. charges for soap powder and bleach, instructions for using the machines, warning against mis-use.

- Things to do**
- 1 Mrs Lather put up different signs in the laundry window to show what she was prepared or not prepared to do. Make a record of the different signs seen in local shops.

- 2 Examine the different labels on clothes giving washing instructions. What do these symbols mean?



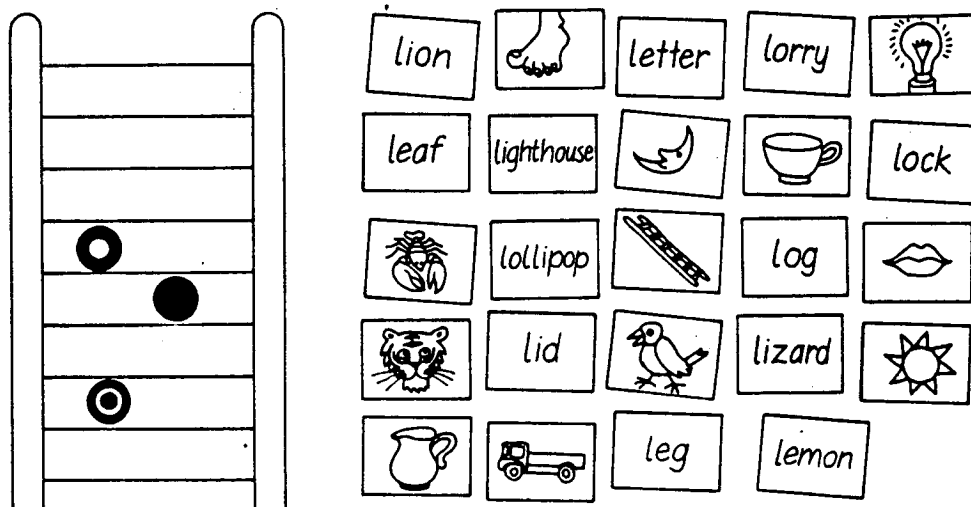
Design symbols giving advice on how to wash or dry clean babies, dogs and elephants.

- 3 Working in pairs, children could write an account of what happened in Mrs Lather's laundry on each day of the week. Extend this to draw and write about the classroom activities on each day of the week. Make some signs to hang in the classroom defining what you are prepared/not prepared to do on specific days.

Games to make and play

Make some picture cards by sticking pictures of things beginning with the letter **l** on one side of the card and writing the word on the reverse side. These cards may be used for the two games described below.

- 1 Draw a picture of a ladder on a large card. Provide 3 or 4 counters. Add the **l** cards to an assortment of picture cards of things beginning with a variety of initial consonants. Shuffle the cards and display them face up on the table. The players take it in turn to identify a picture of something beginning with **l**, calling out its name and turning over the card to check the initial letter and word on the reverse side. Each time the player makes a correct identification she/he moves a counter to the next rung of the ladder. The winner is the first to reach the top rung of the ladder. If a picture is incorrectly identified, the card is left face up and the player moves down a rung.



- 2 The teacher or group leader describes in turn the items depicted on the **l** cards e.g. 'This is a picture of a fruit. It is yellow. It has a thick skin and tastes sour.' The first person to identify the item described is given the card. The winner is the player with the most cards.

Booklist

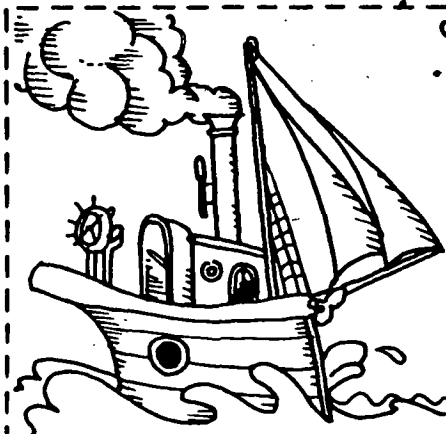
Books for children to read themselves

- BRANDENBERG F and A, *I don't feel well!*, Puffin Books 1982
 GLYNN D M, *Washing day*, Oliver and Boyd 1973 (Dominos series)
 HEASLIP P, *The laundrette*, Methuen 1978 (Terraced House books, set B)
 HEWETT A and BROOMFIELD R, *Mrs Mopple's washing line*, Puffin Books 1970, Bodley Head 1966
 ISEBORG H, *Paul, Sally and the wash tub*, Burke 1969 (I love to read series)
 SANDBERG I, *Daniel's helping hand*, Black 1973
 STORR C, *Hugo and his Grandma's washing day*, Dinosaur 1978 (Red Label series)

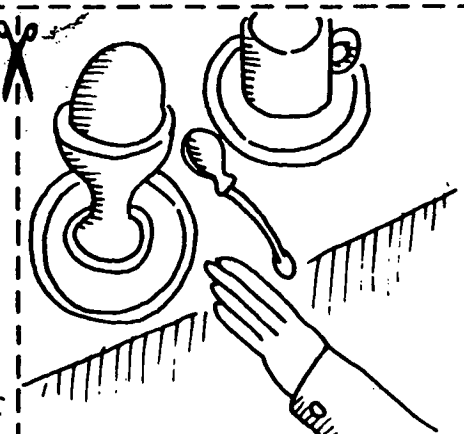
Books to read aloud to children

- CHIA HEARN CHEK, *The white elephant: a Burmese folktale*, Blackie 1975 (Moongate series)
 KRASILOVSKY P, *The man who didn't wash his dishes*, World's Work 1962
 MUIR F, *What-a-mess stories*, Benn 1979, Carousel 1979, Transworld 1980
 SENDAK M, *The sign on Rosie's door*, Puffin Books 1976
 YEOMAN J and BLAKE Q, *The wild washerwoman*, Puffin Books 1982
 ZION G, *Harry the dirty dog*, Bodley Head 1960, Puffin Books 1970

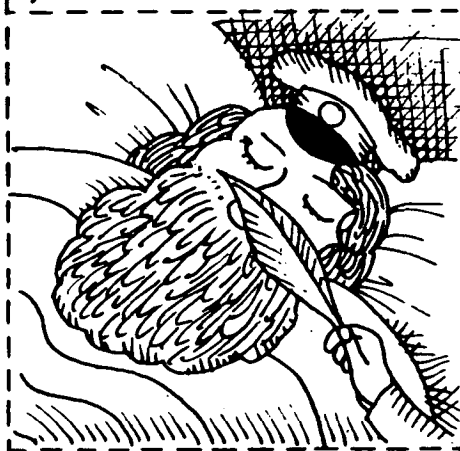
six sailors six sailors



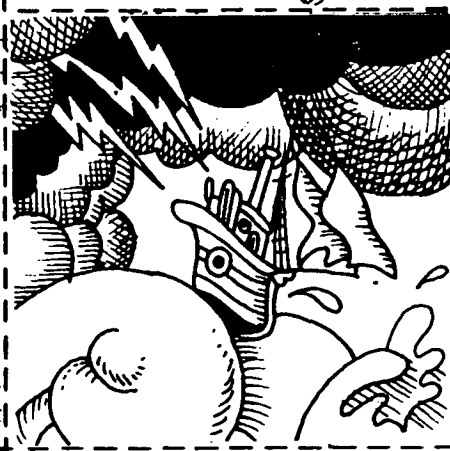
The ship sailed
out to sea.



Somebody's little hand
reached out.



Mr Salt's nose
kept tickling.



There was a storm.



Sammy rescued
them all.

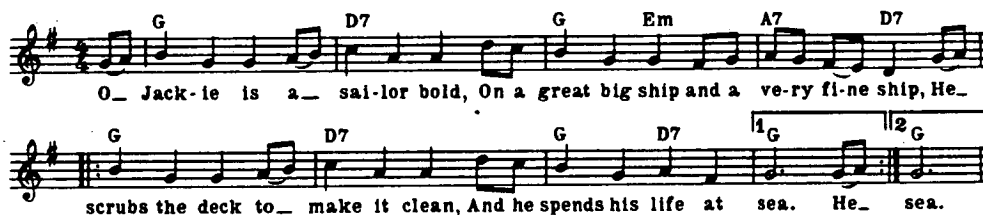


They had a picnic
on the island.

Master Salt the sailor's son

Ss

Content Mr Salt the sailor sailed the seven seas. So did Mrs Salt and Sally Salt. Sammy Salt sulked. He was too little to go sailing. Strange things happen to the Salt family on their voyage to Coconut Island. Food disappears, little footprints appear on deck, a little boot appears on the end of Mr Salt's fishing line. Strangest of all, when 'The Jolly Jack' nearly capsizes in a storm and the family is tipped overboard, *somebody* comes to the rescue. Today's story *Master Salt the sailor's son* by Allan Ahlberg and André Amstutz is another story from the series *Happy families* (Kestrel and Puffin Books 1981). Also in the programme there is the music of a hornpipe for six sailors to dance to and for the magic pencil to practice writing the letter **S**. Song: *Jackie the sailor*.




One child takes the part of Jackie and mimes the action of scrubbing the deck. Everybody joins in with the action as the lines:

*He scrubs the deck to make it clean
And he spends his life at sea*

are repeated. For subsequent verses, children take it in turns to be 'a sailor bold' and choose some of the different jobs to be done at sea.

eg *He turns the wheel to steer the ship. etc
She pulls the rope to hoist the sail. etc
He rows to shore when the ship's in port. etc*

Letter of the week

 round and back
again (don't take
your pencil off)



Six sailors

Things to talk about

- 1 Master Salt is too little to go sailing so he gets left behind. Are there things which the children are not allowed to do because they are too little? How do they feel about this? Have any of them been accused of sulking? What was the cause?
- 2 Grandpa Salt looks after Sammy. Are the children ever looked after by an older relative? What kind of things do they do with them? Do other people look after the children while their parents are working? Do they sometimes look after younger brothers and sisters?
- 3 The ship needs all the family to help run it. What jobs do the various members of the Salt family do? Have the children ever been on a ship or a boat? Have they ever helped on board?
- 4 There are several clues in the story to show that Sammy is hiding on board. What are they? Why do the children think that the Salt family are surprised when Sammy appears?
- 5 How does Sammy rescue each member of the family. If Sammy had not been aboard how might the family have been rescued? What safety precautions should people take when they go on the water? What do the children know about sea rescues and the safety equipment needed on a boat?

Things to make

- 1 Make a model of 'The Jolly Jack' from cardboard boxes with the members of the Salt family made from pipe cleaners and plasticine. Choose a new destination for the ship and make up a story about the voyage.
- 2 Look at the illustrations in the book and talk about those that show the family at meal times and asleep when 'somebody's little hand reached out'. Groups of children could make pictures of their own to illustrate these occasions. Cut out Sammy's hand and arm from a strip of card. Make slots in the pictures so that the 'little hand' can reach out to take food or tickle noses.
- 3 Make a frieze of six sailors hauling on a long rope. The children can find words beginning with the letter **S** write them on flag shapes and stick the flags on to the rope.

Things to do

- 1 Make a list of all the salty things you know: salt, stock cube, Bovril, Marmite, crisps, cheese. Collect the packaging and make a display.
- 2 Collect stories and cuttings about sea adventures and rescues.

Games to make and play

1 Very large labels for each of the six initial consonants featured this term can be made so that they can be hung or pinned to the back of a child volunteer who stands in front of the rest of the group.



The others take it in turns to call out words beginning with that letter sound. (The teacher may have to monitor this.) The child wearing the label listens carefully and when she/he has heard enough words to identify the common consonant, writes it on the board or in the air.

2 Play a game of 'Sally says'. e.g. Sally says she likes salt but she hates pepper. Sally says she likes singing but she doesn't like dancing. Sally says she likes sausages but she doesn't like fish fingers.

Booklist

Books for children to read themselves

AHLBERG A and WRIGHT J, *Mrs Plug the plumber*, Puffin Books 1980 (Happy Families series)

BEMELMANS L, *Madeline's Rescue*, Deutsch 1957

BURNINGHAM J, *Mr Gumpy's outing*, Puffin Books 1978, Cape 1970

MOON C, *Tortoise, mouse, lion and elephant*, Warne 1980 (Jumpers series)

PROYSEN A, *Mrs Pepperpot to the rescue*, Hutchinson 1963, Puffin Books 1969

Books to read aloud to children

AHLBERG J and A, *The ha ha bonk book*, Puffin Books 1982

APSLEY B, *Leo goes on a ship*, World Distributors 1978

ARDIZZONE E, *Little Tim and the brave sea Captain*, Puffin Books 1982, OUP 1955

ARDIZZONE E, *Tim to the rescue*, OUP 1949, Puffin Books 1981

HAASI, *The Maggie B*, Collins 1976, Fontana 1979

KRASILOVSKY P, and SPIER P, *The cow who fell in the canal*, Puffin Books 1970

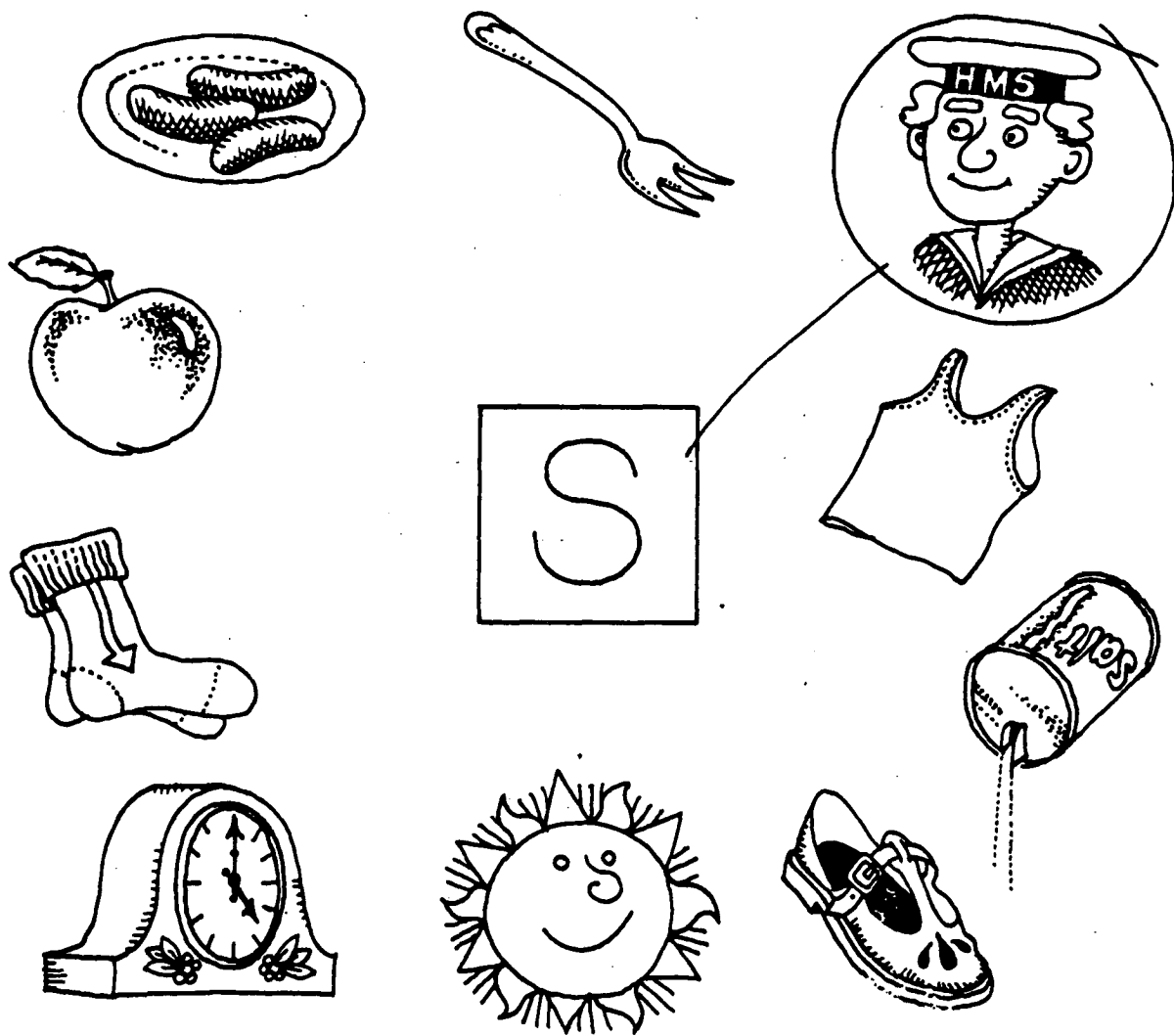
OFFEN H, *Rita the rescuer*, Methuen 1981

RYAN J, *Crockle stories* (various), Beaver Books 1980-81; *Pugwash stories* (various), Puffin Books 1958-80

SHEPHERD J, *Puff to the rescue*, World's Work 1977

SWINDELLS R, *Norah's Ark*, Whearon 1979

YEOMAN J and BLAKE Q, *The bears' water picnic*, Blackie 1970



Finish the sentences

Mr Salt the sailor sailed the seven seas.

Mrs Salt and Sally Salt sailed _____.

Sammy Salt did not sail _____.

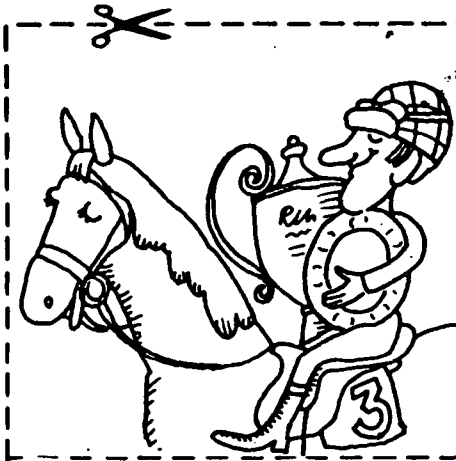
_____ stayed at home.

Mr and Mrs _____ pulled up the anchor.

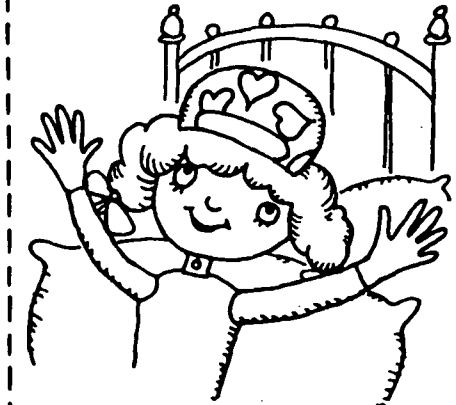
The Jolly Jack _____ out to _____.

jumping Jack jumps

jump jumps jump



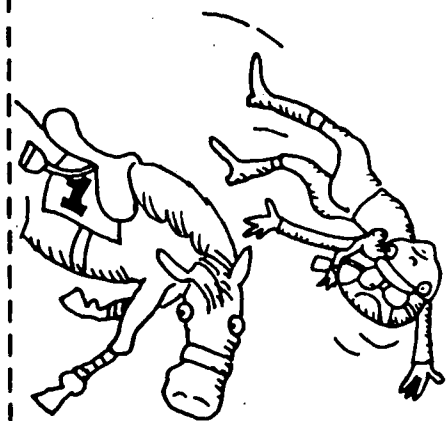
Mr Jump
was a jockey.



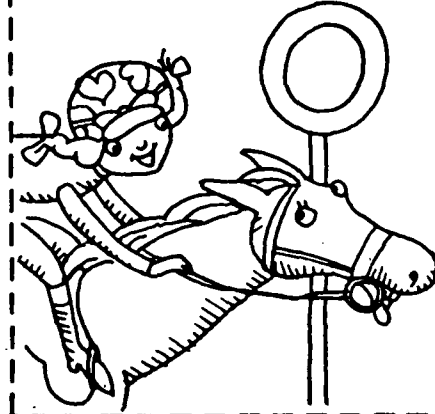
Mrs Jump
was a jockey.



Josie got
a jockey's hat.



Josie fell off
her horse.



Josie jumped
the fence.

Josie won the race.

Miss Jump the jockey

Jj

Content Every birthday Josie Jump asks her parents, 'Am I old enough to be a jockey yet?' Mr and Mrs Jump, both of whom are jockeys, don't actually say 'No!'. But then nor do they actually say 'Yes'. However, when, after a series of accidents, Josie is the only member of the Jump family available to ride in the big race, she gets her big chance. *Miss Jump the jockey* is another story by Allan Ahlberg and Andre Amstutz from *Happy families* (Kestrel and Puffin Books, 1980). Jack, also jumping, emphasizes the sound of the letter J and the magic pencil demonstrates the correct way to write it. Viewing children are invited to join in with the jig-jog refrain of the song, *I want someone to buy me a pony* (see page 92).

Letter of the week



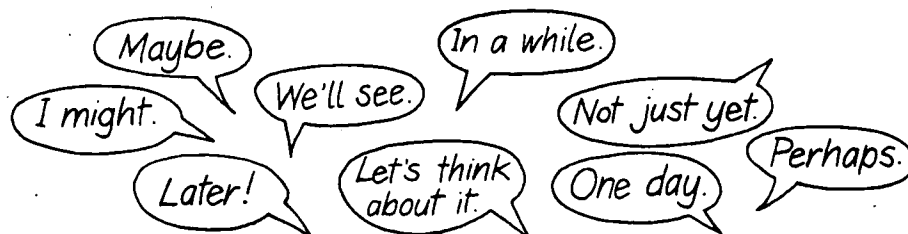
all the way
down and around
do the dot



jumping Jack

Things to talk about

- 1 'Am I old enough yet?' Josie Jump kept asking her parents. Which children have wanted badly to do something only to be told that they were too young? How did they feel? Did they keep asking or give up? What reasons might grown ups have for saying 'You're too young'? Are they always good reasons?
- 2 Was it easier for Josie to hear 'Nearly!' and 'Not now!' in answer to her persistent questioning than to be told 'No!' Why was this? What other examples of prevarication have the children experienced themselves? Make a list of these or display them in speech bubbles:



The children could take it in turns to make up questions to which these replies could be appropriate.

- 3 Josie's family encouraged her during the race. Find the words of encouragement they used: 'Come on, Josie!', 'Keep going, Josie!', 'Don't stop, Josie!'. Do you think these words encouraged her? What other ways are there of encouraging people without using words? In what ways are the children encouraged by family, friends and teachers? In what ways do they encourage their friends, younger brothers and sisters? Who can think of any instances where they might have given up trying to do something without encouragement?
- 4 Josie won a gold cup and lots of money. Would she have been just as happy if there had been no reward? Think of other occasions when people have received rewards. Has any one at school ever received a reward? If so, what for?
- 5 People enjoy watching horses racing but are there any unpleasant things that might happen at the races?

Things to make

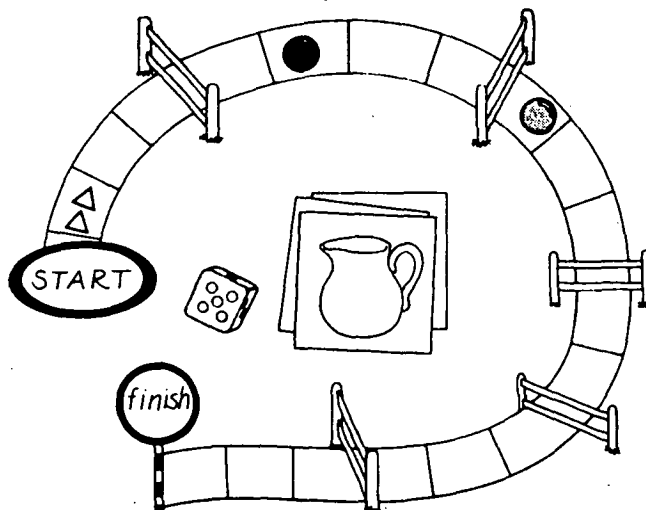
- 1 Make a picture of all the Jump family on their horses. Put their names on labels underneath.
- 2 Make a hobby horse from a stick or broom handle with a fabric or cardboard horse's head trimmed with harness. Pretend to be Josie or Jimmy Jump and go for a ride to the rhythm of 'I want someone to buy me a pony'.

Things to do

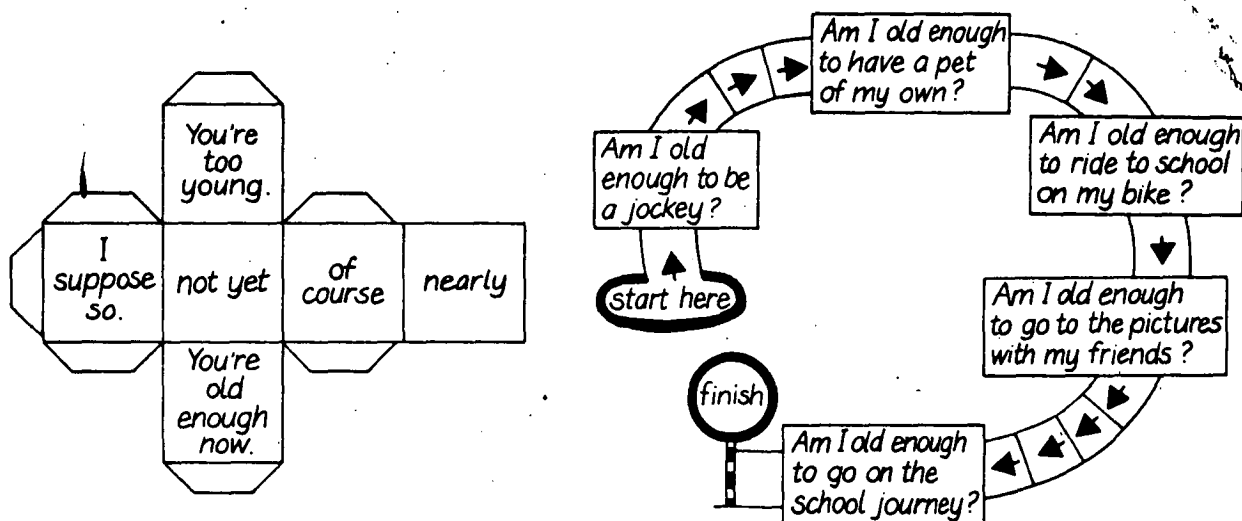
- 1 Whose name begins with J? How many first names other than those in the class can the children think of which begin with that initial? Record the information.
- 2 Make a sound table for the letter J. Collect labels and packaging material for jams, jellies and juice. Look through magazines for advertisements for jewellery and make a jewellery collage. Magazines are a good source for pictures of jeans, jumpers and jackets. Find different examples of the 'joker' and the 'Jack' from old packs of playing cards and display them. Collect some jokes. Find nursery rhymes which feature characters whose names begin with J. Write and illustrate the rhymes for Jack and Jill, Little Jack Horner, Jack Sprat, Jack be nimble.
- 3 Josie took her horse to school and because she loved horses her class decided to do a project on horses. Do any of the children love and/or have knowledge about horses to share with their class? If so, start a project on horses.

Games to make and play

1 The players take it in turn to throw the die and move their coloured counters according to the number thrown. If they land on a square with a fence, they turn up a card. If the picture on the card is identified as something beginning with the letter *j* e.g. jacket, jelly, jam, the player 'jumps' the fence, is awarded another throw and moves on. If the player fails to identify the *j* picture or picks up a picture of something beginning with a different initial letter he cannot proceed but must return to the start and wait for his next turn. The jump cards are returned to the bottom of the pack each time.



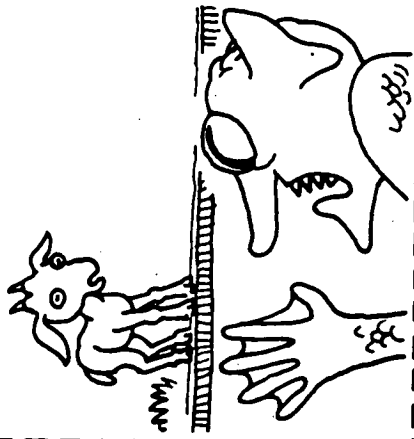
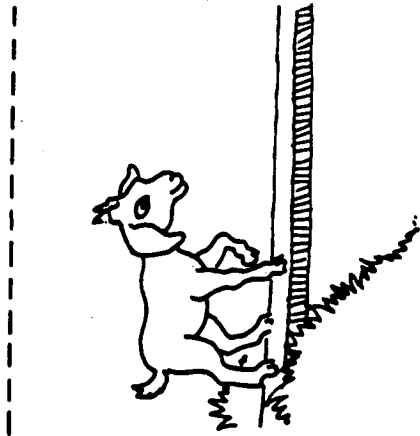
2 'Am I old enough?' asked Josie Jump. The children can think of some other questions that start the same way, then think of ways of answering the questions without actually saying 'Yes' or 'No'. These could be used as a basis for a Question and Answer game with a race track for the questions and a specially made die for the answers (see diagram below).



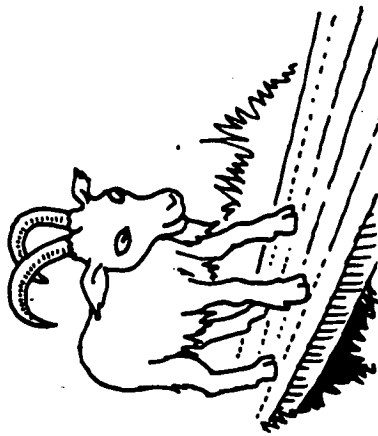
Booklist

- | | |
|---------------------------------------|--|
| Books for children to read themselves | BISSETT D. <i>The happy horse</i> , Benn 1974 (Beginning to read books) |
| | HEILBRONER J. <i>Robert the rose horse</i> , Collins 1964 |
| | HOFF S. <i>Chester</i> , World's Work 1980 |
| | HOFF S. <i>The horse in Harry's room</i> , World's Work 1979 |
| Books to read aloud to children | BISSETT D. <i>The story of Smoky horse</i> , Methuen 1977 |
| | FEAGLES A. <i>Casey, the utterly impossible horse</i> , Gollancz 1979, Puffin Books 1981 |
| | FOREMAN M. <i>All the King's horses</i> , H Hamilton 1976 |
| | WILLARD B. <i>The penny pony</i> , H Hamilton 1961, Puffin Books 1971 |

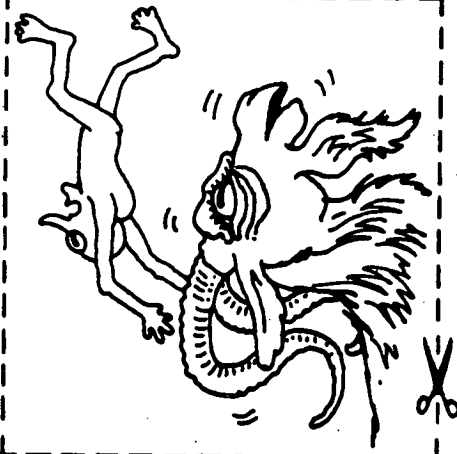
giddy goat giddy goat
goat goat goat goat



Little Billy-Goat Gruff
came to the bridge.



Middle Billy-Goat
came to the bridge.

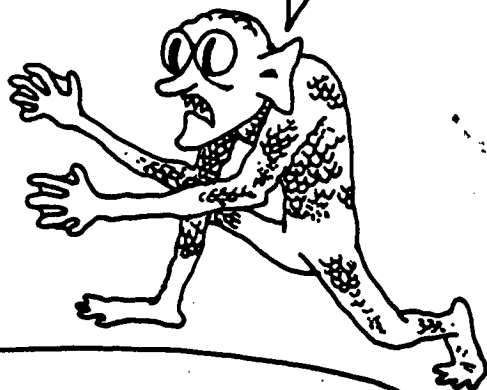
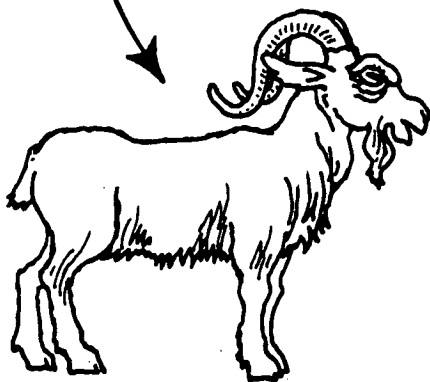
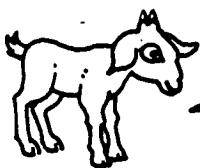


Big Billy-Goat Gruff
tossed him in the air.

The Billy-Goats Gruff ate
the long green grass.



Who's that crossing my bridge?



It's Little Billy-Goat Gruff.
I'm going to the hillside
to eat the long grass.

It's Middle Billy-Goat
Gruff. I'm going to the
hillside to eat
the long grass.

It's Big Billy-Goat Gruff.
I'm going to the hillside to eat
the long grass.

Oh no,
you're not!
I am coming
to gobble
you up.

The three Billy-Goats Gruff

Gg

Content Vicky tells the traditional story of *The three Billy-Goats Gruff* who lived in a field by the river. There was a bridge over the river and under the bridge lived a Troll. On the other side of the river was a hillside where the grass grew long and green. Unfortunately for the three goats, the only way to get to the long green grass was to cross the bridge. Crossing the bridge meant confronting the Troll who threatened to gobble them up. Little Billy-Goat Gruff and Middle Billy-Goat Gruff outsmart the Troll with the promise of better things to come and Big Billy-Goat Gruff is more than a match for him. A giddy goat draws attention to the sound of this week's initial consonant and the magic pencil demonstrates its formation.

Letter of the week



all the way round
down and under



giddy goat

- Things to talk about**
- 1 Did the goats ever come back across the bridge? What would have happened if they had? Would the same trick have worked again? If not how else could the goats have crossed the river?
 - 2 Have you ever wanted to do something badly but were prevented by fear or some other obstacle? Tell your friends what you wanted to do and what stopped you. Did you succeed in the end? When you are frightened what do you do to make your fears go away?
 - 3 What sort of home might the troll have had under the bridge? What is a troll? Do they really exist? How can you tell the troll in the story was evil? Find out about trolls and other monsters. Are they always evil? Can you find any stories about good monsters, dragons or giants? Can you make up your own?
 - 4 What do you know about goats? Where have you seen them? Why do people keep goats? Who has tasted goat's milk or cheese? How was it different from cow's milk and cheese made from cow's milk?

- Things to make**
- 1 Draw round a saucer to see just how big the Troll's eyes were. How long is a poker? Make a picture of the Troll with eyes as big as saucers, teeth as sharp as knives and a nose as long as a poker. Think of other attributes he might have e.g. hair as green as ... etc. Write a description to go under the picture.
 - 2 Make a model troll from plasticine or clay.
 - 3 Make a large picture to illustrate the story. Write the captions: There was a bridge over the river. The Troll lived under the bridge. The goats were on one side of the river. The long grass was on the other side of the river. Stick the captions in place.

- Things to do**
- 1 Act out the story but decide first on the right kind of voices for the different sized goats. How would the Troll sound? Try out some percussion effects for the trip-trap sound of the goats crossing the bridge and for the Troll being tossed in the air. Tape-record the dramatisation for another class to listen to.
 - 2 Make a collection of items that come in three sizes: large, medium, small. Display them in threes with labels.
 - 3 Draw or stick a picture of a giddy goat in the centre of a large sheet of paper. Cut out pictures of things beginning with g from magazines and surround the goat with them.

A game to make and play

Make a game of Letter Lotto.

- 1 Have ready a set of word/picture cards for the initial consonants featured this term.
- 2 Make up as many base-boards as you need choosing from the letters: p, l, k, n, qu, s, j, g, but making sure no two base-boards are identical.
- 3 Each player has a base-board and six counters.
- 4 A word/picture card is selected. As the word is called the players look to see whether its initial letter appears on their base-board. If it does they place a counter in the appropriate square. The winner is the one to place all six counters.

Booklist

- CUNLIFFE J.A. *Farmer Barnes and the goats*, Deutsch 1971
- Books for children to read themselves
GALDONE P. *The three billy goats gruff*, World's Work 1974
- MOON C. *Goldilocks and the three bears*, Ginn 1982 (Once upon a time series)
- Books to read aloud to children
AMBRUS V.G. *The seven skinny goats*, OUP 1979
- FLETCHER E. *The little goat*, Transworld 1971 (Storychair)
- KENT J. *The fat cat*, Puffin Books 1974
- MANNING-SANDERS R. *A book of ogres and trolls*, Methuen 1972, Paperback 1978



I have big eyes,
a spiky tail, long claws
and a friendly smile.

I have small eyes,
a spiky tail, no claws
and sharp teeth.

I have small eyes,
a curly tail, no claws,
and a friendly smile.

I have big eyes,
a spiky tail, no claws,
and sharp teeth.

I have big eyes,
a curly tail, no claws
and a friendly smile.

I have big eyes,
a curly tail, long claws,
and sharp teeth.

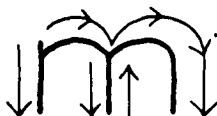
I have small eyes,
a spiky tail, long claws,
and a friendly smile.

I have small eyes,
a curly tail, long claws,
and a friendly smile.

Content Vicky shows a 'monster' book written and illustrated by a group of children after their outing to see some prehistoric animals at Chessington Zoo. In today's story *Not now, Bernard* by David McKee (Andersen Press 1980) we hear how a small boy tries to engage the attention of his parents. 'There's a monster in the garden and he's going to eat me,' he tells them. But even this statement gets the usual response, 'Not now, Bernard'. Viewing children are invited to join in with the chorus of the song, *The prehistoric animal brigade* and in a monster matching game.

Lis - ten to the chor - us of the bront - o - saur - us and the steg - o - saur - us
 down by the swamp. A - long comes a din - o - saur, mak - ing such a loud roar,
 thump - ing with his feet and go - ing stomp, stomp, stomp. Pter - o - dac - tyl flap - ping,
 long beak clack - ing, big teeth snap - ping, down from a tree. Here's a wool - y mam - moth,
 tusks all cur - ly, joins the hur - ly bur - ly, oh dear me! What a noise! It's the
 boys of the pre - his - tor - ic an - i - mal bri - gade! What a - gade.

Letter of the week



top to bottom
over and over



munching monster

Things to talk about

- 1 Do you think the monster really ate Bernard or was Bernard pretending to be a monster? Have you ever pretended to be a monster? What kind of monster were you? What did you look like? Were you fierce or friendly? Did anyone see you? How did they react?
- 2 Have you ever seen a monster in your garden or bedroom at night? What did it look like? Did it try to eat you up? If you were eaten what would it be like inside a monster? Have you ever told your Mum and Dad that you've seen a monster? If so, what did they say?
- 3 Bernard's Mum and Dad didn't take any notice of him, not even when the monster ate him up. What more could Bernard have done to make them pay more attention? Can you think of any time when adults wouldn't listen when you had something important to say? How did you feel? What might have been the reason you were ignored? Do you ever ignore your Mum and Dad when they want you to do something? What happens?
- 4 What do you like doing with your Mum and Dad? What do you prefer doing with just your friends with no adults around? Suppose you were friendly with a monster, what would you do together?

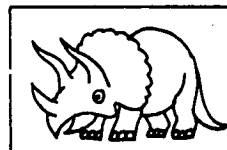
Things to make

- 1 Make a comic strip with pictures of all the things the monster did in the story. Write simple captions: The monster ate Bernard up. The monster went indoors. The monster bit Bernard's father.
- 2 Look up reference material for the prehistoric monsters in the song. Make models in plasticine of the brontosaurus, stegosaurus, pterodactyl and mammoth. Display them with carefully written labels.
- 3 Make a wall display of prehistoric monsters painted, cut out and mounted against a swamp background. Alternatively, sort the monsters into sets: herbivorous; carnivorous; bipeds; quadrupeds; horned; armour plated, etc.

- 4 Find ways of comparing the size of some dinosaurs with familiar objects e.g. Diplodocus was as long as nine buses end to end. Record this information.
- 5 Match the pictures and descriptions given in the worksheet on page 26 then draw a monster of your own. Write a description of it in similar terms.

- Things to do**
- 1 Pick out the words in the song which will stimulate ideas about sound effects e.g. the roar and foot stomping of the dinosaur, the beak clacking and teeth snapping of the pterodactyl. Try them out with the song. Then try out some movement for a monster song and dance.
 - 2 Think of some adjectives beginning with **m** to describe monsters: mighty, munching, moaning, mean, etc. Make up a story about one of them.

- A game to make and play**
- 1 Make a set of monster pictures with different combinations of attributes. Spread them out on the table face-up for an elimination game which a small group of children can play. One child chooses a card without identifying it to the others. They take it in turns to ask questions e.g. Has it got a long neck? Has it got short arms? Does it have wings? Only a 'Yes' or 'No' answer can be given. As long as the answer is 'Yes', the same child continues with the questions. If the answer is 'No', the next child takes over the questioning. Whoever guesses correctly (in a given time or given number of questions) is the next to choose a card.



Booklist

Books for children to read themselves

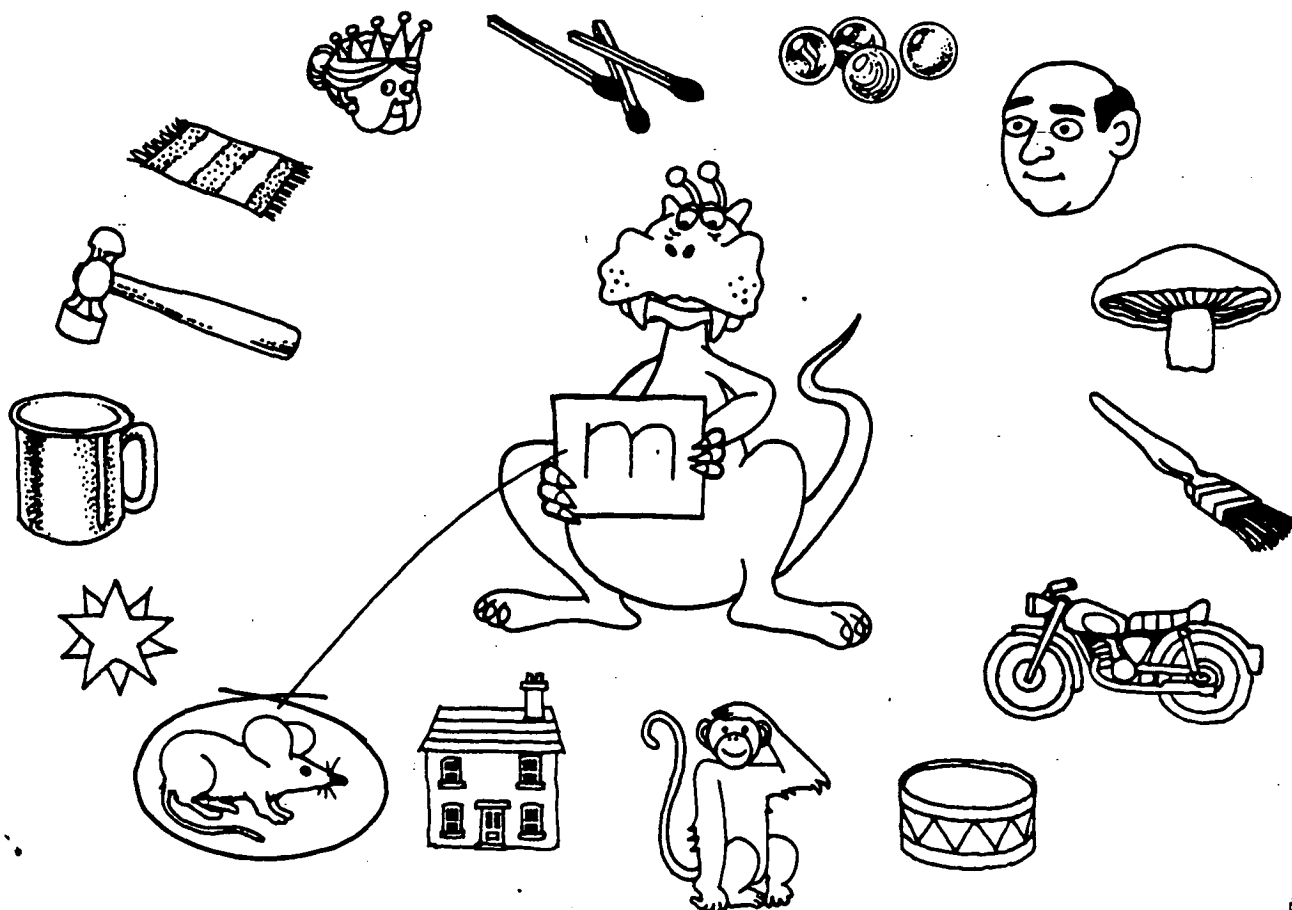
- 'ALTHEA', *Desmond and the monsters*, Dinosaur 1981
 BLANCE E and COOK A, *Monster books* (various), Longman 1976
 BURNINGHAM J, *Come away from the water Shirley, Time to get out of the bath Shirley*, Cape 1977
 CAMERON P, *The cat who thought he was a tiger*, Deutsch 1970
 HOFF S, *Danny and the dinosaur*, World's Work 1978
 SENDAK M, *Where the wild things are*, Bodley Head 1967, Puffin Books 1970

Books to read aloud to children

- JANOSCH, *Hey presto, you're a bear*, Andersen Press 1977
 KERR J, *The tiger who came to tea*, Collins 1973
 MAHY M, *A lion in the meadow*, Dent 1970, Puffin Books 1972
 MAHY M, *The dragon of an ordinary family*, Heinemann 1969 (pictures by Helen Oxenby)
 MICHELS T, *Terry's monster*, Blackie 1976
 NEWMAN N, *The pig who never was*, Carousel 1980
 SCHUBERT I, *There's a crocodile under my bed*, Hutchinson 1980
 SOLOMAN J, *News for Dad, Shabnam's day out, A present for mum, Bobbi's New Year*, H Hamilton 1980
 WELLS R, *Noisy Nora*, Armada Picture Lions 1978

munching monster

mmmmmm monster



Mum

monster

Bernard

father

"Hello, Dad," said Bernard.

"Not now, Bernard," said his

"Hello, ,

," said Bernard.

"Not now, Bernard," said his mother.

"Hello, monster," he said to the

The monster ate

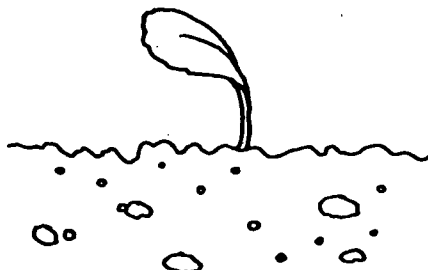
up, every bit.

vegetable van

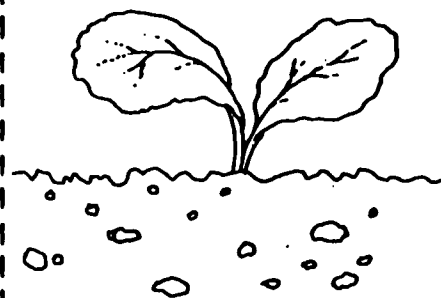
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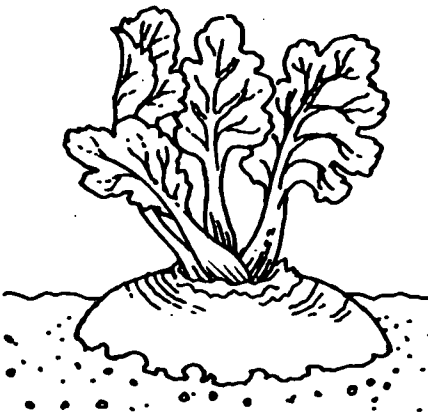
The man sowed
the turnip seeds.



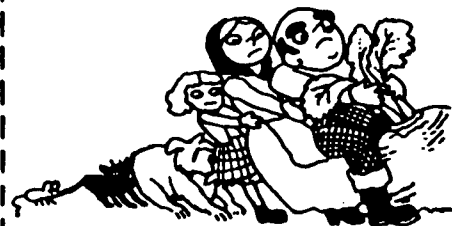
First there was
one green leaf.



Then there were
two green leaves.



The turnip grew
big and round.



They all pulled
the turnip.



They had turnip soup.

The tale of the turnip

Vv

Content Vicky makes herself some lunch with bean shoots she has grown from seed. She tells the story of the enormous turnip which took an old man, an old woman, a big shaggy dog, a sleek black cat and a tiny brown mouse to pull it out of the ground. A vegetable van introduces this week's initial consonant and is featured in the song *Here comes the vegetable man* (see page 92).

Letter of the week



down up
(keep your pencil on)



vegetable van

Things to talk about

- 1 Do any of the children grow things to eat at home, in a container, a garden or on an allotment?
- 2 Where do the vegetables we eat come from? Has anyone been on a farm where crops were grown? What were they? Were any of them root crops?
- 3 The family pulled the turnip out of the ground. Suppose it hadn't come out. What other ways, what tools or machines might they have tried?
- 4 The turnip was made into soup. How else could it have been cooked? Could it have been eaten raw?
- 5 The old man needed help to pull up the turnip. Who can recall an occasion at home or at school when everyone had to join in and help? When do the children get asked to help?

Things to make

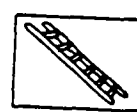
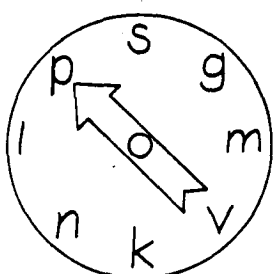
Make a frieze or long strip picture of the story. Put captions under the line of characters shown pulling up the turnip: The old man pulled. The old woman pulled. The little girl pulled . . . and so on.

Things to do

- 1 Cut off the tops of carrots, parsnips or turnips and place them in a saucer on wet paper tissue. Keep them damp and watch them sprout.
- 2 Put some mung beans, alfalfa, sunflower or mustard and cress seeds to sprout in shallow containers. Kept damp, they should sprout within two to eight days and may be harvested.
- 3 Make Venn diagrams of vegetables and fruits. Classify them according to whether the produce is grown below or above the ground; whether it can be eaten raw, cooked or both.
- 4 Bring in some vegetables and prepare for cooking or a salad.
- 5 Dramatise the story with one child pretending to be the turnip, growing bigger and bigger, resisting, then being pulled out.

Games to make and play

Make a letter wheel, with stiff card, a paper fastener and some wax paper to put between the arrow and the letter wheel. Spread out picture cards to go with these letters.



Children take it in turn to spin the arrow and pick a picture card to go with the letter indicated by the arrow.

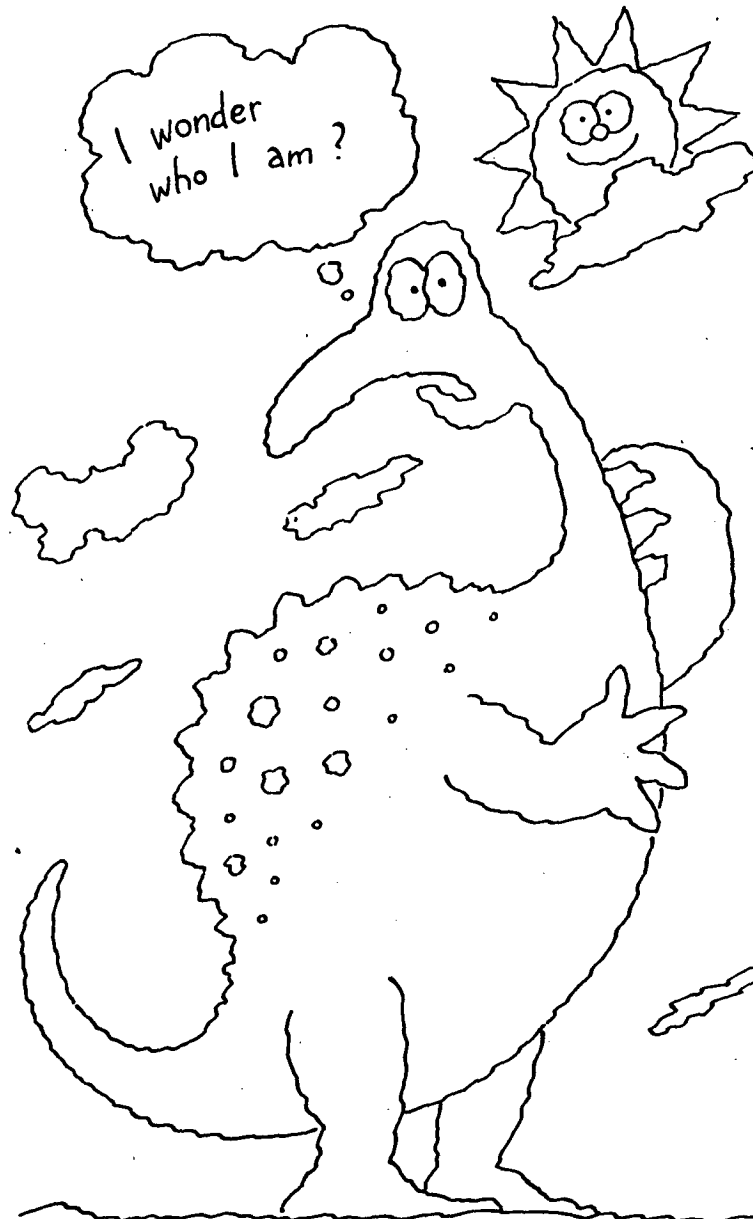
Booklist

Books for children to read themselves

- MOON C, *Yellow and blue books*, Warne 1980 (Jumpers series)
 NICOLL H and PIENKOWSKI J, *Meg's veg*, Heinemann 1977, Puffin Books 1982
 USBORNE P, *In the garden* (Zero books), Macdonald 1974
 WEST M, *Gardens*, Ladybird Books 1976 (Talkabout series)

Books to read aloud to children

- DARLINGTON A, *Wonder why book of jam-jar and saucer gardens*, Transworld 1979
 GOLDIN A, *Where does your garden grow?*, Black 1969
 HUGHES T, *How the whale became and other stories*, Puffin Books 1971
 ROSE A and GALDONE P, *The talking turnip*, World's Work 1981
 TOLSTOY A and OXENBURY H, *The great big enormous turnip*, Heinemann 1968, Piccolo Books 1972
 TRIMBY E, *Mr Plum's paradise*, Faber 1976



For the Juniors — Series 1*

- | | |
|-----|--|
| 1. | Coconuts |
| 2. | The Magic Bubble Trip |
| 3. | Elephant |
| 4. | Suzy Goes to Seaworld |
| 5. | Sail Away |
| 6. | Diwali |
| 7. | Eggs for Easter |
| 8. | Barnaby and the Horses |
| 9. | The Circus |
| 10. | The Cow Who Fell in the Canal |
| | Tikki Tikki Tembo |
| 11. | Fables I: The Magpie and the Jug |
| | The Wind and the Sun |
| 12. | Fables II: The Rooster and the Fox |
| | Joan |
| 13. | Fables III: Tell Me Another Story |
| 14. | Tell Me a Story: The Sleeping Beauty |
| 15. | A Turkish Story in Australia |
| 16. | John Brown, Rose and the Midnight Cat |
| 17. | Feet First |
| 18. | Hands at Work |
| 19. | Hands at Play |
| 20. | Albert the Dinosaur |
| 21. | The Dinosaur Who Wondered Who He Was |
| 22. | Dinosaurs I |
| 23. | Dinosaurs II |
| 24. | Kangatai |
| 25. | Making a Television Program |
| 26. | The ABC Makes the Story of Dirty Dick the Pirate |
| 27. | Jollity Farm |
| 28. | The Rainbow Serpent |
| 29. | Mike Mulligan and His Steam Shovel |
| 30. | Dairy Products |
| 31. | Honey |
| 32. | Vegetables |
| 33. | Fish |
| 34. | Eggs |
| 35. | The First Christmas Tree |
| 36. | A Christmas Garden |
| 37. | The Easter Lamb |
| 38. | Where do Fairy Tales Come From? |
| 39. | Dinosaurs and all that Rubbish |
| 40. | Cannonball Simp |
| 41. | The Day Lisel Listened |
| 42. | One is One |
| 43. | I Want to Dance |
| 44. | The Red Shoes |

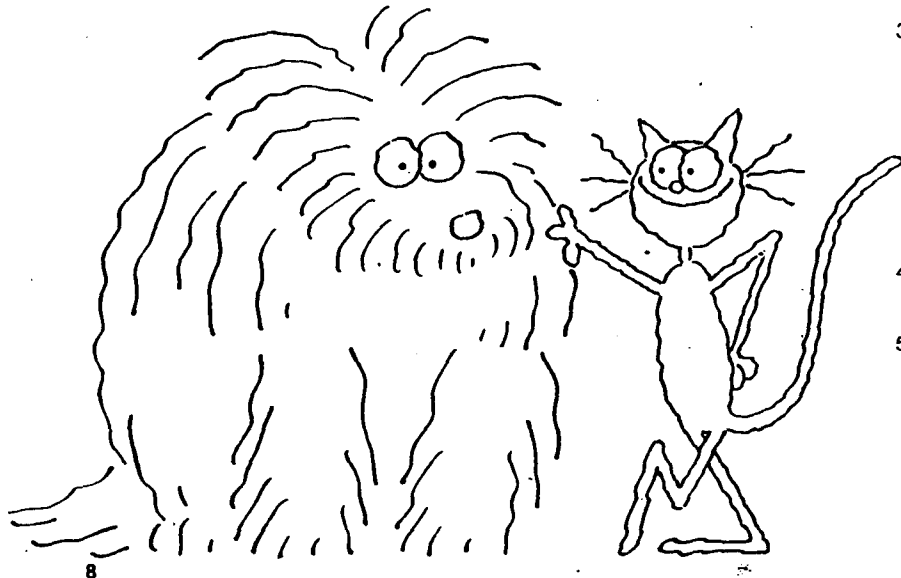
Term 2.

16. JOHN BROWN, ROSE AND THE MIDNIGHT CAT

This program considers the perceptions, values and attitudes of three characters in *John Brown, Rose and the Midnight Cat*, a prize-winning Australian story written by Jenny Wagner and illustrated by Ron Brooks. It is about an old woman who lives with her dog and who wants to let a cat into the household, much to the dog's disgust. A group of Year 1 and 2 children say what they think about the characters and what the story means to them in terms of caring and sharing and change.

Before and after the program

1. Have the children ever been jealous of anyone? If so, why?
2. Do they protect anyone or anything? Who protects them?
3. Are there some things they wouldn't be happy to share?
4. What sort of things might happen at midnight?
5. Why did Rose go to bed? Was she really sick?
6. How do animals show their feelings?
7. Discuss how the author could have changed the story. Write or talk about a different ending.
8. Discuss — Do people always feel the same? Why do our feelings change?
9. Ask the children to make a list of all the different feelings the characters display in the program.
10. Divide children into pairs (or small groups) — partners guess which feeling they are miming.
11. Draw or paint characters from story.
12. Display appropriate feeling words around characters.



17. FEET FIRST

The program aims to explore the concept of feet, including what feet are, different feet for different purposes and what feet can do.

Judy Phippen, the presenter, wakes to find mysterious footprints on the floor. She calls in Detective Dick (Richard Scholes) who begins an investigation. After examining the evidence they decide the marks are footprints so they look to anything and everything that has feet, including animate and inanimate objects. They use a book of footprints to compare with the marks on the floor. There are so many types of prints that the task seems impossible. Together they re-examine the evidence, concluding that the animal they seek is both small and nocturnal. This narrows down the choices and after referring again to the book they discover that a rat must have made the prints. During the course of the program they also look at what feet can do, why we wear shoes and the use of different shoes for different purposes.

After the program

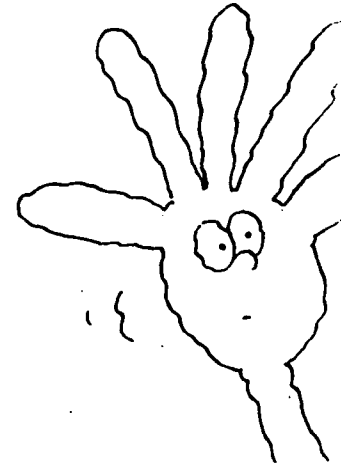
1. **The Detective:** Discuss the role Richard played. Who are the children's favourite detective characters on TV and in books? In your discussion use the words evidence, investigation, clues, case and mystery. What is a magnifying glass and how is it used? Let the class experiment with a magnifying glass. How would it be helpful to a detective?
2. **What are Feet:** Have the children collect pictures of feet (both animate and inanimate). These feet look quite different but what do they have in common? Discuss feet words including hoof, trotter, paw and any other you can think of. Collect pictures of animals, cut off the feet so the children can match these to the body.
3. **Footprints:** Children could make samples of footprints from books or from life with a stamp pad and co-operative animal (some supervision may be called for!) Also make some human footprints in class and compare these with each other and the animal prints. Discuss features of the foot including toes, pad, heel, ball, instep, toenails and claws. Identify these on your collected footprints. Ask the children to mimic animal noises to match the prints without naming each animal. Make your own card game where the class must match a picture of the animal to the card of the footprint. Try a nature walk in the school environs. Get the class to look for animal evidence in the area including footprints, tracks and trails, nests, burrows and droppings.
4. **What feet can do:** Make a vocabulary list of feet action words, grouping these according to initial sounds eg jog, jump; skip, skate; tramp, trudge. Play *Simon Says* in the playground using this vocabulary.
5. **Shoes:** Discuss why we wear shoes for different purposes. Get the children to collect as many types of shoes as they can. Try a card game where the children match the clothes of a person to their shoes type eg footballer, nurse, fisherman. Recall the shoes segment and make a list of all the shoes the class can remember. Discuss what was happening in each segment. Make up your own scenarios where shoes meet shoes. Perform this in such a way that the bodies of the children are not seen.

18. HANDS AT WORK

The program aims to show the importance of hands in the world. This program looks at the way hands are used in different jobs. It focuses on jobs that rely on hand skills and checkout operator. Hand the presenters look at recognition of traffic marshals and car park treasure hunt where all directions of the program they examine situations.

After the program

1. Ask children to tell stories about hands etc. Child could then make a story about hands.
2. Discuss recognised road signs and bus stop users. When are hands used?
3. Children could develop their own messages as *come here*.
4. Use the playground area to make a game where children are concentrating on size, texture and shape of hands.
5. Make a feely box and use it to concentrate on size, texture and shape of hands.
6. Make a vocabulary list of words according to initial sound.
7. Make a class collection of objects that are using gloves and match test gloves, eg rubber gloves, gloves and bare hands in the world.



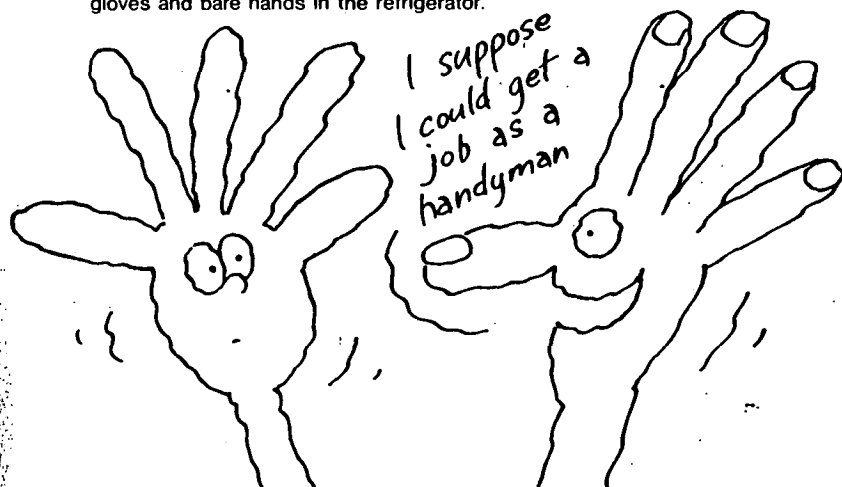
18. HANDS AT WORK

The program aims to show that hands are essential tools in many occupations and the importance of hands in daily communication.

This program looks at the way we use our hands to carry out day-to-day activities. It focuses on jobs that rely on hands including such occupations as a physiotherapist and checkout operator. Hands are also an important tool in communication and the presenters look at recognised hand signals of such people as policemen, air traffic marshals and car park attendants. They also play a game in the form of a treasure hunt where all directions take the form of hand signals. In the later part of the program they examine gloves as a way of protecting hands in daily work situations.

After the program

1. Ask children to tell stories with recognised hand signs eg *Little Peter Rabbit* etc. Child could then make up their own stories using signs. Try charades too.
2. Discuss recognised road signals, eg those used by policemen, bicycle riders and bus stop users. When are hand signs more appropriate than speech?
3. Children could develop their own sign language around the class, include such messages as *come here, go there, yes, no, okay, hurry up*.
4. Use the playground area to develop your own treasure hunt.
5. Make a feely box and have the class describe objects in their hands, concentrating on size, texture, shape, weight, temperature. How are hands better than feet in this activity?
6. Make a vocabulary list of all actions hands can make. Group the hand actions according to initial sounds.
7. Make a class collection of gloves. Find pictures of occupations where people are using gloves and match the appropriate glove to the picture. Children could test gloves, eg rubber gloves in hot and cold water versus bare hand, or woollen gloves and bare hands in the refrigerator.



19. HANDS AT PLAY

The program aims to demonstrate the many ways we use our hands for pleasure and entertainment, and to encourage children to think of their own ways to disguise and manipulate their hands.

This is the second program on the hands theme. It looks at the ways in which we use hands to tell stories and play games. The presenters perform mimes based on hand actions and make hand prints resembling animals. They experiment with shadow puppetry where hands become everything from dogs to ducks. In the program children are seen using their hands creatively in art and craft activities. Puppets are used to disguise hands and the program features a special segment on makeup and hands. They close the program with a magic trick.

After the program

1. Children could make up their own trick handshakes. How would a milk maid shake hands?
2. Revise pre-school rhymes that used hand movements, eg *inky winky spider*.
3. Make up hand mimes using one, two or more hands, eg *spider crawling, butterfly, flock of birds* etc.
4. Try your own hand prints and compare size and shape of children's hands. Thumb prints and finger prints are a personal feature, so have children make up their own I.D. cards.
5. Choose a piece of music for finger dancing as a writing readiness exercise.
6. What instruments have the children learnt to play? Which instruments can they play without using their hands?
7. Disguise your own hands and have children do the same. Encourage them to use one hand to dress up the other.
8. Make your own puppets in class. Discuss developing the puppets' character, voice and movements.
9. Most magic tricks rely on the quickness of the hand. Children could develop their own tricks or practise others.

20. ALBERT THE DINOSAUR

Albert was prehistoric!

This program is a recreation of the life and times of the dinosaur *Albertosaurus*. The story is told by Anna, who is eight, using paintings by primary school children in an exciting range of styles and images.

After the program

1. Draw your picture of the world before man.
2. Act out the story. Some can be fierce dinosaurs and others can be gentle *Hadrosaurs*.
3. Visit your museum and look at the fossils.

21. THE DINOSAUR WHO WONDERED WHO HE WAS

Once, a very long time ago, when the world was very wet, warm and green, there hatched a little creature named Diplodocus, who had a lot to learn about the world and himself. Learning fast, he saved himself and his friends Stegosaur, Brontosaur and Pteradactyl from the terrible Allosaur in Murky Swamp.

22. DINOSAURS

PART 1

Teachers should remind children that most Australian snakes are poisonous and should not be approached or handled.

We visit a model dinosaur park to get an idea of dinosaurs, then examine a chameleon, crocodile and a snake. We discover that reptiles are cold-blooded, scaly creatures that lay eggs.

The film shows a snake laying eggs and baby crocodiles hatching from eggs.

Story: *Meg's Eggs* by Helen Nicoll and Jan Pienkowski.

After the program

1. Make dinosaur 'cuisenaire rods' using square sectioned dowelling, drawing pins and card.
2. Collect pictures of modern reptiles.
3. Draw a bird's-eye view of a Diplodocus (twenty-eight metres long) in the playground.
4. Draw some 'fossil footprints' across the playground.

23. DINOSAURS

PART 2

We visit the British Natural History Museum and examine the huge skeletons of dinosaurs. The presenters compare them with human skeletons and sing the old spiritual *Dem Dry Bones*. The difference between meat-eaters and plant-eaters is discussed and the teeth of Tyrannosaurus are compared to those of Diplodocus.

After the program

1. Ask the children to touch the various bones referred to in the song *Dem Dry Bones* — foot bones, ankle bones, shin bone, knee bone, hip bone, back bone, shoulder bone, head bone.
2. Make Tyrannosaurus masks with snapping jaws as shown in the program. Use old cereal packets, paper fasteners, string and cork for printing scales.
3. Make dinosaur shadow puppet shapes using cereal packets and wooden rods.
4. Learn the two nonsense rhymes in the program. *TYRANNOSAURUS REX* — *Tyrannosaurus Rex has great big jaws; Tyrannosaurus Rex has long sharp claws.*

24. KANGATAIL

The story in this program is about a boy who wants a product which is advertised in a television commercial and what happens when he gets it.

Before and after the program

1. Collect magazine advertisements for toys. Classify them according to whether or not the advertisement makes the children want to own the toy.
2. Talking points:
 - have the children ever wanted something, got it, and then been disappointed with it?
 - by what are we influenced to buy a particular product?
 - what sort of products are we influenced to buy or to persuade others to buy?
 - why are there advertisements on television?
 - which television commercial does each child remember best? Why?
3. Ask the children to count the number of commercials in a half-hour television program, list what was being advertised, and then show their list to a friend, who tries to guess what kind of television program they were watching.
4. Design and make a junk toy. How would you persuade someone to want to make one the same as yours?
5. Can the children remember any television commercials which said the product was 'new' or suggested that it was 'fun'? Watch for them.

25. MAKING A TELEVISION PROGRAM

This program aims to show how programs are created in a television studio. The presenters seek to share the experience as it happens to them, explaining their own function and the function of others as they work towards the moment of performing the playlet, *The Adventures Of Superjohn*.

John Hamblin arrives at the studio entrance for the day's work. He explains that, as an actor, he plays different roles. Today, he will be Superman (or 'Superjohn'). We see the great aerial from which programs are broadcast.

Inside the studio, Benita Collings describes the vast room (studio) into which everything needed for the program must be brought — set, costumes, microphones, cameras, etc. Cameras can be taken to nearby locations (we see them at a football match) but the location for our playlet is the planet, Neptune. We can't go there. We must create it and 'see' it through our studio cameras. After seeing how a camera works, we move into the studio and shut the door to keep out unwanted sound. We see the producer at work in his soundproof room, see how he communicates with people in the studio through their earphones and see the camera shots he arranges.

We move to 'Neptune' which is brought to life with lights, and look at stills of it being built in the workshop. Other stills show the costumes being made.

The actors dress, are made up and perform the playlet. Finally, we see a film of children making a television program in their own school television studio.

26. THE ABC MAK THE PIRATE

This program follows an ABC about a pirate. Jan Kingsbury cameras, the microphone, the and made up. She shows the knife, and watches the actors recorded she watches it being could be used to stimulate drama television programs are made. It might be helpful if the child before the program.

27. JOLLITY FARM

This is a fun program revolving around a farm. Presented by Mick Conway, the and western, rock and roll, cro with humorous animation) and the completed clip of *Jollity*.

Before and after the program

1. Discuss the different ways (a favourite singing style?) of songs which are sung.
2. Does your school/council with survey forms, to explore time encourage your child? Why do they look different?
3. Using the accompaniment replace the words with a etc. The children will have on the tape.
4. Conduct a class survey: this group's songs to form will have to investigate the choreography, special effects audio/video tape it if possible.
5. Make a class list of singing do they mean?
6. Why do bands make video stories about how Mick

26. THE ABC MAKES THE STORY OF DIRTY DICK THE PIRATE

This program follows an ABC television crew as they rehearse and record a story about a pirate. Jan Kingsbury shows the Outside Broadcast vans, the television cameras, the microphone, the videotape recorder, and the actors being dressed and made up. She shows the 'props' that will be used in the story, including a trick knife, and watches the actors rehearsing their script. After the story has been recorded she watches it being replayed on the videotape recorder. The program could be used to stimulate dramatic play, and as a basis for discussion about how television programs are made.

It might be helpful if the children have an opportunity to make sound recordings before the program.

27. JOLLITY FARM

This is a fun program revolving around the recording of the song *Jollity Farm*. Presented by Mick Conway, the program explores a variety of singing styles (country and western, rock and roll, crooning, punk, reggae), the recording studio (illustrated with humorous animation) and the making of a pop clip. The program finishes with the completed clip of *Jollity Farm* on television.

Before and after the program

1. Discuss the different ways that Mick sang *Jollity Farm*. (Does the class have a favourite singing style?) Ask the children to bring from home, tapes or records of songs which are sung in a variety of styles. Make a class Top 20 list.
2. Does your school/council library have a record/tape library? Take your class, with survey forms, to explore the number of different singing styles. At the same time encourage your children to observe record jackets. What is their purpose? Why do they look different from each other?
3. Using the accompaniment from a well-known song, on tape, let the children replace the words with animal noises, noises using home-made instruments etc. The children will have to plan when each animal noise, etc, is to be recorded on the tape.
4. Conduct a class survey to discover a favourite singing group. Select one of this group's songs to form the basis of a class miming activity. The children will have to investigate the name of the band, make-up, costumes, instruments, choreography, special effects, etc. Perform the mime to an audience and audio/video tape it if possible.
5. Make a class list of singing groups' names. Why do they need a name? What do they mean?
6. Why do bands make video clips to accompany their records? Write or record stories about how Mick would need to publicise his record.

28. THE RAINBOW SERPENT

by Dick Roughsey

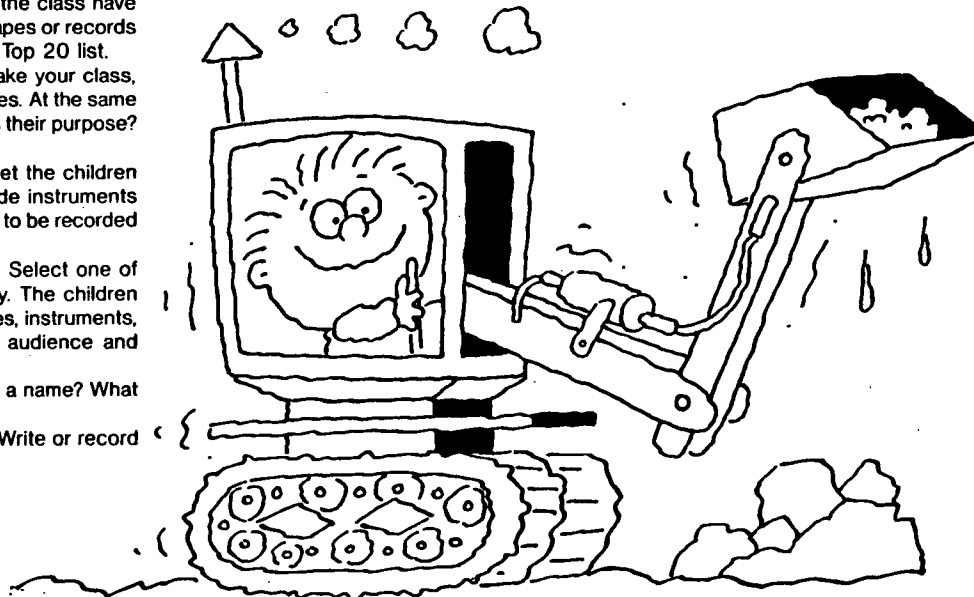
Far off in the Dreamtime there were only people, no animals or birds; no hills or mountains. Then the great Rainbow Serpent stirred and set off on his travels.

After the program

1. The Rainbow Serpent has many names. What is he called in your area?
2. Read the other stories in the series by Dick Roughsey, published by Collins.
3. Talk about story telling. Before books, stories had to be passed from generation to generation. Who has a grandparent who can come in and tell the class a story, perhaps a story remembered, perhaps a story about growing up in other times and other places.

29. MIKE MULLIGAN AND HIS STEAM SHOVEL

The program tells Virginia Lee Burton's popular story . . . Mike Mulligan and his steam shovel, Mary Ann, are superseded by more modern models, so they set out to show that they can dig the cellar of the new Popperville Town Hall in one day. But they dig so fast that they forget to leave themselves a way out of the hole, and the new Town Hall is built over them. Mary Ann becomes the new steam furnace to heat the building and Mike Mulligan becomes the new caretaker.

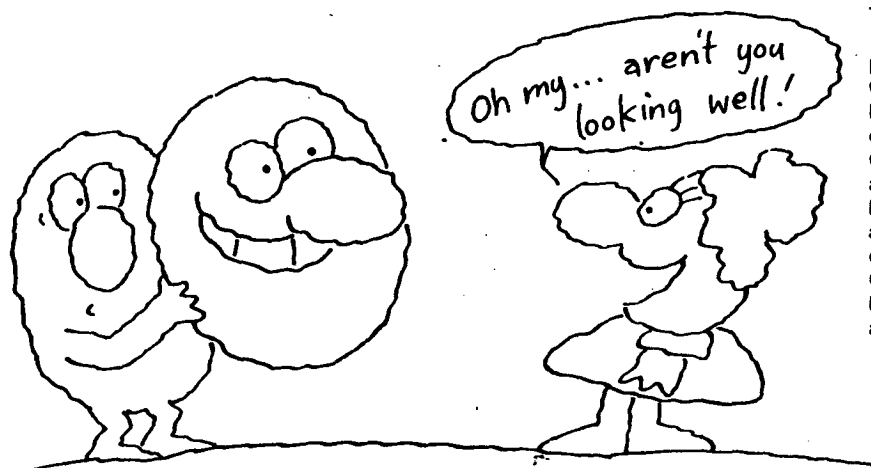


FACES

This program investigates the concept of a face. It shows how human faces resemble each other, how they differ, how they change as time passes, and how they express feelings both in life and in art.

Before and after the program

1. How do the children's faces show how they feel? Ask them to find a photo or draw a picture of a face, and add a thought-caption to say what they think the person is feeling.
2. How can the children make their faces look funny, ugly, strange...? Use face-paint, wool, raffia, string...
3. In what ways are the faces of members of a family similar and different? Make a family face tree.
4. Collect pictures of faces. How many different classifications can be made? Use the big pictures to make a portrait gallery in the classroom. Use the small pictures to make snap cards, and make rules according to your classification, for example, Happy Snap, Freckles Snap.
5. Ask the children to make their fingers into face-finger puppets and to use them to tell a story.
6. Make masks to show how the children might look when they are grown up. Use paper plates, paper bags...
7. Find pictures of animals in books, magazines and newspapers. Which animal looks cranky, sad, bored, loving...? Do animals show their feelings in their faces? How do they show them?
8. Make a silhouette: use a projector to highlight a child's profile then trace the profile on to white paper.
9. Make a flip-book of someone's face changing its expressions: sour, surprised, glum, smiling...
10. What happens to a face lit by a torch held under the chin?



CAPTAIN COOK

In the next four programs, presenters, Louise Hall-Taylor and James Earl Adair tell us of Captain James Cook's journeys to the seven great seas of the world. The programs lend themselves well to a Captain Cook Project.

- Make the classroom a ship and divide it into sections, the bridge, the deck, the holds for stores, the cabin for scientific work etc.
- Make a cardboard model of *The Endeavour* and draw the sections where the stores were kept, where the crew slept etc. (Program 1)
- Make a Captain Cook Chart and keep a log book. (Program 1)
- Make some ship's flags. (Program 1)
- Make a ship's compass. (Program 2)
- Press some flowers like the botanists in the program. (Program 2)
- Make cardboard kangaroos. (Program 3)
- Make some floating icebergs. (Program 4)

4. CAPTAIN COOK I

All Aboard

Cook's ship *The Endeavour* is provisioned for departure and stores are taken aboard — crates of live chickens and ducks, pigs and goats; rum and pork and flour and cheese, to feed the crew and the carpenters, blacksmith, soldiers and scientists who make up the ship's company. Cook keeps his ship and his crew clean and healthy.

On board the ship *Ondina*, Louise and James show how a sailing ship works.

5. CAPTAIN COOK II

TAHITI

***WARNING:** Teachers should warn children that in Australia it is not safe to pick up spiders as we see a child in the film do.

Cook voyaged in *The Endeavour* down the South Atlantic Ocean, around Cape Horn and across the Pacific Ocean to Tahiti, using navigational instruments of the day, among them a ship's compass.

On board the good ship *Watch*, Louise and James show how a compass works and how to make one with a plastic lid and a magnetised nail.

In Tahiti, Cook and his men make friends with the island people; the botanists go about their work, collecting, drawing and pressing plants which still exist in perfect condition today in the British Museum.

Cook made charts of his voyage to assist sailors who came after him.

In a school visit, Louise sees a class who have a Captain Cook project. They make a survey of the area around the school and build a ship in the school room.

6. CAP

AUSTRALIA

Cook opened up the South Coast of Australia by throwing the anchor. Whilst *The Endeavour* was in the bay, James & Louise made the depth of the bay.

7. CAP

POLAR RE

When Cook sailed farther north he saw the first of the Indians. His orders were to fight with them.



6. CAPTAIN COOK III

AUSTRALIA

Cook opens his secret orders which tell him to sail south and look for the Great South Continent. He sails around New Zealand, then lands at Botany Bay.

Heading north the ship runs aground on rocks on the reef. Cook lightens the ship by throwing heavy casks and cannon overboard and the ship re-floats.

Whilst *The Endeavour* is being repaired, the crew have an opportunity to go ashore and are fascinated by a strange animal — the kangaroo.

James & Louise on the good ship *Watch* show us how sailors used to measure the depth of water they were in, by using hand held marker-lines; they make cardboard kangaroos.

7. CAPTAIN COOK IV

POLAR REGIONS

When Cook returned to England, he became famous, but he was determined to sail farther south than any other man, and set sail for the Southern Ocean where he saw enormous icebergs, and such animals as whales, seals and penguins. Cook's final voyage was to the North West Coast of America where he traded with the Indians for sea-otter skins. He then sailed to the Arctic Ocean and Seal Island. His orders then, were to sail down the Pacific Ocean to Hawaii; there in a tragic fight with the fierce natives, Cook was killed by a spear.



8. OLIVER BUTTON IS A SISSY

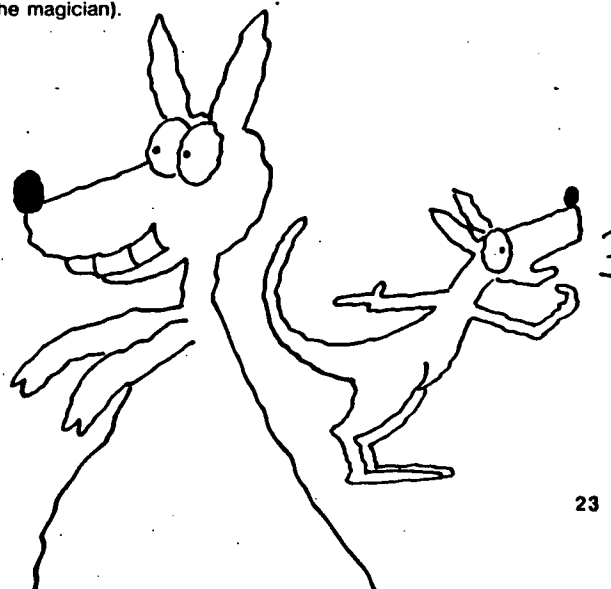
based on the book by Tomie de Paola (Methuen)

Oliver Button (8 years old) is called a sissy by his contemporaries because he doesn't like to do the things that boys are supposed to do. One of the things he likes to do is to dance so his mother sends him to a tap dancing school in order to get exercise. The other children at first tease him about this but after they see him dance and the fun he has when he enters a talent contest they accept him and his differences.

During this program print is presented in a variety of ways to encourage children to focus on print and develop production skills.

After the program

- Using the program and follow-up activities compare the various individual characteristics, highlighting the differences and similarities between ourselves and others.
- Direct a class discussion about singling out others because of their differences.
- As a class activity cut out the shape of Oliver and inside list all the things the class remembers about him (e.g. his looks, the clothes he liked, the games he liked and disliked).
- With reference to the above, as an individual activity, each child lists his or her own characteristics inside a cut-out of their own body shape.
- Prepare a class book called *All About Us* by allotting one page to each child (include such things as appearance, foods I like, games I like to play and clothes I like to wear).
- As a written activity children complete the following sentences:
I like
I don't like
- Plan a class concert and write, on card, a sentence introducing each act (e.g. Tommy Tuff the magician).



9, 10 HIDE TILL DAYTIME

Episodes 1 and 11

based on the book by Joan Phipson (Hamish Hamilton)

Agatha (9 years old) and her little brother George (5 years old) become separated from their parents and are accidentally locked into a big department store when it closes for the night. The story covers their reaction to being locked in, Agatha's feeling of responsibility towards George and to finding a way home, the parents' feelings of having lost their children and what they do to try to find them. Before ending with the reunion of parents and children. Agatha becomes involved with the night watchman of the store whom she takes to be a burglar.

It is recommended that both episodes be seen before detailed classroom follow-up. However after Episode 1 the following activity is suggested:

— Produce a comparison chart under the headings: what Agatha did/what I would do

This chart would then be revised after watching Episode 2.

Discussion points after Episodes 1 and 2:

- Children's experiences of getting lost.
- Caring for younger brothers and sisters.
- Community people to contact and how they help us.
- The correct procedure to follow if lost.

Further Activities

- Record children's personal experiences of being lost.
- Make a class directory to include
 1. Community Services (e.g. Police, Ambulance, Fire Brigade)
 2. Personal Information (e.g. home address and phone number, parent contact numbers)
- Compile a collection of books on related themes, e.g. *Corduroy* by Don Freeman (Scholastic Book Services).
- Dramatise situations where children could and have got lost.

11, 12 JANDY MALONE AND THE NINE O'CLOCK TIGER

Episodes 1 and 11

based on the book by Barbara Bolton (Angus & Robertson)

Jandy Malone is 10 years old and she has two brothers (8 and 5 years old) and one sister (6 years old). The nine o'clock tiger stalks their house between 9.00 and 9.30 each night. Jandy made him up but he has grown beyond a story and must be coped with. The story (including song and dance) is about Jandy's (and the other children's) taming of the tiger and all that he represents.

It is recommended that both episodes be seen before detailed classroom follow-up, however after Episode 1 the following activity is suggested:

— Episode 1 ends with Jandy saying 'What am I to do?' The class now discuss Jandy's options and suggest an ending for the story.

Discussion points after Episodes 1 and 2.

- What do you do when you're really scared?
- What makes something scary (e.g. darkness, strange noises).
- Talk about places and things that are scary.
- Discuss, 'If scary stories make us frightened, why do some people like them?'

Activities

- Compile a collection of books on related themes.
- Makes a class scary story book.
- Children make a map of their own houses, illustrating and labelling the scary places.
- Make a scary mask to use to re-enact the children's scary stories.
- Children bring their own favourite bed-time stories, make a book worm with the name of the story and the name of the child marked in each circle to make the segments of the worm.
- Using shapes and colours create a scary image.

13. I'M

based on
Paula is ne
who gives
she likes
an angel)
which is a
to focus o

Discussion

- Ask the
a disc
the ne
- Discus
- Ask the
they fe
happen

Activities

- Each
- Each
- List an
- Ask the
them.
- Paula
- of som
- Ask the
sente
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end
*

13. I'M FED UP

based on the book by Ron and Atre van der Meer (Hamish Hamilton)

Paula is nearly six and fed up with being bossed about. She meets her altergo who gives her some magic sweets that enable her to become anyone or anything she likes. After a number of transformations (including Paula as a tree, a dog and an angel) our hero finally decides 'It's not so bad being yourself'. During this program, which is animated, print is presented in a variety of ways to encourage children to focus on the written as well as the spoken word.

Discussion

- Ask the children to recall the things Paula wished she could be and then initiate a discussion on what the positive aspects of those things may be and what the negative aspects may be.
- Discuss 'If I change something about myself what would it be?'
- Ask the children why they think some people are bossy and then ask them how they feel when someone does boss them about and what they do when it happens.

Activities

- Each child lists: what I like about myself.
- Each child lists: what I don't like about myself.
- List and illustrate the jobs children have at home.
- Ask the children to bring along photographs of family then describe and label them.
- Paula imagined herself to be many things. Ask the children to draw a picture of something they'd like to be. Compile the drawings into a class book.
- Ask the children to retell the story and record it. The story is then cut into strips, sentence by sentence and re-sequenced. Separate sentences could then be cut into separate words and jumbled, children again re-sequence. This could be extended to sentence matching activities.

14. COMMUNICATION I

Communicate

This program examines a variety of forms of communication: body language and facial expressions; animal communication; speech and languages other than English; communication through colour; advertising signs, traffic signs, logos and international symbols; communication through sounds other than speech.

All these concepts are brought together in an original song called *Things Communicate*.

Words introduced and explained in the program include: communicate, body language, translate, referee.

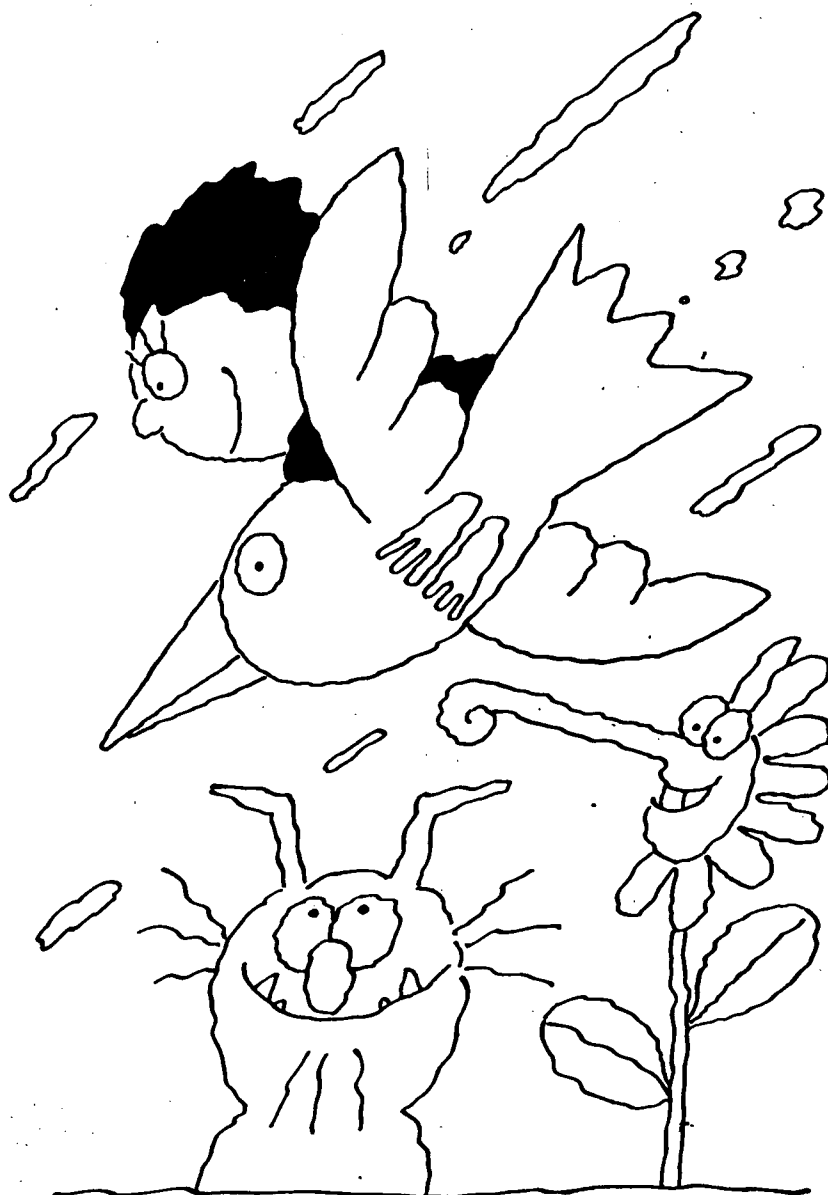
After the program

1. Have small groups of children help a blindfolded child through a simple obstacle course by talking and touching.
2. Many deaf people use lip reading and facial expressions to understand other people and to communicate with them. Practise silent communication using lip reading, facial expression and mime.
3. Make road signs as a classroom activity. Set up a road in the playground and, if space permits, practise pedestrian and bicycle road drill.
4. Encourage children for whom English is a second language to teach simple words and phrases in their native tongue to the rest of the class.

It's body language!
He's saying "Onions, Ice Cream
and Peanut Butter don't mix."



Hunter*



- 1.
- 2.
- 3.
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- 6.
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- 23.
- 24.

Term 2.

- Sorting Out
- Pet I
- Pets II
- Frames
- Coverings
- Holes
- Rust and Rot
- Sound
- Balancing
- Sinking and Floating
- Breaking Point
- Time
- Shadows — Day and Night
- Cooking Things
- Flying
- Space
- TBA
- TBA
- Growing Things
- Minibeasts
- Sand
- TBA
- TBA
- TBA

*For details of broadcast times, see centre pages.

Hunter is a science series for Years 2 and 3.

The series aims:

1. to provide introductory experiences to act as a stimulus and motivation for exploring the environment.
 2. to encourage enjoyment in using all the senses for this exploration.
 3. to develop vocabulary and the ability to identify key ideas by the use of words.
 4. to develop concepts through understanding, knowledge and experience, eg change/stability, similarities/differences, adaptation.
 5. to develop the following skills:

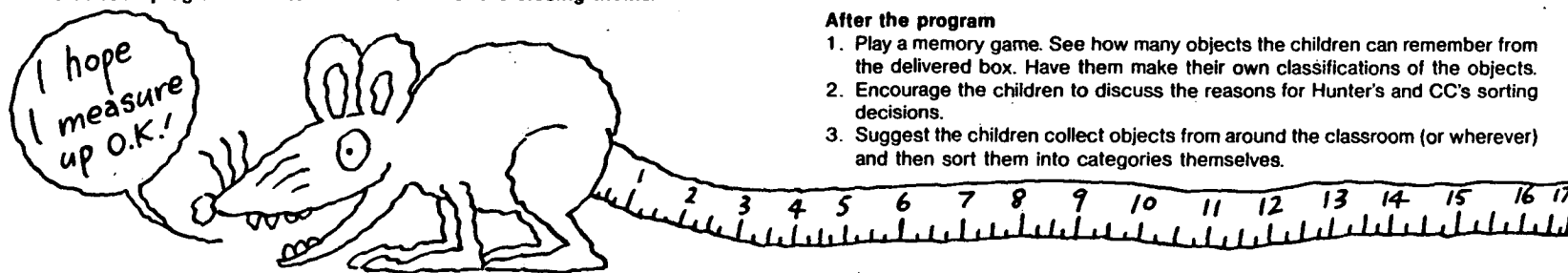
observing	measuring	questioning
inferring	predicting	recording
devising tests	interpreting data	concluding
communicating	classifying	
 6. to encourage positive attitudes towards:
 - handling living and non-living material
 - caring for living things
 - awareness of safety regulations
 - co-operation and participation in group work
 - originality
 - persistence
 - objective observation
 - open-mindedness
 - responsibility
 - independence
- Each program explores a theme.

Hunter is dramatised and features three main characters:

1. Hunter, a slightly eccentric investigator/scientist, always curious.
2. Computer Cat (CC), a puppet who talks and operates an information bank computer.
3. Albert, a white mouse, a real animal who only speaks in dream sequences and communicates in cartoon style thought bubbles.

Special Note

Hunter's explorations and experiments are often left unfinished. After the programs children should be encouraged to repeat and complete these activities. Many of them continue under the closing titles and it is important that each program is watched to the end of the closing theme.



Hunter Theme

Words by John Honey and Allen Harvey. Music by Stephen Mannering. Reprinted by permission of composers.

Gm Dm

1. Hun-ter! With his very smart cat and his mouse,

Gm Dm

Hun-ter! And his computer-ised gad-get filled house.

F Bb F Bb

On his bike or in his den, He's al-ways look-ing a-round and then he's

Gm Bb

ask-ing. What, why, where and when

Dm Gm

that's Hun-ter!

1. SORTING OUT

This program is about observation and simple classification. Hunter, Computer Cat and Albert have just moved into a new house and have problems sorting out their possessions. Hunter takes 'change of address' letters to an Australia Post sorting-office and finds out more about classification. A visit to a supermarket provides another opportunity for identifying categories.

After the program

1. Play a memory game. See how many objects the children can remember from the delivered box. Have them make their own classifications of the objects.
2. Encourage the children to discuss the reasons for Hunter's and CC's sorting decisions.
3. Suggest the children collect objects from around the classroom (or wherever) and then sort them into categories themselves.

2. PETS

Hunter's nie-
holiday: Dogs
tadpoles (if
Discussion
process of d-
for pets.

After the pr

1. Discuss
the resp.
2. Allow the
as they
3. Conduct
4. If there an
animal-sa
to predic

3. PETS

This program
them under
difference b

After the pr

1. Have the
in the clas
etc. The
necessar
then have
2. Encoura
particular
3. Discuss
make a

6. HOLES

In this program observation and classification skills are applied to the unusual theme of holes.

Hunter finds a wide variety of holes in his environment and begins to classify them according to their function.

After the program

1. Encourage the children to make a list of as many holes as they can find in their own environment. Help them try and work out a definition of a hole.
2. Have the children sort out their list into simple categories, eg holes that let things through and holes that keep things in, or natural holes and manufactured holes.
3. Take a theme, eg music, clothing, sport, and collect holes relevant to that theme.

7. RUST AND ROT

Hunter finds an old house and in his imagination visits it after dark. All around him are signs of decay.

Later he meets a house-renovator who suggests ways in which deterioration can be prevented.

Back at the den CC reminds him about the garbage. Hunter investigates matter which will and won't rot, observes compost and thinks about the concept of recycling.

After the program

1. Set up a similar experiment to Hunter's, predict the results.
2. Help the children organise a compost viewer. Fill an aquarium with chopped up vegetable matter. Record what happens over time. Include temperature and smell in the results.
3. Take some slices of bread and leave them in a variety of conditions, eg dry, moist, cold, warm, humid, etc. Predict what might happen. Encourage the children to make daily observations.

8. SOUND

Hunter is collecting and recording bush sounds. Hearing a woodchopper nearby makes him question how sound travels.

He then decides to make his own musical instrument and during his investigation of how to do this observes many aspects of sound.

After the program

1. Make some musical instruments like the ones Hunter seems to be making and form a band.
2. Provide groups of children with material to make 'tin phones', ie two tins and a length of string.
3. Help the children design a sound code to pass information on. Encourage them to use volume, pitch and rhythm as variables.

9. BALANCING

Hunter tries unsuccessfully to have a seesaw with Albert. On his way home he sees a tightrope walker and various other balancing acts.

Back at the den CC is frustrated in her attempts to assemble a mobile. Hunter offers his help and together they explore the concepts of balancing and centre of gravity through various experiments.

After the program

1. Suggest that the children make their own mobiles. Encourage them to experiment with a variety of stick lengths, string lengths and objects of different mass and area.
2. Help the children make their own balance. Have them use it to make comparisons of the mass of different objects. Encourage the children to make predictions.
3. Children can investigate their own sense of balance on a balance beam. They could try walking along it holding a heavy weight in one hand outstretched sideways. What body-weight compensation is necessary? Encourage the children to design their own balancing activities.

10. SINKING AND FLOATING

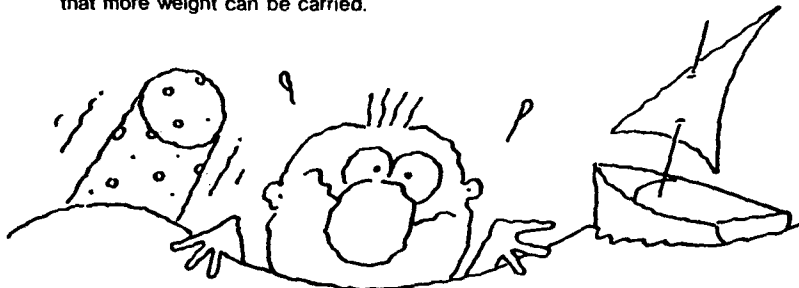
Hunter is experimenting in the bathroom. This leads to an investigation of water displacement and sinking and floating objects.

He goes to the waterfront and talks to a boat-builder and then takes a variety of boatbuilding materials home to test them. He is surprised to find that some sink in water.

Further investigation shows him that shape is also a flotation variable.

After the program

1. Help the children collect a wide variety of objects and make predictions about their ability to float. The children can test their predictions.
2. Encourage the making of a variety of clay or plasticine boats. Make sure the children test their boats.
3. Show the children how to record the results of loading their boats with blocks or other objects. The children should predict how many blocks their boats will carry. Encourage them to redesign their boats, using the same amount of clay, so that more weight can be carried.



11. BREAK

Uncle Cantanker embarks on a h...
breaking-point of...
Back at the den...
that his second...

After the progra

1. Provide drink...
desks. Encour...
weights (eg m...
are used to b...
2. Help the child...
could find the...
them to pred...
maximum str...
3. Suggest the...
classroom or t...
in terms of t...

12. TIME

The concept of t...
a discussion of h...
However, the pro...
investigates patter...
mechanism, cand...

After the program

1. Make a list of e...
time, getting d...
of when they o...
2. Have the child...
by counting, fr...
3. Discuss time...
newspapers an...
change line in...



11. BREAKING POINT

Uncle Cantankerous Cat leaves CC a treasure map in his will. Hunter reluctantly embarks on a hunt for the treasure. On his journey he accidentally discovers the breaking-point of various materials, but fails to collect the treasure. Back at the den CC persuades Hunter to carry out some breaking-point tests so that his second attempt to fetch the treasure will be successful.

After the program

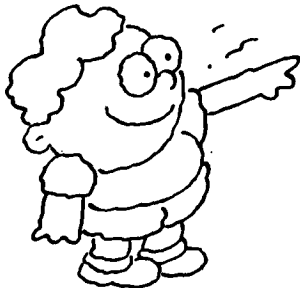
1. Provide drinking-straws and pins for children to make a simple bridge between desks. Encourage the children to test the bridge's breaking-point by hanging weights (eg metal-washers) from it. Suggest that the same number of straws are used to build a new bridge that can take more weight.
2. Help the children experiment with rubber bands safely. By adding weight children could find the breaking-point of rubber bands of different thicknesses. Encourage them to predict their results. Does a rubber band break immediately at its maximum stretching point or can more weights be added?
3. Suggest the children make their own treasure map. It could relate to the classroom or the playground and children could give direction and measurement in terms of footsteps.

12. TIME

The concept of time is investigated. Albert's birthday leads Hunter and CC into a discussion of how time is measured and its importance in everyday life. However, the program is not particularly concerned with how to tell the time, but investigates patterns and rhythms of time eg measurement of speed, a clock-tower mechanism, candle-clocks etc. Hunter begins to make a sundial.

After the program

1. Make a list of everyday occurrences (eg walking to school, eating lunch, recess, time, getting dressed) and encourage the children to order them either in terms of when they occur during the day or in terms of how long they take to occur.
2. Have the children predict how long a particular event will take. Test the predictions by counting, for example, and not just by using a clock. Compare results.
3. Discuss time in terms of change. Children could collect a variety of old newspapers and magazines, cut out clothing pictures and paste them onto a change line in time order.



13. SHADOWS — DAY AND NIGHT

Hunter is motivated to investigate shadows. He discusses day and night with CC and they play a game that explores the relationship between light source, object and shadow. He experiments with the size, shape and outline of various objects. A visit to a puppeteer leads him to investigate shadows further including the characteristics of coloured, opaque, transparent and translucent materials. CC helps Hunter to overcome his fear of the dark and night noises by explaining night as a large shadow.

After the program

1. Have the children draw around each other's silhouette on paper (a face profile is often sufficient), cut them out and play a 'guess-who' game.
2. Suggest children take any three dimensional object (eg a large hat) and then by moving the object and/or the light source endeavour to make the biggest, smallest, thinnest, roundest ... hat shadows they can.
3. Encourage the children to make shadow puppets with a variety of materials including their hands, and then develop a dramatic production for the class.

14. COOKING THINGS

(Details not available at time of going to press.)

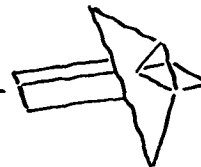
15. FLYING

Hunter is making a kite for Minnie but cannot get it airborne. He is led to question the concept of flying and observes a wide variety of flying objects both animate and inanimate.

In the meantime, back at the den, Minnie and CC make a collection of flying toys. Hunter returns with a better understanding of the variables involved in making a successful kite.

After the program

1. Assist the children to make a variety of paper aeroplanes. Encourage them to modify their designs to improve the flight performance, eg the children can easily cut in wing flaps that can be folded up or down.
2. Have the children make kites. Suggest they paint fantastic patterns and designs on them.
3. Organise a visit to an airport or airstrip. Afterwards the children could design a futuristic passenger aeroplane.



*
end.

16. SPACE

Details not available at time of going to press.

17.

Details not available.

18.

Details not available.

19. GROWING THINGS

Hunter and his niece, Minnie, go to the Botanic Gardens in an attempt to discover the needs of a variety of plants. They explore the environment in the tropical plant house.

In an interview with a gardener, who has set up some experiments, they find out that plants need many things before they can grow properly.

Back in the den CC suggests further experiments to test the behaviour of plants.

After the program

1. Provide facilities so that the children can grow a variety of plants. Try starting with pips, seeds, cuttings, bulbs, etc.
2. Encourage the children to measure the growth rate of their plants and have them work out a way of recording the information.
3. Collect a mass of plant material (eg roots, leaves, stems, flowers) and have the children develop their own system of classification using a variety of criteria including function, colour and shape.

20. MINIBEASTS

In production

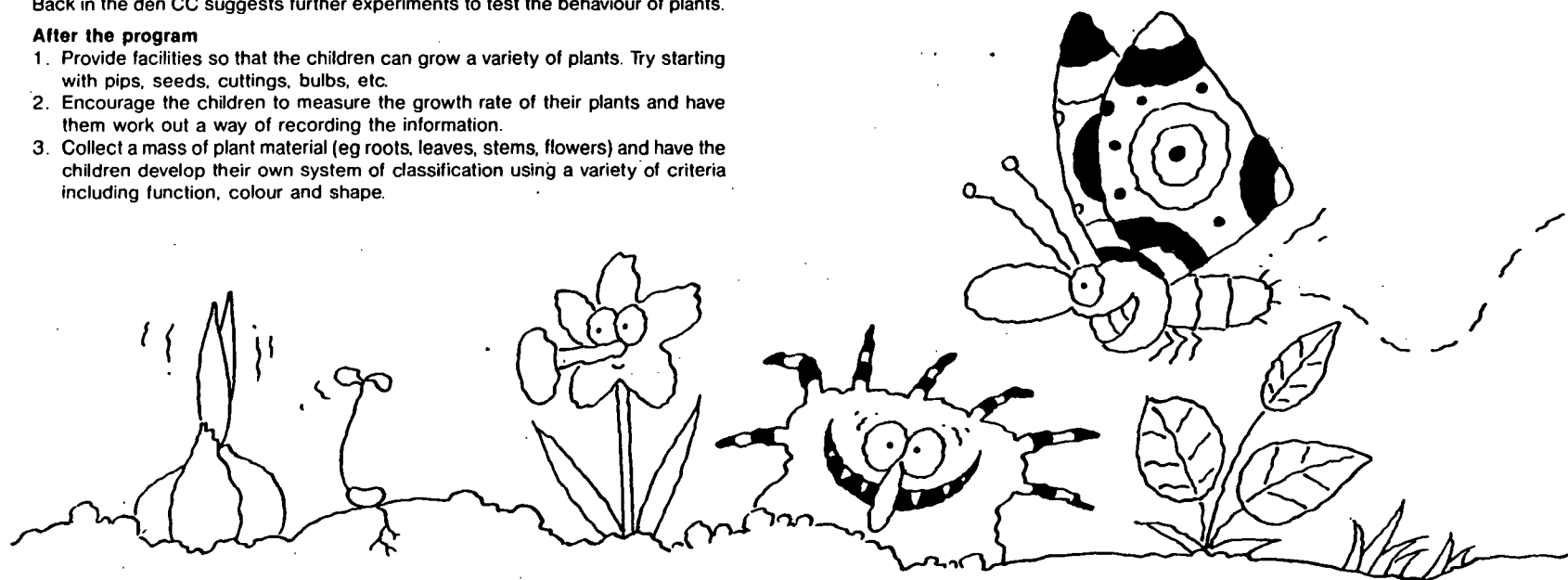
21. SAND

In production

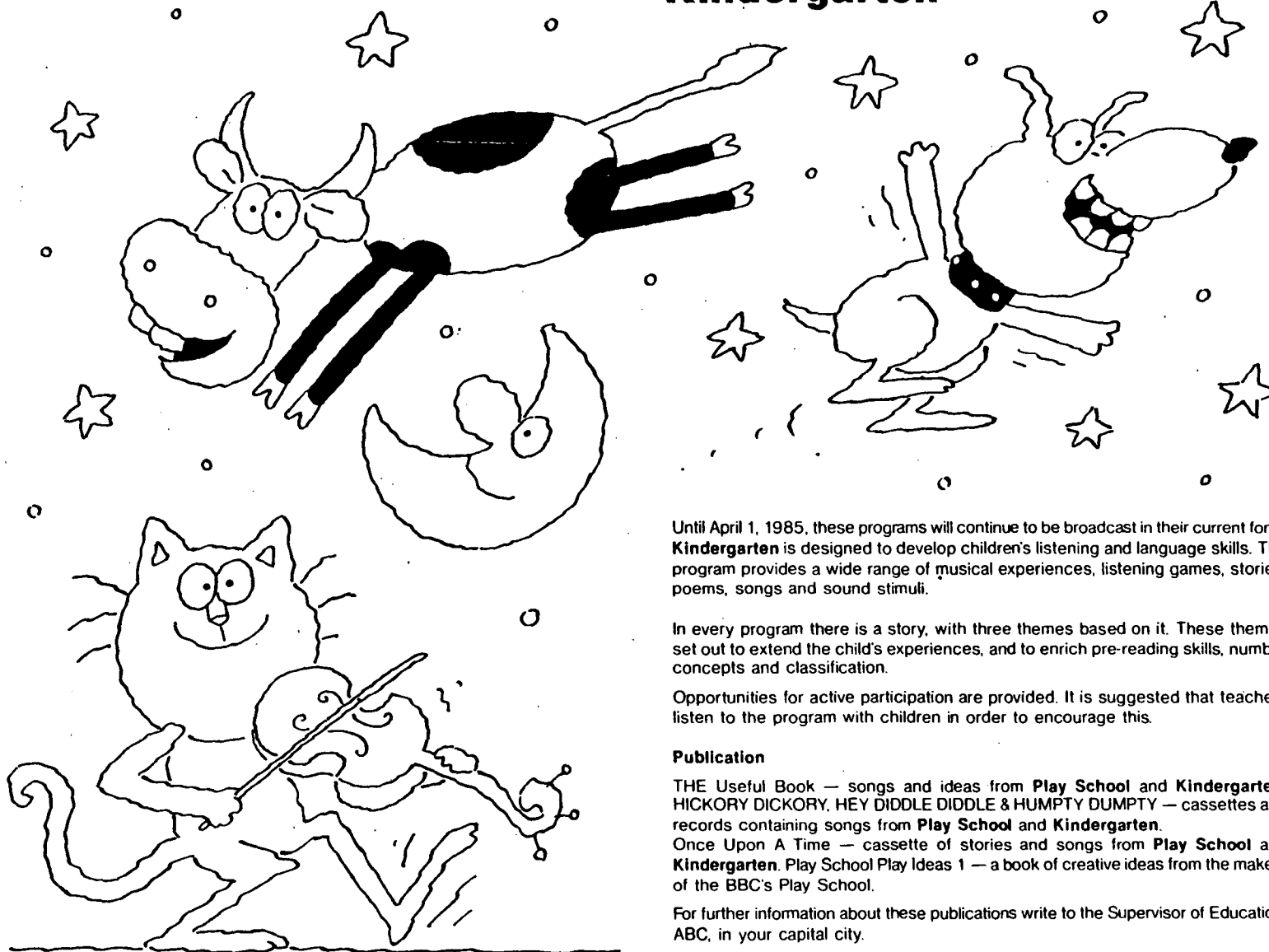
22. T.B.A.

23. T.B.A.

24. T.B.A.



Kindergarten



Until April 1, 1985, these programs will continue to be broadcast in their current form. **Kindergarten** is designed to develop children's listening and language skills. The program provides a wide range of musical experiences, listening games, stories, poems, songs and sound stimuli.

In every program there is a story, with three themes based on it. These themes set out to extend the child's experiences, and to enrich pre-reading skills, number concepts and classification.

Opportunities for active participation are provided. It is suggested that teachers listen to the program with children in order to encourage this.

Publication

THE Useful Book — songs and ideas from **Play School** and **Kindergarten**. **HICKORY DICKORY, HEY DIDDLE DIDDLE & HUMPTY DUMPTY** — cassettes and records containing songs from **Play School** and **Kindergarten**.

Once Upon A Time — cassette of stories and songs from **Play School** and **Kindergarten**. **Play School Play Ideas 1** — a book of creative ideas from the makers of the BBC's **Play School**.

For further information about these publications write to the Supervisor of Education, ABC, in your capital city.



Music Time*

Music Time is planned for children in Years 3 and 4, but teachers have found that the series also works well with children in Year 2.

Although the programs are particularly suitable for use by teachers who are not very musically confident, it is hoped that music specialists will find in them many ideas they can develop.

The programs have several elements that are usually interlinked:

Songs — that are enjoyable and that lead to ensemble work, with children providing their own simple accompaniment on classroom instruments.

Pitch and Rhythm Activities — aimed at providing children with a graded repertoire of tune patterns with which they can make up their own melodies. These activities are usually echo games with hand signs and clapping.

Composing — the programs encourage a free approach to creating music. Children are led to explore and discriminate between the sounds and textures produced by a variety of classroom instruments.

Listening — short pieces of music illustrated by special film and puppet sequences are performed each week. Well-known instrumentalists introduce and talk about the instruments they play.

Notes on individual programs, published in **Program Notes for Primary Schools**, and a pupils' book which is essential to the series are available from the Supervisor of Education, ABC, in your capital city.

*For details of broadcast times, see centre pages.

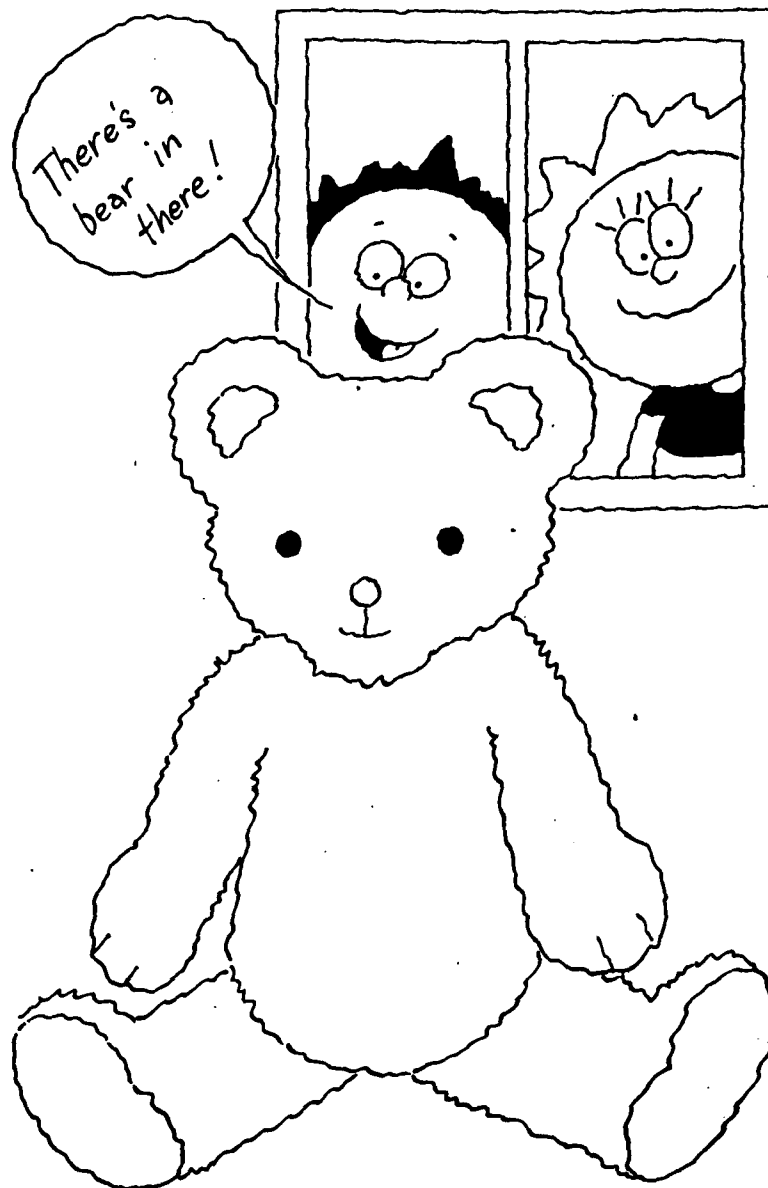
For the

BROADCAST TIMES

*New South Wales
Victoria
Queensland
Northern Territory
South Australia
Western Australia
Tasmania*

BROADCAST DATES

	New South Wales Victoria	To
1.	Feb 18, 19	Fe
2.	Feb 25, 26	Fe
3.	Mar 4, 5	Ma
4.	Mar 11, 12	Ma
5.	Mar 18, 19	Ma
6.	Mar 25, 26	Ma
7.	Apr 1, 2	Ap
8.	Apr 15, 16	Ap
9.	Apr 22, 23	Ap
10.	Apr 29, 30	Ap
11.	May 27, 28	Ma
12.	Jun 3, 4	Ma
13.	Jun 11	Ma
14.	Jun 17, 18	Jun
15.	Jun 24, 25	Jun
16.	Jul 1, 2	Jul
17.	Jul 8, 9	Jul
18.	Jul 15, 16	Jul
19.	Jul 22, 23	Jul
20.	Jul 29, 30	Jul
21.	Aug 5, 6	Aug
22.	Aug 12, 13	Aug
23.	Aug 19, 20	Aug
24.	Sep 16, 17	Sep
25.	Sep 23, 24	Sep
26.	Sep 30, Oct 1	Sep
27.	Oct 7 (Vic)	Oct
	Oct 8	



Play School*

Play School has proved to be a rich resource in the Infants School.

Play School integrates games, songs, a story, a view of the outside world, movement and craft activities into a weekly theme.

All sorts of children may find regular viewing valuable; for example children in the reception class adjusting to the new world of school; handicapped children who have a limited experience of the world; children who speak little English; and children who are unacquainted with Australian culture.

Teachers will need to allow space for children to join in movement activities and may need to mediate the program presenters' instructions when they are not suitable for a large group.

Full program notes with follow-up activities are available and teachers who prefer not to view regularly are advised to use them to select relevant themes. Free schedules listing themes are also available.

Publications:

Program Notes, giving a rundown of every program, ideas for later plus publication details of songs and stories.

The Useful Book — Melody lines and guitar chords for many of the songs sung in **Play School** as well as craft ideas for adults.

The Yellow Book — for children. A book of games and ideas.

Hickory Dickory, Hey Diddle Diddle, Humpty Dumpty and Wigglerly Woo cassettes and records of songs from **Play School** and **Kindergarten**.

Once Upon A Time — cassette of stories and songs from **Play School** and **Kindergarten**.

The Play School Poster — a large and colourful poster with pictures of toys, animals and children's drawings from **Play School**.

Play School Toys Posters — a set of five pictures of favourite **Play School** toys — Big Ted, Little Ted, Humpty, Jemima and Hamble.

Play School Frieze — pictures of **Play School** people and toys. Suitable for classroom wall.

Play School Jigsaws — Big Ted, Jemima, Hamble and Humpty.

Play School Play Ideas 1 — a book of creative ideas from the makers of BBC's **Play School**.

For further information about these publications write to the Supervisor of Education, ABC, or call into an ABC shop in your capital city.

*For details of broadcast times, see centre pages.

etting. There is to be a festival,
for his mother, his wife and his

pair of them too. Unfortunately
then them. His mother, wife and
tens them himself. The women
e in turn secretly shortens the

ome things that could be made

we iron things? What other ways

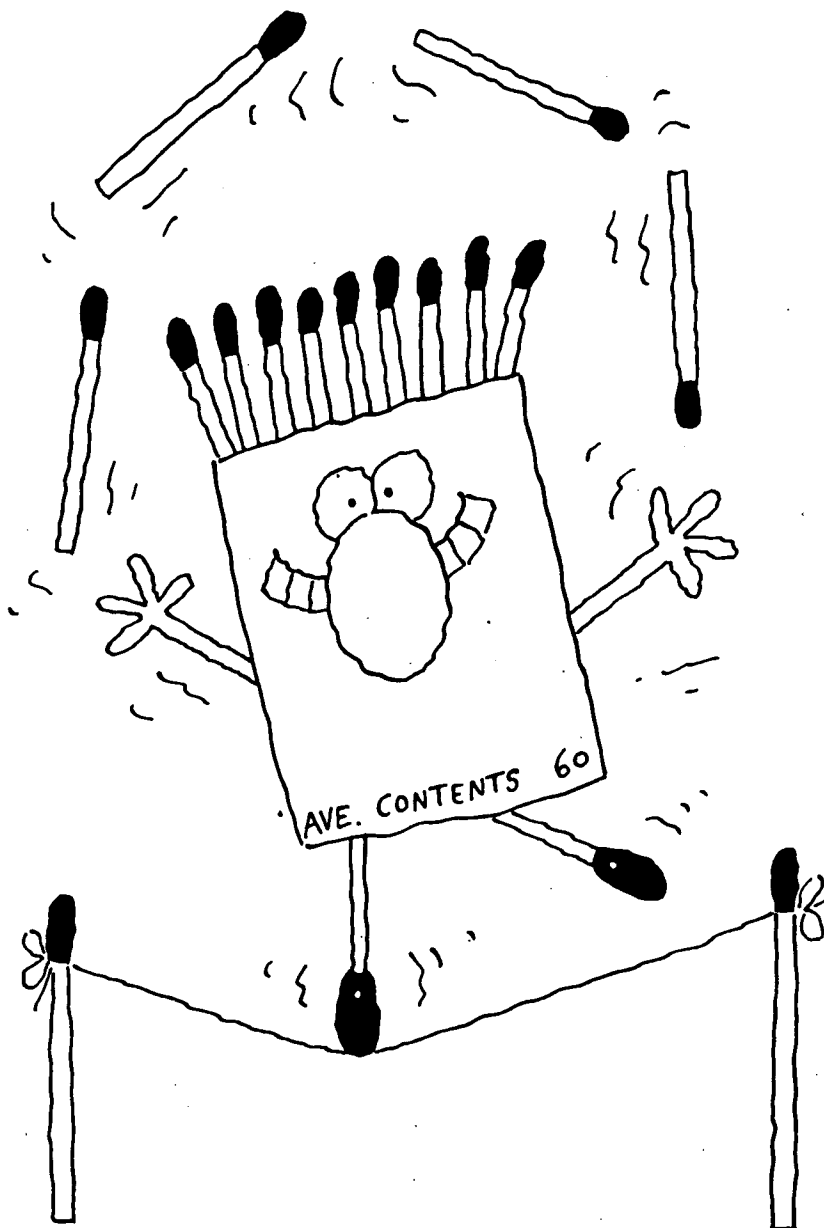
ork)

as. The story tells about Mog,
nothing is normal in her house,
towards her and starting to shout
ife. She falls asleep and doesn't
own the chimney and finds herself
see her.

the year for different children?
etc.) If any of the children in the
the class about it?

s mother busiest? When is the

house. Are there other situations



Trapp, Winkle and Box*

The title of this new series derives from the three regular characters Hugo Trapp, Anita Winkle and Max Box.

They take their Year 2 audience through stories, poems, songs, adventures and everyday situations which illustrate all kinds of basic written and spoken language conventions.

Trapp, Winkle and Box are all aspiring performers: Hugo as a writer/poet/raconteur, Anita as a singer and Max as a mime artist/acrobat/juggler.

The series is intended to assist the development of language skills in all of the four basic areas: reading, writing, listening and speaking. There is a greater focus on different aspects of spoken language (such as register, function and idiom) than in most early language programs. This reflects the importance of spoken language skills as a base for the development of reading and writing skills.

An important aim of the series is to stimulate a general interest in language and it should prove to be highly entertaining for its young viewers.

Each program is designed to allow children to observe the functions and uses of language in our society. Programs will generally feature:

- episodes relating to the lives of the three main characters
- use of literature models
- specific graphic focus on how language works
- a special serial or feature

Our three main characters find themselves in many different social situations. These will demand a variety of spoken and written registers because of the variety of people they will encounter and interact with.

Where appropriate, programs will also highlight specific features of our language. Graphic, visual, morphemic and sound patterns will be demonstrated in particular words.

*For details of broadcast times, see centre pages.

APPENDIX E:

Statistical raw data (Tables 1-206)

Table 1

SPSS BATCH SYSTEM

10/03/85

PAGE 2

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSS TABULATION OF *****
 TSTYLE! WHOLE CLASS INSTRUCTION BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS										
		COUNT		1		2		3		4		ROW
		ROW	PCT	CLASS	TE	SENIOR	T	INFANT	M	OTHER		TOTAL
		COL	PCT	TEACHER		EACHER		ISTRESS				
		TOT	PCT	I	I	I	I	I	I	I	I	
TSTYLE1		-----		-----		-----		-----		-----		
UNDER 21%	1	I	47	I	10	I	1	I	1	I	57	
	I	<u>79.7</u>	I	16.9	I	1.7	I	1.7	I	48.8		
	I	47.0	I	66.7	I	33.3	I	33.3	I			
	I	38.9	I	8.3	I	0.8	I	0.9	I			
		-----		-----		-----		-----		-----		
21 TO 40%	2	I	44	I	5	I	1	I	0	I	50	
	I	88.0	I	10.0	I	2.0	I	0.0	I	41.3		
	I	<u>44.0</u>	I	33.3	I	33.3	I	0.0	I			
	I	36.4	I	4.1	I	0.8	I	0.0	I			
		-----		-----		-----		-----		-----		
41 TO 60%	3	I	8	I	0	I	1	I	1	I	10	
	I	80.0	I	0.0	I	10.0	I	10.0	I	8.3		
	I	8.0	I	0.0	I	33.3	I	33.3	I			
	I	<u>6.6</u>	I	0.0	I	0.8	I	0.8	I			
		-----		-----		-----		-----		-----		
61 TO 80%	4	I	1	I	0	I	0	I	1	I	2	
	I	50.0	I	0.0	I	0.0	I	50.0	I	1.7		
	I	<u>1.0</u>	I	0.0	I	0.0	I	33.3	I			
	I	0.8	I	0.0	I	0.0	I	0.8	I			
		-----		-----		-----		-----		-----		
COLUMN		100	15	3	3	121						
TOTAL		82.6	12.4	2.5	2.5	100.0						

11 OUT OF 16 (68.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.050

RAW CHI SQUARE = 27.61630 WITH 7 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0011

CRAMER'S V = 0.27532

$p < 0.01$

Table 2

SPSS BATCH SYSTEM

10/03/85

PAGE 4

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSSTABULATION OF *****
      TSTYLE2  SMALL GROUP INSTRUCTION          BY STATUS  TEACHERS STATUS
***** PAGE 1 OF 1 *****

```

		STATUS													
		COUNT		PCW PCT		ICLASS		TE SENIOR		T INFANT		M OTHER		ROW	
		COL PCT		TACHER		EACHER		ISTRESS						TOTAL	
		TGT PCT		I		I		I		I		I			
		1		1		2		3		4					
ISTYLE2															
	1	I	16	I	1	I	2	I	1	I	20				
UNDER 21%		I	20.0	I	5.0	I	10.0	I	5.0	I	16.5				
		I	16.0	I	6.7	I	65.7	I	32.3	I					
		I	13.2	I	0.8	I	1.7	I	0.8	I					
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
	2	I	56	I	7	I	0	I	1	I	64				
21 TO 40%		I	97.5	I	10.9	I	0.0	I	1.6	I	52.9				
		I	56.0	I	46.7	I	0.0	I	32.3	I					
		I	46.3	I	5.8	I	0.0	I	0.8	I					
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
	3	I	23	I	5	I	1	I	1	I	30				
41 TO 60%		I	76.7	I	16.7	I	3.3	I	3.3	I	24.8				
		I	23.0	I	32.3	I	32.3	I	32.3	I					
		I	19.0	I	4.1	I	0.3	I	0.8	I					
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
	4	I	5	I	2	I	0	I	0	I	7				
61 TO 80%		I	71.4	I	28.6	I	0.0	I	0.0	I	5.8				
		I	5.0	I	13.2	I	0.0	I	0.0	I					
		I	4.1	I	1.7	I	0.0	I	0.0	I					
		-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	-I-	
COLUMN			100		15		3		3		121				
TOTAL			82.6		12.4		2.5		2.5		100.0				

11 OUT OF 16 (68.75) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.174

RAY CHI SQUARE = 10.74931 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2933

CRAMER'S V = 0.17208

 $p > 0.05$

Table 3

SPSS PATCH SYSTEM

19/03/85

PAGE 6

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSSTABULATION OF *****
      TSTYLE3  INDIVIDUAL INSTRUCTION          BY STATUS  TEACHERS STATUS
*****
***** PAGE 1 OF 1

```

		STATUS								
COUNT										
ROW	PCT	CLASS	TE	SENIOR	I	INFANT	M	OTHER		ROW
COL	PCT	TACHER	EACHER	ISTRESS						TOTAL
TOT	PCT	1	1	2	1	3	1	4	1	
TSTYLES		1	1	2	1	3	1	4	1	
UNDER 21%		1	29	3	1	1	2			35
		1	92.9	8.6	1	2.9	5.7			28.9
		1	29.0	20.0	1	33.2	66.7			
		1	24.0	2.5	1	0.8	1.7			
		-	-	-	-	-	-	-	-	
21 TO 40%		2	40	7	1	1	1			49
		1	81.6	14.3	1	2.0	2.0			40.5
		1	40.0	46.7	1	33.3	33.3			
		1	33.1	5.8	1	0.8	0.8			
		-	-	-	-	-	-	-	-	
41 TO 60%		3	24	2	1	0	0			26
		1	92.3	7.7	1	0.0	0.0			21.5
		1	24.0	13.3	1	0.0	0.0			
		1	19.3	1.7	1	0.0	0.0			
		-	-	-	-	-	-	-	-	
61 TO 80%		4	7	3	1	1	0			11
		1	63.6	27.3	1	9.1	0.0			9.1
		1	7.0	20.0	1	33.3	0.0			
		1	5.8	2.5	1	0.8	0.0			
		-	-	-	-	-	-	-	-	
COLUMN		100	15	3		3				121
TOTAL		82.6	12.4	2.5		2.5				100.0

11 OUT OF 16 (68.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.273

RAY CHI SQUARE = 2.23774 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4524

CRAMER'S V = 0.15603

$$p > 0.05$$

Table 4

AFSS PATCH SYSTEM

10/03/95

PAGE 3

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSS TABULATION OF *****
      STYLE4  OTHER INSTRUCTION          BY STATUS  TEACHERS STATUS
*****
***** PAGE 1 OF 1

```

	STATUS									
	COUNT	I								
	ROW	PCT	ICLASS	TE	SENIOR	T	INFANT	N	OTHER	ROW
	COL	PCT	IACHER	EACHER	ISTRESS					TOTAL
	TGT	PCT	I	I	I	I	I	I	I	
ISTYLE4			I-----I	I-----I	I-----I	I-----I	I-----I	I-----I		
	I	I	100	I	15	I	3	I	3	I 121
UNDER 21%		I	82.6	I	12.4	I	2.5	I	2.5	I 100.0
		I	100.0	I	100.0	I	100.0	I	100.0	I
		I	82.6	I	12.4	I	2.5	I	2.5	I
		-I-----I	-I-----I	-I-----I	-I-----I	-I-----I	-I-----I	-I-----I		
	COLUMN		100		15		3		3	121
	TOTAL		82.6		12.4		2.5		2.5	100.0

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 5

SPSS PATCH SYSTEM

10/03/95

PAGE 3

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 *STYLE1 WHOLE CLASS INSTRUCTION BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS			ROW
		COUNT	1	2	TOTAL
		ROW PCT			
		COL PCT			
		TOT PCT	1	2	3
*STYLE1					
UNDER 21%	1	24	13	22	59
		40.7	22.0	37.3	48.3
		51.1	40.6	52.4	
		19.9	10.7	19.2	
21 TO 40%	2	22	13	15	50
		44.0	25.0	30.0	41.3
		46.8	40.6	35.7	
		18.2	10.7	12.4	
41 TO 60%	3	1	4	5	10
		10.0	40.0	50.0	8.3
		2.1	12.5	11.9	
		0.9	3.3	4.1	
61 TO 80%	4	0	2	0	2
		0.0	100.0	0.0	1.7
		0.0	6.3	0.0	
		0.0	1.7	0.0	
COLUMN		47	32	42	121
TOTAL		38.9	26.4	34.7	100.0

4 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.529

NOM CHI SQUARE = 10.33649 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1112

CRAMER'S V = 0.20667

p > 0.05

Table 6

SFSS BATCH SYSTEM

10/03/95

PAGE 5

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 TSTYLE2 SMALL GROUP INSTRUCTION BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS						
		COUNT						
		PCT						
		TOTAL						ROW TOTAL
		TOTAL						
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Table 7

SPSS BATCH SYSTEM

10/03/85

PAGE 7

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 TSTYLE? INDIVIDUAL INSTRUCTION BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS				
		COUNT	I			
		POW PCT	I			ROW
		COL PCT	I			TOTAL
		TOT PCT	1	2	3	I
TSTYLE3			-----I-----I-----I-----I			
UNDER 21%	1	I	11	I	13	I 35
	I	31.4	I	31.4	I	37.1 I 28.9
	I	23.4	I	34.4	I	31.0 I
	I	9.1	I	9.1	I	10.7 I
			-----I-----I-----I-----I			
21 TO 40%	2	I	20	I	17	I 49
	I	40.8	I	24.5	I	34.7 I 40.5
	I	42.6	I	37.5	I	40.5 I
	I	16.5	I	9.9	I	14.0 I
			-----I-----I-----I-----I			
41 TO 60%	3	I	12	I	7	I 26
	I	46.2	I	26.9	I	26.9 I 21.5
	I	25.5	I	21.9	I	16.7 I
	I	9.9	I	5.8	I	5.8 I
			-----I-----I-----I-----I			
61 TO 80%	4	I	4	I	2	I 11
	I	36.4	I	18.2	I	45.5 I 9.1
	I	8.5	I	6.3	I	11.9 I
	I	3.3	I	1.7	I	4.1 I
			-----I-----I-----I-----I			
COLUMN		47	32	42	121	
TOTAL		38.8	26.4	34.7	100.0	

3 OUT OF 12 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 2.909
 RAW CHI SQUARE = 2.48514 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8701
 CRAMER'S U = 0.10134

Table 8

SPSS BATCH SYSTEM

10/03/85

PAGE 9

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 TSTYLE4 OTHER INSTRUCTION BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

	YEARS				
	COUNT				
	ROW PCT				ROW
	COL PCT				TOTAL
	TOT PCT	1	2	3	
TSTYLE4	-----I-----I-----I-----I				
	1	47	32	42	121
UNDER 21%	1	38.8	26.4	34.7	100.0
	1	100.0	100.0	100.0	
	1	38.8	26.4	34.7	
	-----I-----I-----I-----I				
COLUMN	47	32	42	121	
TOTAL	38.8	26.4	34.7	100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 9

BESS BATCH SYSTEM

10/03/85

PAGE 11

FILE VC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 USETV USED TV BROADCASTS BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS					
		COUNT					
		PCT					
		TOTAL					
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Table 10

SPSS BATCH SYSTEM

10/03/85

PAGE 10

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSSTABULATION OF *****
      USETV      USED TV BROADCASTS      BY STATUS      TEACHERS STATUS
***** PAGE 1 OF 1 *****

```

		STATUS										
COUNT		I		T		I		I				
ROW	PCT	CLASS	TE	SENIOR	T	INFANT	N	OTHER		ROW		
COL	PCT	TACHER		EACHER		ISTRESS				TOTAL		
TOY	PCT	I	I	I	I	I	I	I	I			
YES		1	1	86	1	13	1	1	1	2	1	102
		1	94.3	1	12.7	1	1.0	1	2.0	1	94.3	
		1	86.0	1	86.7	1	33.3	1	66.7	1		
		1	71.1	1	10.7	1	0.8	1	1.7	1		
		-	-	-	-	-	-	-	-	-		
NO		2	1	14	1	2	1	2	1	1	1	19
		1	73.7	1	10.5	1	10.5	1	5.2	1	15.7	
		1	14.0	1	13.3	1	66.7	1	33.3	1		
		1	11.6	1	1.7	1	1.7	1	0.8	1		
		-	-	-	-	-	-	-	-	-		
COLUMN			100		15		3		3		121	
TOTAL			92.6		12.4		2.5		2.5		100.0	

5 OUT OF 9 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.471
P-VALUE = 6.87373 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0760
CRAMER'S V = 0.23934

Table 11

SPSS PATCH SYSTEM

10/09/85

PAGE 2

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF #####
 USETV USED TV BROADCASTS BY SCHOOL TYPE OF SCHOOL
 ##### PAGE 1 OF 1

		SCHOOL			
		COUNT			ROW
		ROW PCT	ISTATE	CATHOLIC	TOTAL
		COL PCT			
USETV		TOT PCT	1	2	
YES	1	90	13	103	
	1	87.4	12.6	85.1	
	1	84.1	92.9		
	1	74.4	10.7		
NO	2	17	1	18	
	1	94.4	5.6	14.9	
	1	15.9	7.1		
	1	14.0	0.8		
COLUMN		107	14	121	
TOTAL		88.4	11.6	100.0	

1 OUT OF 4 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 2.083
 CORRECTED CHI SQUARE = 0.21654 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.6417
 RAW CHI SQUARE = 0.74766 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.3872
 PHI = 0.07861

Table 12

SPSS BATCH SYSTEM

10/03/85

PAGE 12

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 USETV USED TV BROADCASTS BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS									
COUNT									
ROW PCT									
COL PCT									
TOTAL									
USETV									
YES									
NO									
COLUMN									
TOTAL									

5 OUT OF 8 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.119
 PAV CHI SQUARE = 9.29773 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0266
 CRAMER'S V = 0.46827

NUMBER OF MISSING OBSERVATIONS = 79

Table 13

SPSS BATCH SYSTEM

10/09/85

PAGE 6

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 NOTV REASON TV ACCESS DIFFICULT BY SCHOOL TYPE OF SCHOOL
 ***** PAGE 1 OF 1

		SCHOOL					
		COUNT	I				
		ROW PCT	ISTATE	CATHOLIC		ROW	
		COL PCT	I			TOTAL	
		TOT FCT	I	I	2	I	
NOTV		-----I-----I-----I					
NO ACCESS		2	I	1	I	0	I
		I	100.0	I	0.0	I	0.8
		I	0.9	I	0.0	I	
		I	0.8	I	0.0	I	
		-I-----I-----I					
RECEPTION POOR		3	I	4	I	1	I
		I	80.0	I	20.0	I	5
		I	3.7	I	7.1	I	4.1
		I	3.3	I	0.8	I	
		-I-----I-----I					
OTHER		4	I	19	I	1	I
		I	95.0	I	5.0	I	20
		I	17.8	I	7.1	I	16.5
		I	15.7	I	0.8	I	
		-I-----I-----I					
ACCESS		5	I	83	I	12	I
		I	87.4	I	12.6	I	95
		I	77.6	I	85.7	I	78.5
		I	68.6	I	9.9	I	
		-I-----I-----I					
COLUMN		107		14		121	
TOTAL		88.4		11.6		100.0	

5 OUT OF 8 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.116
 RAY CHI SQUARE = 1.42652 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6793
 CRAMER'S V = 0.10858

Table 14

SFSS BATCH SYSTEM

10/09/85

PAGE 3

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 ACCESSTV TV ACCESS BY SCHOOL TYPE OF SCHOOL
 ***** PAGE 1 OF 1

		SCHOOL			
		COUNT	I		
		ROW PCT	ISTATE	CATHOLIC	ROW
		COL PCT	I		TOTAL
		TOT PCT	I	I	I
			1	2	
ACCESSTV		-----	I-----	I-----	I
		1	1	105	1
		1	1	14	1
		119			
YES		1	88.2	1	11.8
		1	98.1	1	100.0
		1	86.8	1	11.6
		-I-----	I-----	I-----	I
		2	1	2	1
		1	100.0	1	0.0
		1	1.9	1	0.0
		1	1.7	1	0.0
		-I-----	I-----	I-----	I
		COLUMN	107	14	121
		TOTAL	88.4	11.6	100.0

2 OUT OF 4 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.231
 CORRECTED CHI SQUARE = 0.00000 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 1.0000
 RAW CHI SQUARE = 0.26608 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.6060
 PHI = 0.04687

Table 15

SFSS BATCH SYSTEM

10/09/85

PAGE 4

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 ACCVIDEO VIDEO ACCESS BY SCHOOL TYPE OF SCHOOL
 ***** PAGE 1 OF 1

		SCHOOL					
		COUNT	I				
		ROW PCT	ISTATE	CATHOLIC		ROW	
		COL PCT	I			TOTAL	
		TOT PCT	I	1	I	2	I
ACCVIDEO		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----
		1	I	101	I	14	I
YES			I	87.8	I	12.2	I
			I	94.4	I	100.0	I
			I	83.5	I	11.6	I
		-I-----	-I-----	-I-----	-I-----	-I-----	-I-----
		2	I	6	I	0	I
NO			I	100.0	I	0.0	I
			I	5.6	I	0.0	I
			I	5.0	I	0.0	I
		-I-----	-I-----	-I-----	-I-----	-I-----	-I-----
COLUMN		107		14		121	
TOTAL		89.4		11.6		100.0	

1 OUT OF 4 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.694
 CORRECTED CHI SQUARE = 0.06465 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.7993
 RAW CHI SQUARE = 0.82601 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.3634
 FHI = 0.08262

Table 16

SPSS BATCH SYSTEM

10/03/85

PAGE 13

FILE MC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 ACCVIDEO VIDEO ACCESS BY PUPILS NUMBER OF PUPILS
 ***** PAGE 1 OF 1

		PUPILS							
		COUNT		PCT		TOTAL			
		LOW		MEDIUM		HIGH		ROW	
		COL PCT		I		I		TOTAL	
		TOT PCT		I		I		I	
ACCVIDEO		-----I-----I-----I-----I							
YES	1	I	48	I	29	I	38	I	115
		I	41.7	I	25.2	I	33.0	I	95.0
		I	92.3	I	93.5	I	100.0	I	
		I	39.7	I	24.0	I	31.4	I	
		-I-----I-----I-----I							
NO	2	I	4	I	2	I	0	I	6
		I	66.7	I	33.3	I	0.0	I	5.0
		I	7.7	I	6.5	I	0.0	I	
		I	3.3	I	1.7	I	0.0	I	
		-I-----I-----I-----I							
COLUMN		52		31		38		121	
TOTAL		43.0		25.6		31.4		100.0	

3 OUT OF 6 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.537
 PAV CHI SQUARE = 2.95375 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2284
 CRAMER'S V = 0.15624

Table 17

SFSS BATCH SYSTEM

10/07/85

PAGE 3

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 ACCVIDEO VIDEO-ACCESS BY PUPILS NUMBER OF PUPILS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		PUPILS					
		COUNT		I			
ROW	PCT	ILOW		MEDIUM		HIGH	ROW
COL	PCT	I					TOTAL
TOT	PCT	I	1	I	2	I	3
ACCVIDEO		-----I-----I-----I-----I					
		1	I	6	I	5	I
YES		I	42.9	I	35.7	I	21.4
		I	100.0	I	100.0	I	100.0
		I	42.9	I	35.7	I	21.4
		-I-----I-----I-----I					
COLUMN		6		5		3	
TOTAL		42.9		35.7		21.4	
						14	
						100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 18

10/07/85

PAGE 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF									
ACCVIEDO	VIDEO	ACCESS	BY PUPILS NUMBER OF PUPILS						
CONTROLLING FOR..									
SCHOOL	TYPE OF SCHOOL		VALUE..	1	STATE				
PAGE 1 OF 1									

	COUNT	I	PUPILS					
	ROW PCT	ILOW	MEDIUM	HIGH				ROW TOTAL
	COL PCT	I						
	TOT PCT	I	1 I	2 I	3 I			
ACCVIDEO	-----I-	-----I-	-----I-	-----I-	-----I-			
	1 I	42 I	24 I	35 I				101
YES	I	41.6 I	23.8 I	34.7 I				94.4
	I	91.3 I	92.3 I	100.0 I				
	I	39.3 I	22.4 I	32.7 I				
	-I-	-I-	-I-	-I-	-I-			
	2 I	4 I	2 I	0 I				6
NO	I	66.7 I	33.3 I	0.0 I				5.6
	I	8.7 I	7.7 I	0.0 I				
	I	3.7 I	1.9 I	0.0 I				
	-I-	-I-	-I-	-I-	-I-			
	COLUMN	46	26	35				107
	TOTAL	43.0	24.3	32.7				100.0

3 OUT OF 6 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.458
RAV CHI SQUARE = 3.12153 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2100
CRAMER'S V = 0.17080

Table 19

SPSS BATCH SYSTEM

10/09/85

PAGE 7

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 NOVIDEO REASON VIDEO ACCESS DIFFICULT BY SCHOOL TYPE OF SCHOOL
 ***** PAGE 1 OF 1

		SCHOOL			
		COUNT	I		
		ROW PCT	ISTATE	CATHOLIC	ROW
		COL PCT	I		TOTAL
		TOT PCT	I	1 1 2 I	
NOVIDEO		-----I-----I-----I			
		1 1	3 1	0 1	3
	NOT WORKING ORDE	1 100.0	1 0.0	1 2.5	
		1 2.8	1 0.0	1	
NO ACCESS		1 2.5	1 0.0	1	
		-I-----I-----I			
		2 1	5 1	0 1	5
		1 100.0	1 0.0	1 4.2	
IGNORANT OF OPER		1 4.7	1 0.0	1	
		1 4.2	1 0.0	1	
		-I-----I-----I			
		3 1	4 1	4 1	8
OTHER		1 50.0	1 50.0	1 6.7	
		1 3.8	1 28.6	1	
		1 3.3	1 3.3	1	
		-I-----I-----I			
ACCESS		4 1	20 1	1 1	21
		1 95.2	1 4.8	1 17.5	
		1 18.9	1 7.1	1	
		1 16.7	1 0.8	1	
ACCESS		-I-----I-----I			
		5 1	74 1	9 1	83
		1 89.2	1 10.8	1 69.2	
		1 69.8	1 64.3	1	
TOTAL		1 61.7	1 7.5	1	
		-I-----I-----I			
COLUMN		106	14	120	
TOTAL		88.3	11.7	100.0	

6 OUT OF 10 (60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.350
 RAW CHI SQUARE = 13.48971 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0091
 CRAMER'S V = 0.33528

NUMBER OF MISSING OBSERVATIONS = 1

Table 20

SPSS BATCH SYSTEM

10/03/85

PAGE 4

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CFJ1 USE OF FOR JUNIORS 1

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL VIEWED	1	14	13.6	22.2	22.2
PART VIEWED	2	31	30.1	49.2	71.4
DISCONTINUED	3	18	17.5	28.6	100.0
OUT OF RANGE		40	38.8	MISSING	100.0
	TOTAL	103	100.0	100.0	
VALID CASES	63	MISSING CASES	40		

Table 21

SPSS BATCH SYSTEM

10/03/85

PAGE 5

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CFJ2 USE OF FOR JUNIORS2

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUMULATIVE
		FREQUENCY	FREQUENCY	FREQUENCY	ADD FREQ
		(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
ALL VIEWED	1	9	8.7	20.9	20.9
PART VIEWED	2	22	21.4	51.2	72.1
DISCONTINUED	3	12	11.7	27.9	100.0
OUT OF RANGE		60	58.3	MISSING	100.0
		-----	-----	-----	
	TOTAL	103	100.0	100.0	

VALID CASES 43 MISSING CASES 60

Table 22

SPSS BATCH SYSTEM

10/03/85

PAGE 6

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CWP USE OF WORDS AND PICTURES

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL VIEWED	1	47	45.6	53.0	53.0
PART VIEWED	2	19	18.4	22.5	81.5
DISCONTINUED	3	15	14.6	18.5	100.0
OUT OF RANGE		22	21.4	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 81 MISSING CASES 22

Table 23

SPSS BATCH SYSTEM

10/03/85

PAGE 7

FILE KC CREATION DATE = 10/03/85 EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CLB USE OF LOOK AT A BOOK

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL VIEWED	1	12	12.6	59.1	59.1
PART VIEWED	2	6	5.9	27.3	86.4
DISCONTINUED	3	3	2.9	13.6	100.0
OUT OF RANGE		81	78.6	MISSING	100.0
	TOTAL	102	100.0	100.0	

VALID CASES 22 MISSING CASES 81

Table 24

SPSS BATCH SYSTEM

10/03/85

PAGE 8

FILE XC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CHUN USE OF HUNTER

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL VIEWED	1	18	17.5	41.9	41.9
PART VIEWED	2	15	14.6	34.9	76.7
DISCONTINUED	3	10	9.7	23.3	100.0
OUT OF RANGE		60	58.3	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 43 MISSING CASES 60

Table 25

SPSS BATCH SYSTEM

10/03/85

PAGE 9

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CNT USE OF MUSIC TIME

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL VIEWED	1	2	1.9	16.7	16.7
PART VIEWED	2	2	1.9	16.7	33.3
DISCONTINUED	3	8	7.8	66.7	100.0
OUT OF RANGE		91	88.3	MISSING	100.0
	TOTAL	103	100.0	100.0	
VALID CASES	12	MISSING CASES	91		

FILE NO CREATION DATE = 10/03/95 /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CROSSTABULATION OF PURPOSE FOR JUNIORS I USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS									
		COUNT									
		POV	POV	ICLASS	TE	SENIOR	I	INFANT	M	OTHER	ROW
		COL	POV	TEACHER	TEACHER	ISTRESS					TOTAL
		TOT	POV	I	I	I	I	I	I	I	
		1	1	5	0	0	0	0	0	0	5
LANGUAGE		I	100.0	I	0.0	I	0.0	I	0.0	I	8.9
		I	10.9	I	0.0	I	0.0	I	0.0	I	
		I	8.9	I	0.0	I	0.0	I	0.0	I	
		-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	
SOCIAL SCIENCE	3	I	14	I	1	I	0	I	0	I	15
	I	93.3	I	6.7	I	0.0	I	0.0	I	0.0	26.8
	I	30.4	I	14.3	I	0.0	I	0.0	I	0.0	
	I	25.0	I	1.8	I	0.0	I	0.0	I	0.0	
	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	
SCIENCE	4	I	1	I	0	I	0	I	0	I	1
	I	100.0	I	0.0	I	0.0	I	0.0	I	0.0	1.8
	I	2.7	I	0.0	I	0.0	I	0.0	I	0.0	
	I	1.8	I	0.0	I	0.0	I	0.0	I	0.0	
	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	
LANG & SOC SCIEN	7	I	16	I	4	I	1	I	2	I	23
	I	69.6	I	17.4	I	4.3	I	9.7	I	41.1	
	I	34.8	I	100.0	I	100.0	I		I		
	I	23.6	I	7.1	I	1.8	I	3.6	I		
	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	
THEME	9	I	10	I	2	I	0	I	0	I	12
	I	83.3	I	14.7	I	0.0	I	0.0	I	0.0	21.4
	I	21.7	I	29.4	I	0.0	I	0.0	I	0.0	
	I	17.9	I	3.6	I	0.0	I	0.0	I	0.0	
	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	-I-----	
COLUMN		46		7		1		2		56	
TOTAL		82.1		12.5		1.8		3.6		100.0	

17 OUT OF 20 (85.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.018

P-VALUE = 6.97618 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8592

CRAMER'S V = 0.20378

NUMBER OF MISSING OBSERVATIONS = 47

***** CROSS TABULATION OF *****
 CSFJ2 PURPOSE FOR JUNIORS 2 USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

2 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.103
PAX CHI SQUARE = 7.01789 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3192
CRAMER'S V = 0.29996
NUMBER OF MISSING OBSERVATIONS = 44

Table 28

SPSS BATCH SYSTEM

10/03/85

PAGE 6

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPVP PURPOSE WORDS AND PICTURES USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS					
		COUNT				ROW	
		PCT	ICLASS	TE SENIOR	T INFANT	M OTHER	TOTAL
		COL PCT	IACHER	EACHER	ISTRESS		
		TOT PCT	I	I	I	I	I
		-----	-----	-----	-----	-----	-----
CPVP	LANGUAGE	1	54	8	1	1	64
		I	84.4	I	12.5	I	1.6
		I	83.1	I	88.9	I	100.0
		I	71.1	I	10.5	I	1.3
		-----	-----	-----	-----	-----	-----
LANG & SOC SCIEN		7	7	0	0	0	7
		I	100.0	I	0.0	I	0.0
		I	10.8	I	0.0	I	0.0
		I	9.2	I	0.0	I	0.0
		-----	-----	-----	-----	-----	-----
THEME		8	4	1	0	0	5
		I	80.0	I	20.0	I	0.0
		I	6.2	I	11.1	I	0.0
		I	5.3	I	1.3	I	0.0
		-----	-----	-----	-----	-----	-----
COLUMN		65	9	1	1	76	
TOTAL		85.5	11.8	1.3	1.3	100.0	

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.066

RAV CHI SQUARE = 1.70756 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9445

CRAMER'S V = 0.10599

NUMBER OF MISSING OBSERVATIONS = 27

Table 29

SPSS BATCH SYSTEM

10/03/85

PAGE 8

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPLB PURPOSE LOOK AT A BOOK USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS			
		COUNT	I		
ROW	PCT	ICLASS	TE SENIOR	I	RCW
COL	PCT	IACHER	EACHER	I	TOTAL
TOT	PCT	I	I	2	I
-----I-----I-----I					
CPLB	1	I	17	I	1
		I	1	I	18
LANGUAGE		I	94.4	I	5.6
		I	89.5	I	100.0
		I	85.0	I	5.0
-I-----I-----I					
OTHER	6	I	1	I	0
		I	100.0	I	0.0
		I	5.3	I	0.0
THEME		I	5.0	I	0.0
		I	100.0	I	0.0
		I	5.3	I	0.0
-I-----I-----I					
COLUMN		19		1	20
TOTAL		95.0		5.0	100.0

5 OUT OF 6 (83.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.050
 RAV CHI SQUARE = 0.11696 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9432
 CRAMER'S V = 0.07647

NUMBER OF MISSING OBSERVATIONS = 83

Table 30

SPES BATCH SYSTEM

10/03/85

PAGE 10

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPHUN PURPOSE HUNTER USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS				
		COUNT				
CPHUN	ROW	PCT	ICLASS	TE SENIOR	T	RGW
	COL	PCT	IACHER	EACHER		TOTAL
	TOT	PCT	1	1	2	1
	----- ----- -----					
SCIENCE	4	1	12	1	4	13
			92.3	1	7.7	50.0
			54.5	1	25.0	
			46.2	1	3.8	
----- ----- -----						
MUSIC	5	1	0		1	1
			0.0	1	100.0	3.8
			0.0	1	25.0	
			0.0		3.8	
----- ----- -----						
LAWS & SOC SCIEN	7	1	3		0	3
			100.0		0.0	11.5
			13.6		0.0	
			11.5	1	0.0	
----- ----- -----						
THEME	8	1	7	1	2	9
			77.8	1	22.2	54.6
			31.8	1	50.0	
			26.9	1	7.7	
----- ----- -----						
COLUMN			22		4	46
TOTAL			84.6		15.4	100.0

6 OUT OF 8 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAO CHI SQUARE = 6.95960 WITH 1 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0732
 CRAMER'S V = 0.51737

NUMBER OF MISSING OBSERVATIONS =

Table 31

SPSS BATCH SYSTEM

10/03/85

PAGE 12

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPMT PURPOSE MUSIC TIME USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS			
		COUNT			
CPMT		POW	PCT	ICLASS	TE SENIOR
		COL	PCT	IACHER	EACHER
		TOT	PCT	I	I
				1	2
MUSIC		5	I	2	I
		I	66.7	I	33.3
		I	66.7	I	100.0
		I	50.0	I	25.0
THEME		8	I	1	I
		I	100.0	I	0.0
		I	33.3	I	0.0
		I	25.0	I	0.0
COLUMN		3		1	4
TOTAL		75.0		25.0	100.0

4 OUT OF 4 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.250
 FISHER'S EXACT TEST = 0.75000 (1-TAILED) 1.00000 (2-TAILED)
 PHI = 0.33323

NUMBER OF MISSING OBSERVATIONS = 99

Table 32

SPSS BATCH SYSTEM

10/04/85

PAGE 23

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPMT PURPOSE MUSIC TIME USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS			
		COUNT	I		
CPMT	ROW PCT	ICLASS	TE	ROW	
	COL PCT	TACHER		TOTAL	
	TOT PCT	I	I	I	
-----I-----I					
	5	I	I	I	1
MUSIC		I	100.0	I	50.0
		I	50.0	I	
		I	50.0	I	
-I-----I					
	8	I	I	I	1
THEME		I	100.0	I	50.0
		I	50.0	I	
		I	50.0	I	
-I-----I					
COLUMN		2		2	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 99

Table 33

SPSS BATCH SYSTEM

10/04/85

PAGE 22

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF #####
 CPMT PURPOSE MUSIC TIME USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ##### PAGE 1 OF 1

		STATUS				
		COUNT	1			
ROW	PCT	ICLASS	TE	SENIOR	T	ROW
COL	PCT	IACHER	EACHER			TOTAL
TOT	PCT	1	1	2	1	
CPMT		-----1-----1-----1				
	5	1	1	1	1	2
MUSIC		1	50.0	1	50.0	100.0
		1	100.0	1	100.0	1
		1	50.0	1	50.0	1
		-1-----1-----1				
COLUMN		1	1	2		
TOTAL		50.0	50.0	100.0		

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 34

SPSS BATCH SYSTEM

10/04/85

PAGE 19

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPHUM PURPOSE HUNTER USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

	STATUS			
	COUNT	1		
ROW PCT	ICLASS	TE	ROW	
COL PCT	IACHER		TOTAL	
TOT PCT	I	I	I	
CPHUM	-----I-----I			
	4	I	4	I 4
SCIENCE	I 100.0	I	80.0	
	I 80.0	I		
	I 80.0	I		
	-I-----I			
	8	I	I	I 1
THENE	I 100.0	I	20.0	
	I 20.0	I		
	I 20.0	I		
	-I-----I			
COLUMN		5		5
TOTAL		100.0		100.0

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 77

Table 35

SPSS BATCH SYSTEM

10/04/85

PAGE 18

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPHUN PURPOSE HUNTER USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		STATUS			
		COUNT	I		
ROW	PCT	ICLASS	TE	SENIOR	T ROW
COL	PCT	IACHER	EACHER		TOTAL
TOT	PCT	I	I	2	I
-----I-----I-----I					
CPHUN		4	I	8	I
				1	I
SCIENCE		I	88.9	I	11.1
		I	47.1	I	25.0
		I	38.1	I	4.8
-----I-----I-----I					
		5	I	0	I
				1	I
MUSIC		I	0.0	I	100.0
		I	0.0	I	25.0
		I	0.0	I	4.8
-----I-----I-----I					
		7	I	3	I
				0	I
LANG & SOC SCIEN		I	100.0	I	0.0
		I	17.6	I	0.0
		I	14.3	I	0.0
-----I-----I-----I					
		8	I	6	I
				2	I
THEME		I	75.0	I	25.0
		I	35.3	I	50.0
		I	28.6	I	9.5
-----I-----I-----I					
COLUMN		17		4	21
TOTAL		81.0		19.0	100.0

6 OUT OF 8 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.190

RAV CHI SQUARE = 5.50735 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1382

CRAMER'S V = 0.51211

Table 36

SPSS BATCH SYSTEM

10/04/85

PAGE 15

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CPLB PURPOSE LOOK AT A BOOK USED

BY STATUS TEACHERS STATUS

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		STATUS			
		COUNT	1		
ROW	PCT	ICLASS	TE	ROW	
COL	PCT	IACHER		TOTAL	
TOT	PCT	1	1	1	1
CPLB	-----	1	-----	1	
		1	1	5	5
LANGUAGE		1	100.0	1	100.0
		1	100.0	1	
		1	100.0	1	
		-1	-----	1	
COLUMN		5		5	
TOTAL		100.0		100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 83

Table 37

SF53 BATCH SYSTEM

10/04/85

PAGE 14

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPLB PURPOSE LOOK AT A BOOK USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. STATE
 ***** PAGE 1 OF 1

		STATUS			
		COUNT			
ROW	PCT	ICLASS	TE	SENIOR	T
COL	PCT	IACHER	EACHER	TOTAL	
TOT	PCT	I	I	2	I
CPLB		1	1	12	1
		1	1	1	1
		1	1	1	1
		1	1	1	1
LANGUAGE		1	1	12	1
		1	1	1	1
		1	1	1	1
		1	1	1	1
OTHER		1	1	1	1
		1	1	1	1
		1	1	1	1
		1	1	1	1
THEME		1	1	1	1
		1	1	1	1
		1	1	1	1
		1	1	1	1
COLUMN		14	1	15	
TOTAL		93.3	6.7	100.0	

5 OUT OF 6 (83.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.067
 PAV CHI SQUARE = 0.16484 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9209
 CRAMER'S V = 0.10483

Table 38

SPSS BATCH SYSTEM

10/04/85

PAGE 11

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPWP PURPOSE WORDS AND PICTURES USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS					
		COUNT					
ROW	PCT	ICLASS	TE	SENIOR	T	ROW	
COL	PCT	IACHER		EACHER		TOTAL	
TOT	PCT	1	1	1	2	1	
CPWP		-----I-----	-----I-----	-----I-----			
		1	1	6	1	1	7
LANGUAGE		1	95.7	1	14.3	1	87.5
		1	85.7	1	100.0	1	
		1	75.0	1	12.5	1	
		-I-----	-I-----	-I-----			
		7	1	1	0	1	1
LANG & SCC SCIEN		1	100.0	1	0.0	1	12.5
		1	14.3	1	0.0	1	
		1	12.5	1	0.0	1	
		-I-----	-I-----	-I-----			
COLUMN		7		1		8	
TOTAL		87.5		12.5		100.0	

3 OUT OF 4 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.125

FISHER'S EXACT TEST = 0.87500 (1-TAILED)

1.00000 (2-TAILED)

PHI = 0.14286

NUMBER OF MISSING OBSERVATIONS = 27

Table 39

SFES BATCH SYSTEM

10/04/85

PAGE 10

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF									
CFWP	PURPOSE	WORDS AND PICTURES USED	BY STATUS	TEACHERS STATUS					
CONTROLLING FOR..									
SCHOOL	TYPE OF SCHOOL	VALUE..	I	STATE					
					PAGE 1 OF 1				

		STATUS								
		COUNT								
ROW	PCT	ICLASS	TE	SENIOR	T	INFANT	M	OTHER	ROW	
COL	PCT	IACHER	EACHER	ISTRESS					TOTAL	
TOT	PCT	I	I	2	I	3	I	4	I	
CPUP		-----I-----	I-----	I-----	I-----	I-----	I-----	I-----		
		1	I	48	I	7	I	1	I	57
LANGUAGE		I	84.2	I	12.3	I	1.8	I	1.8	83.8
		I	82.8	I	87.5	I	100.0	I	100.0	
		I	70.6	I	10.3	I	1.5	I	1.5	
		I-----	I-----	I-----	I-----	I-----	I-----	I-----		
		7	I	6	I	0	I	0	I	6
LANG & SOC SCIEN		I	100.0	I	0.0	I	0.0	I	0.0	8.8
		I	10.3	I	0.0	I	0.0	I	0.0	
		I	8.8	I	0.0	I	0.0	I	0.0	
		I-----	I-----	I-----	I-----	I-----	I-----	I-----		
		8	I	4	I	1	I	0	I	5
THEME		I	80.0	I	20.0	I	0.0	I	0.0	7.4
		I	6.9	I	12.5	I	0.0	I	0.0	
		I	5.9	I	1.5	I	0.0	I	0.0	
		I-----	I-----	I-----	I-----	I-----	I-----	I-----		
COLUMN		58		8		1		1		68
TOTAL		85.3		11.8		1.5		1.5		100.0

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.074
PAM CHI SQUARE = 1.56939 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9548
CRAMER'S V = 0.10742

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****			
CPEJ1	PURPOSE FOR JUNIORS 1 USED	BY STATUS	TEACHERS STATUS
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

CPFJ1 PURPOSE FOR JUNIORS I USED

BY	STATUS	TEACHERS	STATUS
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10
11	11	11	11
12	12	12	12
13	13	13	13
14	14	14	14
15	15	15	15
16	16	16	16
17	17	17	17
18	18	18	18
19	19	19	19
20	20	20	20
21	21	21	21
22	22	22	22
23	23	23	23
24	24	24	24
25	25	25	25
26	26	26	26
27	27	27	27
28	28	28	28
29	29	29	29
30	30	30	30
31	31	31	31
32	32	32	32
33	33	33	33
34	34	34	34
35	35	35	35
36	36	36	36
37	37	37	37
38	38	38	38
39	39	39	39
40	40	40	40
41	41	41	41
42	42	42	42
43	43	43	43
44	44	44	44
45	45	45	45
46	46	46	46
47	47	47	47
48	48	48	48
49	49	49	49
50	50	50	50
51	51	51	51
52	52	52	52
53	53	53	53
54	54	54	54
55	55	55	55
56	56	56	56
57	57	57	57
58	58	58	58
59	59	59	59
60	60	60	60
61	61	61	61
62	62	62	62
63	63	63	63
64	64	64	64
65	65	65	65
66	66	66	66
67	67	67	67
68	68	68	68
69	69	69	69
70	70	70	70
71	71	71	71
72	72	72	72
73	73	73	73
74	74	74	74
75	75	75	75
76	76	76	76
77	77	77	77
78	78	78	78
79	79	79	79
80	80	80	80
81	81	81	81
82	82	82	82
83	83	83	83
84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

CONTROLLING FOR...

SCHOOL	TYPE OF SCHOOL
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

VALUE.. 2 CATHOLIC

PAGE 1 OF 1

		STATUS								
		COUNT								
		RCW	PCT	ICLASS	TE	SENIOR	T	OTHER		ROW
		COL	PCT	IACHER	EACHER					TOTAL
		TOT	PCT	I	I	2	I	4	I	
CPFJ1		-----	I	-----	I	-----	I	-----	I	
		3	I	3	I	0	I	0	I	3
SOCIAL	SCIENCE	I	100.0	I	0.0	I	0.0	I	0.0	30.0
		I	37.5	I	0.0	I	0.0	I	0.0	
		I	30.0	I	0.0	I	0.0	I	0.0	
		-----	I	-----	I	-----	I	-----	I	
		7	I	4	I	1	I	1	I	6
LANG & SOC	SCIEN	I	66.7	I	16.7	I	16.7	I	16.7	60.0
		I	50.0	I	100.0	I	100.0	I	100.0	
		I	40.0	I	10.0	I	10.0	I	10.0	
		-----	I	-----	I	-----	I	-----	I	
		8	I	1	I	0	I	0	I	1
THEME		I	100.0	I	0.0	I	0.0	I	0.0	10.0
		I	12.5	I	0.0	I	0.0	I	0.0	
		I	10.0	I	0.0	I	0.0	I	0.0	
		-----	I	-----	I	-----	I	-----	I	
		COLUMN		8		1		1		10
		TOTAL		80.0		10.0		10.0		100.0

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.100
PAX CHI SQUARE = 1.66667 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE 0.7968
CRAMER'S V = 0.28868

NUMBER OF MISSING OBSERVATIONS = 47

Table 41

SPSS BATCH SYSTEM

10/04/85

PAGE 7

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ2 PURPOSE FOR JUNIORS 2 USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS			
		COUNT	I		
ROW	PCT	ICLASS	TE	ROW	
COL	PCT	IACHER		TOTAL	
TOT	PCT	I	I	I	I
CPFJ2		-----I-----I			
	3	I	2	I	2
SOCIAL SCIENCE	I	100.0	I	28.6	
	I	28.6	I		
	I	28.6	I		
	-I-----I				
	7	I	5	I	5
LANG & SOC SCIEN	I	100.0	I	71.4	
	I	71.4	I		
	I	71.4	I		
	-I-----I				
COLUMN		7		7	
TOTAL		100.0		100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 64

Table 42

SPSS BATCH SYSTEM

10/04/85

PAGE 6

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ2 PURPOSE FOR JUNIORS 2 USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		STATUS								
		COUNT								
		ROW	PCT	ICLASS	TE	SENIOR	Y	OTHER	ROW	
		COL	PCT	IACHER		EACHER			TOTAL	
		TOT	PCT	I	1	I	2	I	4	I
CPFJ2		-----I-----I-----I-----I								
		1	1	3	1	1	1	0	1	4
LANGUAGE		1	75.0	1	25.0	1	0.0	1	12.5	
		1	13.6	1	11.1	1	0.0	1		
		1	9.4	1	3.1	1	0.0	1		
		-I-----I-----I-----I								
		3	1	6	1	3	1	0	1	9
SOCIAL SCIENCE		1	66.7	1	33.3	1	0.0	1	28.1	
		1	27.3	1	33.3	1	0.0	1		
		1	18.8	1	9.4	1	0.0	1		
		-I-----I-----I-----I								
		7	1	9	1	1	1	1	1	11
LANG & SOC SCIEN		1	81.8	1	9.1	1	9.1	1	34.4	
		1	40.9	1	11.1	1	100.0	1		
		1	28.1	1	3.1	1	3.1	1		
		-I-----I-----I-----I								
		8	1	4	1	4	1	0	1	8
THEME		1	50.0	1	50.0	1	0.0	1	25.0	
		1	18.2	1	44.4	1	0.0	1		
		1	12.5	1	12.5	1	0.0	1		
		-I-----I-----I-----I								
	COLUMN		22		9		1		32	
	TOTAL		68.8		28.1		3.1		100.0	

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.125
 RAV CHI SQUARE = 5.49862 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE * 0.4816
 CRAMER'S V = 0.29311

Table 43

SPSS BATCH SYSTEM

10/04/85

PAGE 2

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPEJ: PURPOSE FOR JUNIORS I USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		STATUS											
		COUNT I											
		ROW	PCT	ICLASS	TE	SENIOR	I	INFANT	M	OTHER	ROW		
		COL	PCT	IACHER		EACHER		ISTRESS			TOTAL		
		TOT	PCT	I	1	I	2	I	3	I	4	I	
CPEJ1		-----I-----I-----I-----I-----I											
		1	I	5	I	0	I	0	I	0	I	5	
LANGUAGE		I	100.0	I	0.0	I	0.0	I	0.0	I	0.0	I	10.9
		I	13.2	I	0.0	I	0.0	I	0.0	I	0.0	I	
		I	10.9	I	0.0	I	0.0	I	0.0	I	0.0	I	
		-I-----I-----I-----I-----I											
		3	I	11	I	1	I	0	I	0	I	12	
SOCIAL SCIENCE		I	91.7	I	8.3	I	0.0	I	0.0	I	0.0	I	26.1
		I	28.9	I	16.7	I	0.0	I	0.0	I	0.0	I	
		I	23.9	I	2.2	I	0.0	I	0.0	I	0.0	I	
		-I-----I-----I-----I-----I											
		4	I	1	I	0	I	0	I	0	I	1	
SCIENCE		I	100.0	I	0.0	I	0.0	I	0.0	I	0.0	I	2.2
		I	2.6	I	0.0	I	0.0	I	0.0	I	0.0	I	
		I	2.2	I	0.0	I	0.0	I	0.0	I	0.0	I	
		-I-----I-----I-----I-----I											
		7	I	12	I	3	I	1	I	1	I	17	
LANG & SOC SCIEN		I	70.6	I	17.6	I	5.9	I	5.9	I		I	37.0
		I	31.6	I	50.0	I	100.0	I	100.0	I		I	
		I	26.1	I	6.5	I	2.2	I	2.2	I		I	
		-I-----I-----I-----I-----I											
		8	I	9	I	2	I	0	I	0	I	11	
THEME		I	81.8	I	18.2	I	0.0	I	0.0	I	0.0	I	23.9
		I	23.7	I	33.3	I	0.0	I	0.0	I	0.0	I	
		I	19.6	I	4.3	I	0.0	I	0.0	I	0.0	I	
		-I-----I-----I-----I-----I											
COLUMN			38		6		1		1		46		
TOTAL			82.6		13.0		2.2		2.2		100.0		

17 OUT OF 20 (85.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.022
 PEARSON CHI SQUARE = 5.53440 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9377
 CRAMER'S V = 0.20026

Table 44

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ1 PURPOSE FOR JUNIORS 1 USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS				
		COUNT				ROW
		PCT				TOTAL
		CCL				
		TOT	1	2	3	
		PCT	1	2	3	
CPFJ1						
			1	2	3	5
LANGUAGE			40.0	20.0	40.0	8.9
			8.7	6.7	11.1	
			3.6	1.8	3.6	
			3	7	3	15
SOCIAL SCIENCE			46.7	20.0	33.3	26.8
			30.4	20.0	27.8	
			12.5	5.4	8.9	
			4	1	0	1
SCIENCE			100.0	0.0	0.0	1.8
			4.3	0.0	0.0	
			1.8	0.0	0.0	
			7	9	7	23
LANG & SOC SCIEN			39.1	30.4	30.4	41.1
			39.1	46.7	38.9	
			16.1	12.5	12.5	
			8	4	4	12
THEME			33.3	33.3	33.3	21.4
			17.4	26.7	22.2	
			7.1	7.1	7.1	
COLUMN			23	15	18	56
TOTAL			41.1	26.8	32.1	100.0

11 OUT OF 15 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.269
 RAW CHI SQUARE = 2.52559 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9605
 CRAMER'S V = 0.15017

NUMBER OF MISSING OBSERVATIONS = 47

Table 45

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ2 PURPOSE FOR JUNIORS 2 USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS							
		COUNT	I						
		ROW PCT	I						
		COL PCT	I				ROW TOTAL		
		TOT PCT	I	I	2	I	3	I	
CPFJ2			I	I	I	I	I		
		1	I	2	I	1	I	4	
LANGUAGE		I	50.0	I	25.0	I	25.0	I 10.3	
		I	14.3	I	12.5	I	5.9	I	
		I	5.1	I	2.6	I	2.6	I	
			I	I	I	I	I		
		3	I	5	I	0	I	6	I 11
SOCIAL SCIENCE		I	45.5	I	0.0	I	54.5	I 28.2	
		I	35.7	I	0.0	I	35.3	I	
		I	12.8	I	0.0	I	15.4	I	
			I	I	I	I	I		
		7	I	6	I	5	I	5	I 16
LANG & SOC SCIEN		I	37.5	I	31.3	I	31.3	I 41.0	
		I	42.9	I	62.5	I	29.4	I	
		I	15.4	I	12.8	I	12.8	I	
			I	I	I	I	I		
		8	I	1	I	2	I	5	I 8
THEME		I	12.5	I	25.0	I	62.5	I 20.5	
		I	7.1	I	25.0	I	29.4	I	
		I	2.6	I	5.1	I	12.8	I	
			I	I	I	I	I		
COLUMN			14		8		17		39
TOTAL			35.9		20.5		43.6		100.0

10 OUT OF 12 (83.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.821

PAV CHI SQUARE = 6.84162 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3357

CRAMER'S V = 0.29616

NUMBER OF MISSING OBSERVATIONS = 64

Table 46

SPSS BATCH SYSTEM

10/03/85

PAGE 7

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPWP PURPOSE WORDS AND PICTURES USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I							
		ROW PCT	I							
		COL PCT	I							
		TOT PCT	I	1	I	2	I	3	I	ROW TOTAL
CPWP		-----I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		1	I	30	I	16	I	18	I	64
LANGUAGE		I	46.9	I	25.0	I	28.1	I		84.2
		I	83.3	I	88.9	I	81.8	I		
		I	39.5	I	21.1	I	23.7	I		
		I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		7	I	3	I	1	I	3	I	7
LANG & SOC SCIEN		I	42.9	I	14.3	I	42.9	I		9.2
		I	8.3	I	5.6	I	13.6	I		
		I	3.9	I	1.3	I	3.9	I		
		I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		8	I	3	I	1	I	1	I	5
THEME		I	60.0	I	20.0	I	20.0	I		6.6
		I	8.3	I	5.6	I	4.5	I		
		I	3.9	I	1.3	I	1.3	I		
		I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
	COLUMN		36		18		22		76	
	TOTAL		47.4		23.7		28.9		100.0	

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.184
 RAV CHI SQUARE = 1.15940 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8847
 CRAMER'S V = 0.08734

NUMBER OF MISSING OBSERVATIONS = 27

Table 47

SPSS RATCH SYSTEM

10/03/85

PAGE 9

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPLB PURPOSE LOOK AT A BOOK USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I							
		ROW	PCT	I						ROW
		COL	PCT	I						TOTAL
		TOT	PCT	I	I	2	I	3	I	
CPLB		-----I-----		I-----		I-----		I-----		
		1	I	9	I	2	I	7	I	
LANGUAGE		I	50.0	I	11.1	I	38.9	I	18	
		I	100.0	I	66.7	I	87.5	I	90.0	
		I	45.0	I	10.0	I	35.0	I		
		-I-----		I-----		I-----		I-----		
		6	I	0	I	0	I	1	I	
OTHER		I	0.0	I	0.0	I	100.0	I	5.0	
		I	0.0	I	0.0	I	12.5	I		
		I	0.0	I	0.0	I	5.0	I		
		-I-----		I-----		I-----		I-----		
		8	I	0	I	1	I	0	I	
THEME		I	0.0	I	100.0	I	0.0	I	5.0	
		I	0.0	I	33.3	I	0.0	I		
		I	0.0	I	5.0	I	0.0	I		
		-I-----		I-----		I-----		I-----		
	COLUMN	9		3		8		20		
	TOTAL	45.0		15.0		40.0		100.0		

7 OUT OF 9 (77.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.150
 RAY CHI SQUARE = 7.45370 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1138
 CRAMER'S V = 0.43167

NUMBER OF MISSING OBSERVATIONS = 83

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPHUM PURPOSE HUNTER USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS			ROW TOTAL
		COUNT I			
		ROW PCT I			
		COL PCT I			
		TOT PCT I	1 I	2 I	3 I
CPHUM		-----I-----I-----I-----I			
	4 I	5 I	2 I	6 I	13
SCIENCE	I 38.5 I	15.4 I	46.2 I		50.0
	I 62.5 I	28.6 I	54.5 I		
	I 19.2 I	7.7 I	23.1 I		
		-I-----I-----I-----I			
	5 I	0 I	0 I	1 I	1
MUSIC	I 0.0 I	0.0 I	100.0 I		3.8
	I 0.0 I	0.0 I	9.1 I		
	I 0.0 I	0.0 I	3.8 I		
		-I-----I-----I-----I			
	7 I	1 I	1 I	1 I	3
LANG & SOC SCIEN	I 33.3 I	33.3 I	33.3 I		11.5
	I 12.5 I	14.3 I	9.1 I		
	I 3.8 I	3.8 I	3.8 I		
		-I-----I-----I-----I			
	8 I	2 I	4 I	3 I	9
THEME	I 22.2 I	44.4 I	33.3 I		34.6
	I 25.0 I	57.1 I	27.3 I		
	I 7.7 I	15.4 I	11.5 I		
		-I-----I-----I-----I			
COLUMN		8	7	11	26
TOTAL		30.8	26.9	42.3	100.0

11 OUT OF 12 (91.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.269
 RAW CHI SQUARE = 3.82251 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7007
 CRAMER'S V = 0.27113

NUMBER OF MISSING OBSERVATIONS = 77

Table 49

SPSS BATCH SYSTEM

10/03/85

PAGE 13

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPMT PURPOSE MUSIC TIME USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

CPMT	YEARS						
	COUNT	I					
	ROW PCT	I					
	COL PCT	I					
	TOT PCT	I	I	2	I	3	I
		-----I-----I-----I-----I					
	5	I	2	I	0	I	1
MUSIC	I	66.7	I	0.0	I	33.3	I
	I	100.0	I	0.0	I	100.0	I
	I	50.0	I	0.0	I	25.0	I
		-I-----I-----I-----I					
	9	I	0	I	1	I	0
THEME	I	0.0	I	100.0	I	0.0	I
	I	0.0	I	100.0	I	0.0	I
	I	0.0	I	25.0	I	0.0	I
		-I-----I-----I-----I					
	COLUMN	2		1		1	
	TOTAL	50.0		25.0		25.0	
						4	
						100.0	

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.250
 RAW CHI SQUARE = 4.00000 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1353
 CRAMER'S V = 1.00000

NUMBER OF MISSING OBSERVATIONS = 99

Table 50

SPSS BATCH SYSTEM

10/04/85

PAGE 25

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPMT PURPOSE MUSIC TIME USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF

		YEARS			
		COUNT	I		
		ROW PCT	I		ROW
		CCL PCT	I		TOTAL
		TOT PCT	I	I	2 I
CPMT		-----I-----I-----I			
MUSIC	5	I	I	I	I
		I	100.0	I	0.0 I 50.0
		I	100.0	I	0.0 I
		I	50.0	I	0.0 I
		-I-----I-----I			
THEME	8	I	0	I	I I
		I	0.0	I	100.0 I 50.0
		I	0.0	I	100.0 I
		I	0.0	I	50.0 I
		-I-----I-----I			
COLUMN			1	1	2
TOTAL			50.0	50.0	100.0

4 OUT OF 4 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.500
 FISHER'S EXACT TEST = 0.50000 (1-TAILED) 1.00000 (2-TAILED)
 PHI = 1.00000

NUMBER OF MISSING OBSERVATIONS = 99

Table 51

SPSS BATCH SYSTEM

10/04/85

PAGE 24

FILE : KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPMT PURPOSE MUSIC TIME USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		YEARS			
		COUNT	I		
CPMT	ROW PCT	I	ROW		
	COL PCT	I	TOTAL		
	TOT PCT	I	1	I	3 I
	-----I-----I-----I				
MUSIC	5	I	1	I	1 I 2
	1	50.0	I	50.0	I 100.0
	1	100.0	I	100.0	I
	1	50.0	I	50.0	I
		-I-----I-----I			
COLUMN		1	1	2	
TOTAL		50.0	50.0	100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 52

TPSS BATCH SYSTEM

10/04/85

PAGE 21

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CPHUM	PURPOSE HUNTER USED
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

BY YEARS YEARS INFANT TEACHING

CONTROLLING FOR..

SCHOOL	TYPE OF SCHOOL
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

VALUE... 2 CATHOLIC

PAGE: 1 OF 1

		YEARS					
COUNT		1					
ROW	PCT	1				ROW	
COL	PCT	1				TOTAL	
TOT	PCT	1	1	2	1	3	1
CPHUN		-----	-----	-----	-----	-----	-----
	4	1	1	1	1	2	4
SCIENCE		1	25.0	1	25.0	1	50.0
		1	100.0	1	50.0	1	100.0
	1	20.0	1	20.0	1	40.0	1
		-----	-----	-----	-----	-----	-----
	8	1	0	1	1	0	1
THEME		1	0.0	1	100.0	1	0.0
	1	0.0	1	50.0	1	0.0	1
	1	0.0	1	20.0	1	0.0	1
		-----	-----	-----	-----	-----	-----
COLUMN		1		2		2	
TOTAL		20.0		40.0		100.0	

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.200
PAV CHI SQUARE = 1.87500 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3916
CRAMER'S V = 0.61237

NUMBER OF MISSING OBSERVATIONS = 77

Table 53

SPSS BATCH SYSTEM

10/04/85

PAGE 20

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPHUM PURPOSE HUNTER USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I							
		ROW PCT	I						ROW	
		COL PCT	I						TOTAL	
		TOT PCT	I	I	I	I	I	I		
CPHUM			-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----		
		4	I	4	I	1	I	4	I	9
SCIENCE			I	44.4	I	11.1	I	44.4	I	42.9
			I	57.1	I	20.0	I	44.4	I	
			I	19.0	I	4.8	I	19.0	I	
			I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----		
MUSIC		5	I	0	I	0	I	1	I	1
			I	0.0	I	0.0	I	100.0	I	4.8
			I	0.0	I	0.0	I	11.1	I	
			I	0.0	I	0.0	I	4.8	I	
			I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----		
LANG & SOC SCIEN		7	I	1	I	1	I	1	I	3
			I	33.3	I	33.3	I	33.3	I	14.3
			I	14.3	I	20.0	I	11.1	I	
			I	4.8	I	4.8	I	4.8	I	
			I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----		
THEME		8	I	2	I	3	I	3	I	8
			I	25.0	I	37.5	I	37.5	I	38.1
			I	28.6	I	60.0	I	33.3	I	
			I	9.5	I	14.3	I	14.3	I	
			I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----	I-----I-----		
	COLUMN		7		5		9		21	
	TOTAL		33.3		23.8		42.9		100.0	

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.238
 RAY CHI SQUARE = 3.30926 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = .7691
 CRAMER'S V = 0.28070

Table 54

SPSS BATCH SYSTEM

10/04/85

PAGE 17

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CPLB PURPOSE LOOK AT A BOOK USED BY YEARS YEARS INFANT TEACHING
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
***** PAGE 1 OF 1

		YEARS			
		COUNT	I		
		ROW PCT	I		
		COL PCT	I		
		TOT PCT	I	I	3 I
CPLB					
			1 I	1 I	4 I
LANGUAGE			I 20.0	I 80.0	I 100.0
			I 100.0	I 100.0	I
			I 20.0	I 80.0	I
			-I-	-I-	-I-
COLUMN			1	4	5
TOTAL			20.0	80.0	100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 83

Table 55

SPSS BATCH SYSTEM

10/04/85

PAGE 16

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPLB PURPOSE LOOK AT A BOOK USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. STATE
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I						ROW	
		ROW	PCT	I						TOTAL
		COL	PCT	I						
		TOT	PCT	I	1	I	2	I	3	I
CPLB		I-----I			I-----I			I-----I		
	LANGUAGE	1	I	8	I	2	I	3	I	13
		I	61.5	I	15.4	I	23.1	I	86.7	
		I	100.0	I	66.7	I	75.0	I		
		I	53.3	I	13.3	I	20.0	I		
		I-----I			I-----I			I-----I		
	OTHER	6	I	0	I	0	I	1	I	1
		I	0.0	I	0.0	I	100.0	I	6.7	
		I	0.0	I	0.0	I	25.0	I		
		I	0.0	I	0.0	I	6.7	I		
		I-----I			I-----I			I-----I		
	THEME	8	I	0	I	1	I	0	I	1
		I	0.0	I	100.0	I	0.0	I	6.7	
		I	0.0	I	33.3	I	0.0	I		
		I	0.0	I	6.7	I	0.0	I		
		I-----I			I-----I			I-----I		
COLUMN		8		3		4		15		
TOTAL		53.3		20.0		26.7		100.0		

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.200
 RAV CHI SQUARE = 7.11538 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1299
 CRAMER'S V = 0.48701

Table 56

SPES BATCH SYSTEM

10/04/85

PAGE 13

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CPWP PURPOSE WORDS AND PICTURES USED BY YEARS YEARS INFANT TEACHING

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		YEARS				
		COUNT	1			
		ROW PCT	1			ROW
		COL PCT	1			TOTAL
		TOT PCT	1	1	2	1
					3	1
CFWP		-----	1	-----	1	-----
		1	1	2	1	1
		1	1	1	1	4
LANGUAGE		1	28.6	1	14.3	1
		1	100.0	1	50.0	1
		1	25.0	1	12.5	1
		-----	1	-----	1	-----
		7	1	0	1	1
LANG & SOC SCIEN		1	0.0	1	100.0	1
		1	0.0	1	50.0	1
		1	0.0	1	12.5	1
		-----	1	-----	1	-----
		COLUMN	2		2	
		TOTAL	25.0		25.0	
					4	
					8	
					50.0	
					100.0	

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.250

RAO CHI SQUARE = 3.42857 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1801

CRAMER'S V = 0.65465

NUMBER OF MISSING OBSERVATIONS = 27

Table 57

SFES BATCH SYSTEM

10/04/85

PAGE 12

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSS TABULATION OF									
CPWP	PURPOSE	WORDS AND PICTURES USED	BY YEARS	YEARS	INFANT	TEACHING			
CONTROLLING FOR..									
SCHOOL	TYPE OF SCHOOL	VALUE..	1	STATE					
							PAGE 1 OF		

	COUNT	I.	YEARS		ROW TOTAL
ROW	PCT	I.			
COL	PCT	I.			
TOT	PCT	I.	1 I	2 I	3 I
CPWP	-I-	-I-	-I-	-I-	-I-
	1 I	28 I	15 I	14 I	57
LANGUAGE	I	49.1 I	26.3 I	24.6 I	83.8
	I	82.4 I	93.8 I	77.8 I	
	I	41.2 I	22.1 I	20.6 I	
	-I-	-I-	-I-	-I-	-I-
	7 I	3 I	0 I	3 I	6
LANG & SOC SCIEN	I	50.0 I	0.0 I	50.0 I	8.8
	I	8.8 I	0.0 I	16.7 I	
	I	4.4 I	0.0 I	4.4 I	
	-I-	-I-	-I-	-I-	-I-
	8 I	3 I	1 I	1 I	5
THEME	I	60.0 I	20.0 I	20.0 I	7.4
	I	8.8 I	6.3 I	5.6 I	
	I	4.4 I	1.5 I	1.5 I	
	-I-	-I-	-I-	-I-	-I-
COLUMN	34	16	18	68	
TOTAL	50.0	23.5	26.5	100.0	

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 1.176
PAV CHI SQUARE = 3.14756 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5334
CRAMER'S V = 0.15213

Table 58

SFES BATCH SYSTEM

10/04/85

PAGE 9

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CPFJ2	PURPOSE FOR JUNIORS_2 USED	BY YEARS	YEARS INFANT TEACHING
-------	----------------------------	----------	-----------------------

CONTROLLING FOR..

SCHOOL	TYPE OF SCHOOL
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12
13	13
14	14
15	15
16	16
17	17
18	18
19	19
20	20
21	21
22	22
23	23
24	24
25	25
26	26
27	27
28	28
29	29
30	30
31	31
32	32
33	33
34	34
35	35
36	36
37	37
38	38
39	39
40	40
41	41
42	42
43	43
44	44
45	45
46	46
47	47
48	48
49	49
50	50
51	51
52	52
53	53
54	54
55	55
56	56
57	57
58	58
59	59
60	60
61	61
62	62
63	63
64	64
65	65
66	66
67	67
68	68
69	69
70	70
71	71
72	72
73	73
74	74
75	75
76	76
77	77
78	78
79	79
80	80
81	81
82	82
83	83
84	84
85	85
86	86
87	87
88	88
89	89
90	90
91	91
92	92
93	93
94	94
95	95
96	96
97	97
98	98
99	99
100	100

VALUE.. 2 CATHOLIC

PAGE 1 OF 1

	COUNT	PCT	I	YEARS	ROW TOTAL
	COL	PCT	I		
	TOT	PCT	I	1 I 2 I 3 I	
CPFJ2	-----I-----I-----I-----I				
SOCIAL SCIENCE	3 I 1 I 0 I 1 I	50.0 I 0.0 I 50.0 I	28.6		
	I 50.0 I 0.0 I 25.0 I				
	I 14.3 I 0.0 I 14.3 I				
	-I-----I-----I-----I				
LANG & SOC SCIEN	7 I 1 I 1 I 3 I	20.0 I 20.0 I 60.0 I	71.4		
	I 50.0 I 100.0 I 75.0 I				
	I 14.3 I 14.3 I 42.9 I				
	-I-----I-----I-----I				
COLUMN TOTAL	2 1 4 7	28.6 14.3 57.1 100.0			

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.286

RAV CHI SQUARE = 0.87500 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6456

CRAMER'S V = 0.35355

NUMBER OF MISSING OBSERVATIONS = 64

Table 59

SFSS BATCH SYSTEM

10/04/85

PAGE 8

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSS TABULATION OF									
CPFJ2	PURPOSE FOR JUNIORS 2 USED	BY YEARS	YEARS INFANT TEACHING						
CONTROLLING FOR..									
SCHOOL	TYPE OF SCHOOL	VALUE..	1	STATE					
PAGE 1 OF 1									

		YEARS														
		COUNT	1			2			3			4				
ROW	PCT	1	1			2			3			4			ROW	TOTAL
COL	PCT	1	1			2			3			4				
TOT	PCT	1	1			2			3			4				
CPFJ2			-----			-----			-----			-----				
		1	1	2	1	1	1	1	1	1	1	1	1	4		
LANGUAGE		1	50.0	1	25.0	1	25.0	1	25.0	1	12.5	1	12.5	1	12.5	
		1	16.7	1	14.3	1	7.7	1	7.7	1	1	1	1	1	1	
		1	6.3	1	3.1	1	3.1	1	3.1	1	1	1	1	1	1	
			-----			-----			-----			-----				
		3	1	4	1	0	1	5	1	9	1	9	1	9	1	
SOCIAL SCIENCE		1	44.4	1	0.0	1	55.6	1	28.1	1	28.1	1	28.1	1	28.1	
		1	33.3	1	0.0	1	38.5	1	38.5	1	1	1	1	1	1	
		1	12.5	1	0.0	1	15.6	1	15.6	1	1	1	1	1	1	
			-----			-----			-----			-----				
		7	1	5	1	4	1	2	1	11	1	11	1	11	1	
LANG & SOC SCIEN		1	45.5	1	36.4	1	18.2	1	34.4	1	34.4	1	34.4	1	34.4	
		1	41.7	1	57.1	1	15.4	1	15.4	1	1	1	1	1	1	
		1	15.6	1	12.5	1	6.3	1	6.3	1	1	1	1	1	1	
			-----			-----			-----			-----				
		8	1	1	1	2	1	5	1	8	1	8	1	8	1	
THEME		1	12.5	1	25.0	1	62.5	1	25.0	1	25.0	1	25.0	1	25.0	
		1	8.3	1	28.6	1	38.5	1	38.5	1	1	1	1	1	1	
		1	3.1	1	6.3	1	15.6	1	15.6	1	1	1	1	1	1	
			-----			-----			-----			-----				
		COLUMN	12			7			13			32				
		TOTAL	37.5			21.9			40.6			100.0				

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.875
RAW CHI SQUARE = 7.91967 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2440
CRAMER'S V = 0.35177

Table 60

SPSS BATCH SYSTEM

10/04/85

PAGE 5

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ1 PURPOSE FOR JUNIORS 1 USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		YEARS				
		COUNT				ROW
		PCT				TOTAL
		COL				
		PCT	1	2	3	
		TOT	1	2	3	
CPFJ1						
	3	1	1	1	1	3
SOCIAL SCIENCE	33.3	33.3	33.3			30.0
	50.0	25.0	25.0			
	10.0	10.0	10.0			
	7	1	2	3		6
LANG & SOC SCIEN	16.7	33.3	50.0			60.0
	50.0	50.0	75.0			
	10.0	20.0	30.0			
	8	0	1	0		1
THEME	0.0	100.0	0.0			10.0
	0.0	25.0	0.0			
	0.0	10.0	0.0			
COLUMN	2	4	4			10
TOTAL	20.0	40.0	40.0			100.0

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.200
 PAV CHI SQUARE = 2.08333 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7204
 CRAMER'S V = 0.32275

NUMBER OF MISSING OBSERVATIONS = 47

Table 61

SPSS BATCH SYSTEM

10/04/85

PAGE 4

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPFJ1 PURPOSE FOR JUNIORS 1 USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		YEARS				
		COUNT				ROW
		PCT				TOTAL
		COL				
		TOT	1	2	3	
		PCT	1	2	3	
CPFJ1						
	LANGUAGE		1	1	2	5
			40.0	20.0	40.0	10.9
			9.5	9.1	14.3	
			4.3	2.2	4.3	
	SOCIAL SCIENCE		3	6	2	12
			50.0	16.7	33.3	26.1
			23.6	18.2	28.6	
			13.0	4.3	8.7	
	SCIENCE		4	1	0	5
			100.0	0.0	0.0	2.2
			4.8	0.0	0.0	
			2.2	0.0	0.0	
	LANG & SOC SCIEN		7	8	5	17
			47.1	29.4	23.5	37.0
			39.1	45.5	28.6	
			17.4	10.9	8.7	
	THEME		8	4	3	11
			36.4	27.3	36.4	23.9
			19.0	27.3	28.6	
			8.7	6.5	8.7	
	COLUMN		21	11	14	46
	TOTAL		45.7	23.9	30.4	100.0

11 OUT OF 15 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.239
 PEARSON CHI SQUARE = 2.62964 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9554
 CRAMER'S V = 0.16907

Table 62

SPSS BATCH SYSTEM

10/04/85

PAGE 12

FILE MC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ1 RANK OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS				
COUNT		I				
ROW	PCT	IPREP	GRADE ON		GRADE TW	ROW
COL	PCT	I	E	O	I	TOTAL
TOT	PCT	I	2	I	3	I
CRFJ1	-----I-----I-----I-----I					
	1	I	1	I	3	I
		I	14.3	I	42.9	I
		I	14.3	I	30.0	I
		I	3.2	I	9.7	I
	-I-----I-----I-----I					
	2	I	4	I	4	I
		I	36.4	I	36.4	I
		I	57.1	I	40.0	I
		I	12.9	I	12.9	I
	-I-----I-----I-----I					
	3	I	2	I	3	I
		I	25.0	I	37.5	I
		I	28.6	I	30.0	I
		I	6.5	I	9.7	I
	-I-----I-----I-----I					
	4	I	0	I	0	I
		I	0.0	I	0.0	I
		I	0.0	I	0.0	I
		I	0.0	I	0.0	I
	-I-----I-----I-----I					
	5	I	0	I	0	I
		I	0.0	I	0.0	I
		I	0.0	I	0.0	I
		I	0.0	I	0.0	I
	-I-----I-----I-----I					
COLUMN			7		10	
TOTAL			22.6		32.3	
					14	
					31	
					100.0	

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.452
 PAV CHI SQUARE = 8.49193 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3869
 CRAMER'S V = 0.37009

NUMBER OF MISSING OBSERVATIONS = 72

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ2 RANK OF FOR JUNIORS 2 BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS					
COUNT		I					
ROW	PCT	IPREP	GRADE ON		GRADE TW	ROW	
COL	PCT	I	P	E	I/O	2	TOTAL
TOT	PCT	I	2	I	3	I	4
-----I-----I-----I-----I-----I							
CRFJ2							
1	I	0	I	1	I	7	I 8
	I	0.0	I	12.5	I	87.5	I 28.6
	I	0.0	I	14.3	I	46.7	I
	I	0.0	I	3.6	I	25.0	I
-----I-----I-----I-----I-----I							
2	I	0	I	2	I	5	I 7
	I	0.0	I	28.6	I	71.4	I 25.0
	I	0.0	I	28.6	I	33.3	I
	I	0.0	I	7.1	I	17.9	I
-----I-----I-----I-----I-----I							
3	I	3	I	4	I	1	I 8
	I	37.5	I	50.0	I	12.5	I 28.6
	I	50.0	I	57.1	I	6.7	I
	I	10.7	I	14.3	I	3.6	I
-----I-----I-----I-----I-----I							
4	I	1	I	0	I	2	I 3
	I	33.3	I	0.0	I	66.7	I 10.7
	I	16.7	I	0.0	I	13.3	I
	I	3.6	I	0.0	I	7.1	I
-----I-----I-----I-----I-----I							
5	I	1	I	0	I	0	I 1
	I	100.0	I	0.0	I	0.0	I 3.6
	I	16.7	I	0.0	I	0.0	I
	I	3.6	I	0.0	I	0.0	I
-----I-----I-----I-----I-----I							
6	I	1	I	0	I	0	I 1
	I	100.0	I	0.0	I	0.0	I 3.6
	I	16.7	I	0.0	I	0.0	I
	I	3.6	I	0.0	I	0.0	I
-----I-----I-----I-----I-----I							
COLUMN		6		7		15	28
TOTAL		21.4		25.0		53.6	100.0

12 OUT OF 18 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.214
 MAX CHI SQUARE = 19.74683 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.03127
 CRAMER'S V = 0.59382

NUMBER OF MISSING OBSERVATIONS = 75

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRVP RANK OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS				
		COUNT				
		ROW PCT	IPREP	GRADE ON	GRADE TW	ROW
		CCL PCT	E	O		TOTAL
		TOT PCT	2	3	4	
CRVP	1	1	7	6	4	17
		41.2	35.3	23.5		56.7
		87.5	54.5	36.4		
		23.3	20.0	13.3		
2	1	1	3	2		6
		16.7	50.0	33.3		20.0
		12.5	27.3	19.2		
		3.3	10.0	6.7		
3	1	0	2	1		3
		0.0	66.7	33.3		10.0
		0.0	18.2	9.1		
		0.0	6.7	3.3		
4	1	0	0	3		3
		9.0	0.0	100.0		10.0
		0.0	0.0	27.3		
		0.0	0.0	19.0		
5	1	0	0	1		1
		0.0	0.0	100.0		3.3
		0.0	0.0	9.1		
		0.0	0.0	3.3		
COLUMN		8	11	11	30	
TOTAL		26.7	36.7	36.7	100.0	

13 OUT OF 15 (86.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.267
 PEARSON CHI SQUARE = 11.13971 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1939
 CRAMER'S V = 0.43088

NUMBER OF MISSING OBSERVATIONS = 73

Table 65

3F53 PATCH SYSTEM

10/04/85

PAGE 15

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

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***** CROSSTABULATION OF *****
      CRLB      RANK OF LOOK AT A BOOK      BY CLASS      LEVEL TAUGHT
*****
***** PAGE 1 OF 1

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CLASS									
CCLB	COUNT			GRADE				ROW TOTAL	
	POW	PCT	IPREP	EN		O			TW
	CSL	PCT	I						
	TOT	PCT	I	2	I	3	I		4
	1	1	0	1	0	1	1	1	1
		1	0.0	1	0.0	1	100.0	1	4.5
		1	0.0	1	0.0	1	9.1	1	
		1	0.0	1	0.0	1	4.5	1	
	2	1	0	1	0	1	1	1	1
		1	0.0	1	0.0	1	100.0	1	4.5
		1	0.0	1	0.0	1	9.1	1	
		1	0.0	1	0.0	1	4.5	1	
	3	1	0	1	1	1	3	1	4
		1	0.0	1	25.0	1	75.0	1	18.2
		1	0.0	1	16.7	1	27.3	1	
		1	0.0	1	4.5	1	13.6	1	
	4	1	1	1	4	1	2	1	7
		1	14.3	1	57.1	1	28.6	1	31.8
		1	20.0	1	66.7	1	13.2	1	
		1	4.5	1	18.2	1	9.1	1	
	5	1	2	1	1	1	3	1	6
		1	33.3	1	16.7	1	50.0	1	27.3
		1	40.0	1	16.7	1	27.3	1	
		1	9.1	1	4.5	1	13.6	1	
	6	1	2	1	0	1	1	1	3
		1	66.7	1	0.0	1	33.3	1	13.6
		1	40.0	1	0.0	1	9.1	1	
		1	9.1	1	0.0	1	4.5	1	
	COLUMN TOTAL		5		6		11		22
			22.7		27.3		50.0		100.0

18 OUT OF 18 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.227
PAV CHI SQUARE = 10.64683 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3957
CRAMER'S V = 0.49191

NUMBER OF MISSING OBSERVATIONS = 81

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRHUN RANK OF HUNTER BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS									
COUNT		I							
ROW	PCT	IPREP	GRADE ON		GRADE TW		ROW		
COL	PCT	I	E		O		TOTAL		
TOT	PCT	I	2	I	3	I	4	I	
-----I-----I-----I-----I									
COMMON	1	I	0	I	0	I	5	I	5
	I	0.0	I	0.0	I	100.0	I		20.0
	I	0.0	I	0.0	I	31.3	I		
	I	0.0	I	0.0	I	20.0	I		
-I-----I-----I-----I									
	2	I	1	I	0	I	3	I	4
	I	25.0	I	0.0	I	75.0	I		16.0
	I	25.0	I	0.0	I	19.8	I		
	I	4.0	I	0.0	I	12.0	I		
-I-----I-----I-----I									
	3	I	1	I	1	I	5	I	7
	I	14.3	I	14.3	I	71.4	I		28.0
	I	25.0	I	20.0	I	31.3	I		
	I	4.0	I	4.0	I	20.0	I		
-I-----I-----I-----I									
	4	I	2	I	1	I	1	I	4
	I	50.0	I	25.0	I	25.0	I		16.0
	I	50.0	I	20.0	I	6.3	I		
	I	8.0	I	4.0	I	4.0	I		
-I-----I-----I-----I									
	5	I	0	I	3	I	1	I	4
	I	0.0	I	75.0	I	25.0	I		16.0
	I	0.0	I	60.0	I	6.3	I		
	I	0.0	I	12.0	I	4.0	I		
-I-----I-----I-----I									
	6	I	0	I	0	I	1	I	1
	I	0.0	I	0.0	I	100.0	I		4.0
	I	0.0	I	0.0	I	6.3	I		
	I	0.0	I	0.0	I	4.0	I		
-I-----I-----I-----I									
COLUMN		4		5		16		25	
TOTAL		16.0		20.0		64.0		100.0	

19 OUT OF 19 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.160
 RAW CHI SQUARE = 16.17188 WITH 10 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0749
 CRAMER'S V = 0.56872

NUMBER OF MISSING OBSERVATIONS = 78

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSS TABULATION OF *****
 CRMT RANK OF MUSIC TIME BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS									
COUNT		I							
ROW	PCT	IPREP	GRADE ON		GRADE TV		ROW		
COL	PCT	I	E	O				TOTAL	
TOT	PCT	I	2	I	3	I	4	I	
CRMT		-----I-----I-----I-----I							
	2	I	I	I	0	I	I	I	2
	I	50.0	I	0.0	I	50.0	I	10.5	
	I	25.0	I	0.0	I	9.1	I		
	I	5.3	I	0.0	I	5.3	I		
		-----I-----I-----I-----I							
	3	I	0	I	I	I	0	I	1
	I	0.0	I	100.0	I	0.0	I	5.3	
	I	0.0	I	25.0	I	0.0	I		
	I	0.0	I	5.3	I	0.0	I		
		-----I-----I-----I-----I							
	4	I	I	I	0	I	0	I	1
	I	100.0	I	0.0	I	0.0	I	5.3	
	I	25.0	I	0.0	I	0.0	I		
	I	5.3	I	0.0	I	0.0	I		
		-----I-----I-----I-----I							
	5	I	I	I	0	I	2	I	3
	I	33.3	I	0.0	I	66.7	I	15.8	
	I	25.0	I	0.0	I	18.2	I		
	I	5.3	I	0.0	I	10.5	I		
		-----I-----I-----I-----I							
	6	I	I	I	3	I	8	I	12
	I	8.3	I	25.0	I	66.7	I	63.2	
	I	25.0	I	75.0	I	72.7	I		
	I	5.3	I	15.8	I	42.1	I		
		-----I-----I-----I-----I							
COLUMN		4		4		11		19	
TOTAL		21.1		21.1		57.9		100.0	

14 OUT OF 15 (93.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.211
 PAX CHI SQUARE = 10.79545 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2136
 CRAMER'S V = 0.53300

NUMBER OF MISSING OBSERVATIONS = 84

FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ1 RANK OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		CLASS					
		COUNT					
ROW	PCT	IPREP	GRADE ON GRADE TV		ROW		
COL	PCT	I	E	O	TOTAL		
TOT	PCT	I	2	I	3	I	4
-----I-----I-----I-----I							
CRFJ1		1	1	1	1	1	2
		I	25.0	I	25.0	I	50.0
		I	20.0	I	16.7	I	25.0
		I	5.3	I	5.3	I	10.5
		-----I-----I-----I-----I					
		2	1	2	1	3	1
		I	28.6	I	42.9	I	28.6
		I	40.0	I	50.0	I	25.0
		I	10.5	I	15.8	I	10.5
		-----I-----I-----I-----I					
		3	1	2	1	2	0
		I	50.0	I	50.0	I	0.0
		I	40.0	I	33.3	I	0.0
		I	10.5	I	10.5	I	0.0
		-----I-----I-----I-----I					
		4	1	0	1	0	2
		I	0.0	I	0.0	I	100.0
		I	0.0	I	0.0	I	25.0
		I	0.0	I	0.0	I	10.5
		-----I-----I-----I-----I					
		5	1	0	1	0	2
		I	0.0	I	0.0	I	100.0
		I	0.0	I	0.0	I	25.0
		I	0.0	I	0.0	I	10.5
		-----I-----I-----I-----I					
COLUMN		5	6	8	19		
TOTAL		26.3	31.6	42.1	100.0		

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.526
 RAW CHI SQUARE = 9.18333 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3271
 CRAMER'S V = 0.49160

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ1 RANK OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS					
		COUNT		ROW PCT		ROW	
		IPREP		GRADE ON		GRADE TV	
		E		O		TOTAL	
		2		3		4	
CRFJ1		----- ----- -----		----- -----		-----	
	1	1	0	1	2	1	3
		1	0.0	1	66.7	1	33.3
		1	0.0	1	50.0	1	16.7
		1	0.0	1	16.7	1	8.3
		----- ----- -----		----- -----		-----	
	2	1	2	1	1	1	4
		1	50.0	1	25.0	1	25.0
		1	100.0	1	25.0	1	16.7
		1	16.7	1	8.3	1	8.3
		----- ----- -----		----- -----		-----	
	3	1	0	1	1	3	4
		1	0.0	1	25.0	1	75.0
		1	0.0	1	25.0	1	50.0
		1	0.0	1	8.3	1	25.0
		----- ----- -----		----- -----		-----	
	5	1	0	1	0	1	1
		1	0.0	1	0.0	1	100.0
		1	0.0	1	0.0	1	16.7
		1	0.0	1	0.0	1	8.3
		----- ----- -----		----- -----		-----	
COLUMN		2		4		6	
TOTAL		16.7		33.3		50.0	
						100.0	

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.167
 RAW CHI SQUARE = 7.16667 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3057
 CRAMER'S V = 0.54645

NUMBER OF MISSING OBSERVATIONS = 72

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ2 RANK OF FOR JUNIORS 2 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		CLASS				
		COUNT				
		ROW PCT				
		COL PCT				
		TOT PCT				
		GRADE ON GRADE TV				
		E D				
		TOTAL				
		1 2 3 4				
CRFJ2	1	1	0	0	4	4
		1	0.0	0.0	100.0	23.5
		1	0.0	0.0	44.4	
		1	0.0	0.0	23.5	
	2	1	0	1	3	4
		1	0.0	25.0	75.0	23.5
		1	0.0	25.0	33.3	
		1	0.0	5.9	17.6	
	3	1	2	3	1	6
		1	33.3	50.0	16.7	35.3
		1	50.0	75.0	11.1	
		1	11.8	17.6	5.9	
	4	1	1	0	1	2
		1	50.0	0.0	50.0	11.8
		1	25.0	0.0	11.1	
		1	5.9	0.0	5.9	
	5	1	1	0	0	1
		1	100.0	0.0	0.0	5.9
		1	25.0	0.0	0.0	
		1	5.9	0.0	0.0	
COLUMN		4	4	9	17	
TOTAL		23.5	23.5	52.9	100.0	

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.235
 RAW CHI SQUARE = 12.71065 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1222
 CRAMER'S V = 0.61143

Table 71

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRFJ2 RANK OF FOR JUNIORS 2 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS				
COUNT		I				
ROW	PCT	IPREP	GRADE ON GRADE TV		ROW	
COL	PCT	I	E	O	TOTAL	
TOT	PCT	I	2	I	3	I
-----I-----I-----I-----I						
CRFJ2	1	I	0	I	1	I
					3	I
						4
						36.4
	I	0.0	I	25.0	I	75.0
	I	0.0	I	33.3	I	50.0
	I	0.0	I	9.1	I	27.3
-----I-----I-----I-----I						
	2	I	0	I	1	I
					2	I
						3
	I	0.0	I	33.3	I	66.7
	I	0.0	I	33.3	I	33.3
	I	0.0	I	9.1	I	18.2
-----I-----I-----I-----I						
	3	I	1	I	1	I
					0	I
						2
	I	50.0	I	50.0	I	0.0
	I	50.0	I	33.3	I	0.0
	I	9.1	I	9.1	I	0.0
-----I-----I-----I-----I						
	4	I	0	I	0	I
					1	I
						1
	I	0.0	I	0.0	I	100.0
	I	0.0	I	0.0	I	16.7
	I	0.0	I	0.0	I	9.1
-----I-----I-----I-----I						
	6	I	1	I	0	I
					0	I
						1
	I	100.0	I	0.0	I	0.0
	I	50.0	I	0.0	I	0.0
	I	9.1	I	0.0	I	0.0
-----I-----I-----I-----I						
COLUMN		2	3	6	11	
TOTAL		18.2	27.3	54.5	100.0	

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.182
 RAW CHI SQUARE = 9.62500 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2923
 CRAMER'S V = 0.66144

NUMBER OF MISSING OBSERVATIONS = 75

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CRVP RANK OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
***** PAGE 1 OF 1

		CLASS				
		COUNT	I			
CRVP	ROW	PCT	IPREP	GRADE ON	GRADE TV	ROW
	COL	PCT	I	E	O	TOTAL
	TOT	PCT	I	2	3	4
			I	I	I	I
-----I-----I-----I-----I						
	1	I	5	I	5	I
	I	41.7	I	41.7	I	16.7
	I	83.3	I	71.4	I	28.6
	I	25.0	I	25.0	I	10.0
-----I-----I-----I-----I						
	2	I	1	I	1	I
	I	25.0	I	25.0	I	50.0
	I	16.7	I	14.3	I	28.6
	I	5.0	I	5.0	I	10.0
-----I-----I-----I-----I						
	3	I	0	I	1	I
	I	0.0	I	50.0	I	50.0
	I	0.0	I	14.3	I	14.3
	I	0.0	I	5.0	I	5.0
-----I-----I-----I-----I						
	4	I	0	I	0	I
	I	0.0	I	0.0	I	100.0
	I	0.0	I	0.0	I	28.6
	I	0.0	I	0.0	I	10.0
-----I-----I-----I-----I						
COLUMN			6	7	7	20
TOTAL			30.0	35.0	35.0	100.0

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.600
RAV CHI SQUARE = 6.82540 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3373
CRAMER'S V = 0.41308

Table 72

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRVP RANK OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS					
		COUNT		GRADE ON		GRADE TV	
		ROW	PCT	IPREP	E	O	ROW
		COL	PCT	I			TOTAL
		TOT	PCT	I	2	I	3
CRVP	-----I-----I-----I-----I						
	1	I	2	I	1	I	2
							5
			40.0	I	20.0	I	40.0
							50.0
			100.0	I	25.0	I	50.0
			20.0	I	10.0	I	20.0
	-I-----I-----I-----I						
	2	I	0	I	2	I	0
							2
			0.0	I	100.0	I	0.0
							20.0
			0.0	I	50.0	I	0.0
			0.0	I	20.0	I	0.0
	-I-----I-----I-----I						
	3	I	0	I	1	I	0
							1
			0.0	I	100.0	I	0.0
							10.0
			0.0	I	25.0	I	0.0
			0.0	I	10.0	I	0.0
	-I-----I-----I-----I						
	4	I	0	I	0	I	1
							1
			0.0	I	0.0	I	100.0
							10.0
			0.0	I	0.0	I	25.0
			0.0	I	0.0	I	10.0
	-I-----I-----I-----I						
	5	I	0	I	0	I	1
							1
			0.0	I	0.0	I	100.0
							10.0
			0.0	I	0.0	I	25.0
			0.0	I	0.0	I	10.0
	-I-----I-----I-----I						
COLUMN			2		4		4
TOTAL			20.0		40.0		40.0
							100.0

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.200
 RAW CHI SQUARE = 9.00000 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3423
 CRAMER'S V = 0.67082

NUMBER OF MISSING OBSERVATIONS = 73

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CRLB RANK OF LOOK AT A BOOK

BY CLASS LEVEL TAUGHT

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

CLASS									
COUNT									
ROW PCT IPREP									
COL PCT I									
TOT PCT I									
E O									
ROW TOTAL									
CRLB									
-----I-----									

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.250

RAW CHI SQUARE = 8.00000 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4335

CRAMER'S V = 0.57735

Table 74

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CRLB RANK OF LOOK AT A BOOK BY CLASS LEVEL TAUGHT

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

CLASS									
COUNT I									
ROW	PCT	IPREP	GRADE ON GRADE TV				ROW		
COL	PCT	I	E	O			TOTAL		
TOT	PCT	I	2	I	3	I	4	I	
-----I-----I-----I-----I-----I									
	1	I	0	I	0	I	1	I	1
		I	0.0	I	0.0	I	100.0	I	10.0
		I	0.0	I	0.0	I	20.0	I	
		I	0.0	I	0.0	I	10.0	I	
-----I-----I-----I-----I-----I									
	3	I	0	I	0	I	1	I	1
		I	0.0	I	0.0	I	100.0	I	10.0
		I	0.0	I	0.0	I	20.0	I	
		I	0.0	I	0.0	I	10.0	I	
-----I-----I-----I-----I-----I									
	4	I	1	I	3	I	2	I	6
		I	16.7	I	50.0	I	33.3	I	60.0
		I	50.0	I	100.0	I	40.0	I	
		I	10.0	I	30.0	I	20.0	I	
-----I-----I-----I-----I-----I									
	5	I	1	I	0	I	1	I	2
		I	50.0	I	0.0	I	50.0	I	20.0
		I	50.0	I	0.0	I	20.0	I	
		I	10.0	I	0.0	I	10.0	I	
-----I-----I-----I-----I-----I									
COLUMN			2		3		5		10
TOTAL			20.0		30.0		50.0		100.0

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.200

RAV CHI SQUARE = 4.66667 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5872

CRAMER'S V = 0.48305

NUMBER OF MISSING OBSERVATIONS = 81

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRHUN RANK OF HUNTER BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

CLASS														
COUNT														
ROW		PCT		IPREP		GRADE ON GRADE				TV		ROW		
COL		PCT		I		E		O				TOTAL		
TOT		PCT		I		2		I		3		I	4	I
CRHUN	-----I-----I-----I-----I													
	1	1	0	1	0	1	4	1	4					
		1	0.0	1	0.0	1	100.0	1	26.7					
		1	0.0	1	0.0	1	44.4	1						
		1	0.0	1	0.0	1	26.7	1						
	-I-----I-----I-----I													
	2	1	1	1	0	1	0	1	1					
		1	100.0	1	0.0	1	0.0	1	6.7					
		1	33.3	1	0.0	1	0.0	1						
		1	6.7	1	0.0	1	0.0	1						
	-I-----I-----I-----I													
	3	1	0	1	1	1	3	1	4					
		1	0.0	1	25.0	1	75.0	1	26.7					
		1	0.0	1	33.3	1	33.3	1						
		1	0.0	1	6.7	1	20.0	1						
	-I-----I-----I-----I													
	4	1	2	1	1	1	1	1	4					
		1	50.0	1	25.0	1	25.0	1	26.7					
		1	66.7	1	33.3	1	11.1	1						
		1	13.3	1	6.7	1	6.7	1						
	-I-----I-----I-----I													
	5	1	0	1	1	1	1	1	2					
		1	0.0	1	50.0	1	50.0	1	13.3					
		1	0.0	1	33.3	1	11.1	1						
		1	0.0	1	6.7	1	6.7	1						
	-I-----I-----I-----I													
COLUMN		3		3		9		15						
TOTAL		20.0		20.0		60.0		100.0						

15 OUT OF 15 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.200
 RAW CHI SQUARE = 11.66667 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1667
 CRAMER'S V = 0.62361

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRHUN RANK OF HUNTER BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

CLASS										
CRHUN	COUNT		GRADE ON GRADE				ROW TOTAL			
	ROW	PCT	IPREP	E		O		TU		
	COL	PCT	I							
	TOT	PCT	I	2	I	3		I	4	I
	-----I									

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CRMT RANK OF MUSIC TIME BY CLASS LEVEL TAUGHT
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
***** PAGE 1 OF 1

CLASS									
COUNT		1							
ROW	PCT	IPREP		GRADE ON		GRADE TV		ROW	
COL	PCT	1		E		O		TOTAL	
TOT	PCT	1	2	1	3	1	4	1	
CRNT		----- -----		----- -----		----- -----		----- -----	
	2	1	1	1	0	1	0	1	1
		1	100.0	1	0.0	1	0.0	1	9.1
		1	33.3	1	0.0	1	0.0	1	
		1	9.1	1	0.0	1	0.0	1	
		----- -----		----- -----		----- -----		----- -----	
	3	1	0	1	1	1	0	1	1
		1	0.0	1	100.0	1	0.0	1	9.1
		1	0.0	1	50.0	1	0.0	1	
		1	0.0	1	9.1	1	0.0	1	
		----- -----		----- -----		----- -----		----- -----	
	5	1	1	1	0	1	1	1	2
		1	50.0	1	0.0	1	50.0	1	18.2
		1	33.3	1	0.0	1	16.7	1	
		1	9.1	1	0.0	1	9.1	1	
		----- -----		----- -----		----- -----		----- -----	
6	1	1	1	1	1	5	1	7	
	1	14.3	1	14.3	1	71.4	1	63.6	
	1	33.3	1	50.0	1	83.3	1		
	1	9.1	1	9.1	1	45.5	1		
	----- -----		----- -----		----- -----		----- -----		
COLUMN		3		2		6		11	
TOTAL		27.3		18.2		54.5		100.0	

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.182
RAW CHI SQUARE = 8.77381 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1867
CRAMER'S V = 0.63151

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CRMT RANK OF MUSIC TIME BY CLASS LEVEL TAUGHT

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		CLASS								
		COUNT								
		ROW	PCT	IPREP	GRADE ON GRADE		TV	ROW		
		COL	PCT	I	E	O		TOTAL		
		TOT	PCT	I	2	I	3	I	4	I
CRMT	-----I-----I-----I-----I									
	2		I	0	I	0	I	1	I	1
	I		0.0	I	0.0	I	100.0	I	12.5	
	I		0.0	I	0.0	I	20.0	I		
	I		0.0	I	0.0	I	12.5	I		
	-I-----I-----I-----I									
	4		I	1	I	0	I	0	I	1
	I		100.0	I	0.0	I	0.0	I	12.5	
	I		100.0	I	0.0	I	0.0	I		
	I		12.5	I	0.0	I	0.0	I		
	-I-----I-----I-----I									
	5		I	0	I	0	I	1	I	1
	I		0.0	I	0.0	I	100.0	I	12.5	
	I		0.0	I	0.0	I	20.0	I		
	I		0.0	I	0.0	I	12.5	I		
	-I-----I-----I-----I									
	6		I	0	I	2	I	3	I	5
	I		0.0	I	40.0	I	60.0	I	62.5	
	I		0.0	I	100.0	I	60.0	I		
	I		0.0	I	25.0	I	37.5	I		
-I-----I-----I-----I										
COLUMN		1		2		5		8		
TOTAL		12.5		25.0		62.5		100.0		

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.125
 RAW CHI SQUARE = 9.28000 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1584
 CRAHER'S V = 0.76158

NUMBER OF MISSING OBSERVATIONS = 84

Table 79

SPSS PATCH SYSTEM

10/03/85

PAGE 3

FILE KC CREATION DATE = 10/03/85: EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CUSE MAX PROGRAMS USED

CATEGORY LABEL	CASE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ACTIVITIES FOLLOW	1	40	38.8	38.8	38.8
SOMETIMES FOLLOW UP	2	43	41.7	41.7	80.4
RARELY FOLLOW UP	3	4	3.9	3.9	84.5
NO NEED FOLLOW UP	4	7	6.8	6.8	91.3
OTHER USE	5	9	8.7	8.7	100.0
		-----	-----	-----	
	TOTAL	103	100.0	100.0	

VALID CASES 103 MISSING CASES 0

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS				
		COUNT	I			
		ROW PCT	ICLASS	TE SENIOR	T INFANT	M OTHER
		COL PCT	IACHER	EACHER	ISTRESS	
		TOT PCT	I	I	2 I	3 I
			4 I			
CUSE		1 I	37 I	3 I	0 I	0 I
	ACTIVITIES FOLLOW	92.5	7.5	0.0	0.0	
		42.5	23.1	0.0	0.0	
		35.9	2.9	0.0	0.0	
SOMETIMES FOLLOW		2 I	35 I	6 I	0 I	2 I
		91.4	14.0	0.0	4.7	
		40.2	46.2	0.0	100.0	
		34.0	5.8	0.0	1.9	
RAPELY FOLLOW UP		3 I	4 I	0 I	0 I	0 I
		100.0	0.0	0.0	0.0	
		4.6	0.0	0.0	0.0	
		3.9	0.0	0.0	0.0	
NO NEED FOLLOW U		4 I	5 I	1 I	1 I	0 I
		71.4	14.3	14.3	0.0	
		5.7	7.7	100.0	0.0	
		4.9	1.0	1.0	0.0	
OTHER USE		5 I	6 I	3 I	0 I	0 I
		66.7	33.3	0.0	0.0	
		6.9	23.1	0.0	0.0	
		5.8	2.9	0.0	0.0	
COLUMN		87	13	1	2	103
TOTAL		84.5	12.6	1.0	1.9	100.0

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.039
 PAV CHI SQUARE = 21.92227 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = .000384
 CRAMER'S V = 0.26636

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		STATUS									
		COUNT	I								
		ROW PCT	ICLASS	TE	SENIOR	T	INFANT	M	OTHER	ROW	
		COL PCT	IACHER		EACHER		ISTRESS			TOTAL	
		TOT PCT	I	I	I	I	I	I	I		
CUSE		-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
	I	I	34	I	3	I	0	I	0	37	
ACTIVITIES FOLLOW	I	91.9	I	8.1	I	0.0	I	0.0	I	41.1	
	I	44.7	I	25.0	I	0.0	I	0.0	I		
	I	37.8	I	3.3	I	0.0	I	0.0	I		
	I	-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
	2	I	29	I	5	I	0	I	1	35	
SOMETIMES FOLLOW	I	82.9	I	14.3	I	0.0	I	2.9	I	38.9	
	I	38.2	I	41.7	I	0.0	I	100.0	I		
	I	32.2	I	5.6	I	0.0	I	1.1	I		
	I	-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
	3	I	3	I	0	I	0	I	0	3	
RARELY FOLLOW UP	I	100.0	I	0.0	I	0.0	I	0.0	I	3.3	
	I	3.9	I	0.0	I	0.0	I	0.0	I		
	I	3.3	I	0.0	I	0.0	I	0.0	I		
	I	-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
	4	I	5	I	1	I	1	I	0	7	
NO NEED FOLLOW U	I	71.4	I	14.3	I	14.3	I	0.0	I	7.8	
	I	6.6	I	8.3	I	100.0	I	0.0	I		
	I	5.6	I	1.1	I	1.1	I	0.0	I		
	I	-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
	5	I	5	I	3	I	0	I	.0	9	
OTHER USE	I	62.5	I	37.5	I	0.0	I	0.0	I	8.9	
	I	6.6	I	25.0	I	0.0	I	0.0	I		
	I	5.6	I	3.3	I	0.0	I	0.0	I		
	I	-----I	-----I	-----I	-----I	-----I	-----I	-----I	-----I		
COLUMN		76		12		1		1		90	
TOTAL		84.4		13.3		1.1		1.1		100.0	

16 OUT OF 20 (80.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.033
 P CHI SQUARE = 19.05504 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0872
 LIKER'S V = 0.26566

Table 82

SPSS BATCH SYSTEM

10/04/85

PAGE 7

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS				
		COUNT	I			
CUSE	ROW	PCT	ICLASS	TE	SENIOR	T OTHER
	COL	PCT	TACHER	EACHER		ROW
	TOT	PCT	I	1	2	I 4 I
	-----I-----I-----I-----I					
	1	I	3	I	0	I 0 I 3
ACTIVITIES FOLLO	I	100.0	I	0.0	I	0.0 I 23.1
	I	27.3	I	0.0	I	0.0 I
	I	23.1	I	0.0	I	0.0 I
	-I-----I-----I-----I					
	2	I	6	I	1	I 1 I 8
SOMETIMES FOLLOW	I	75.0	I	12.5	I	12.5 I 61.5
	I	54.5	I	100.0	I	100.0 I
	I	46.2	I	7.7	I	7.7 I
	-I-----I-----I-----I					
	3	I	1	I	0	I 0 I 1
RARELY FOLLOW UP	I	100.0	I	0.0	I	0.0 I 7.7
	I	9.1	I	0.0	I	0.0 I
	I	7.7	I	0.0	I	0.0 I
	-I-----I-----I-----I					
	5	I	1	I	0	I 0 I 1
OTHER USE	I	100.0	I	0.0	I	0.0 I 7.7
	I	9.1	I	0.0	I	0.0 I
	I	7.7	I	0.0	I	0.0 I
	-I-----I-----I-----I					
COLUMN		11		1		13
TOTAL		84.6		7.7		100.0

11 OUT OF 12 (91.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.077
 PAV CHI SQUARE = 1.47727 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9610
 CRAMER'S V = 0.23837

Table 83

SPSS BATCH SYSTEM

10/03/85

PAGE 19

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

CUSE	YEARS								ROW TOTAL	
	COUNT	I								
	POW PCT	I								
	COL PCT	I								
	TOT PCT	I	1	I	2	I	3	I		
	-----	I	-----	I	-----	I	-----	I		
		1	I	20	I	7	I	13	I	40
ACTIVITIES FOLLO		I	50.0	I	17.5	I	32.5	I	38.8	
		I	49.8	I	26.9	I	36.1	I		
		I	19.4	I	6.8	I	12.6	I		
		I	-----	I	-----	I	-----	I		
		2	I	17	I	13	I	13	I	43
SOMETIMES FOLLOW		I	39.5	I	30.2	I	30.2	I	41.7	
		I	41.5	I	50.0	I	36.1	I		
		I	16.5	I	12.6	I	12.6	I		
		I	-----	I	-----	I	-----	I		
		3	I	1	I	2	I	1	I	4
PAEELY FOLLOW UP		I	25.0	I	50.0	I	25.0	I	3.9	
		I	2.4	I	7.7	I	2.8	I		
		I	1.0	I	1.9	I	1.0	I		
		I	-----	I	-----	I	-----	I		
		4	I	0	I	2	I	5	I	7
NO NEED FOLLOW U		I	0.0	I	28.6	I	71.4	I	6.8	
		I	0.0	I	7.7	I	13.9	I		
		I	0.0	I	1.9	I	4.9	I		
		I	-----	I	-----	I	-----	I		
		5	I	3	I	2	I	4	I	9
OTHER USE		I	33.3	I	22.2	I	44.4	I	8.7	
		I	7.3	I	7.7	I	11.1	I		
		I	2.9	I	1.9	I	3.9	I		
		I	-----	I	-----	I	-----	I		
	COLUMN		41		26		36		103	
	TOTAL		39.8		25.2		35.0		100.0	

9 OUT OF 15 (60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.010
 RAW CHI SQUARE = 9.90807 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2715
 CRAMER'S V = 0.21931

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		YEARS					
		COUNT	I				
		ROW PCT	I			ROW	
		COL PCT	I			TOTAL	
		TOT PCT	I	1	I	2	I
						3	I
CUSE		-----I-----I-----I-----I					
		1	I	19	I	6	I
		12	I				
		37					
ACTIVITIES FOLLO	I	51.4	I	16.2	I	32.4	I
	I	48.7	I	28.6	I	40.0	I
	I	21.1	I	6.7	I	13.3	I
		-----I-----I-----I-----I					
	2	I	16	I	10	I	9
	35						
SOMETIMES FOLLOW	I	45.7	I	28.6	I	25.7	I
	I	41.0	I	47.6	I	30.0	I
	I	17.8	I	11.1	I	10.0	I
		-----I-----I-----I-----I					
	3	I	1	I	2	I	0
	3						
RARELY FOLLOW UP	I	33.3	I	66.7	I	0.0	I
	I	2.6	I	9.5	I	0.0	I
	I	1.1	I	2.2	I	0.0	I
		-----I-----I-----I-----I					
	4	I	0	I	2	I	5
	7						
NO NEED FOLLOW U	I	0.0	I	28.6	I	71.4	I
	I	0.0	I	9.5	I	16.7	I
	I	0.0	I	2.2	I	5.6	I
		-----I-----I-----I-----I					
	5	I	3	I	1	I	4
	8						
OTHER USE	I	37.5	I	12.5	I	50.0	I
	I	7.7	I	4.8	I	13.3	I
	I	3.3	I	1.1	I	4.4	I
		-----I-----I-----I-----I					
	COLUMN		39		21		30
	TOTAL		43.3		23.3		33.3
							90
							100.0

9 OUT OF 15 (60.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.700
 RAV CHI SQUARE = 13.20668 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE/= 0.1049
 CRAMER'S V = 0.27087

Table 85

SPSS BATCH SYSTEM

10/04/85

PAGE 9

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		YEARS				
		COUNT	I			ROW
		ROW PCT	I			TOTAL
		COL PCT	I			
		TOT PCT	I	I	2 I	3 I
CUSE						
		1 I	1 I	1 I	1 I	3
ACTIVITIES FOLLO	I	33.3 I	33.3 I	33.3 I		23.1
	I	50.0 I	20.0 I	16.7 I		
	I	7.7 I	7.7 I	7.7 I		
	2 I	1 I	3 I	4 I		8
SOMETIMES FOLLOW	I	12.5 I	37.5 I	50.0 I		61.5
	I	50.0 I	60.0 I	66.7 I		
	I	7.7 I	23.1 I	30.8 I		
	3 I	0 I	0 I	1 I		1
RARELY FOLLOW UP	I	0.0 I	0.0 I	100.0 I		7.7
	I	0.0 I	0.0 I	16.7 I		
	I	0.0 I	0.0 I	7.7 I		
	5 I	0 I	1 I	0 I		1
OTHER USE	I	0.0 I	100.0 I	0.0 I		7.7
	I	0.0 I	20.0 I	0.0 I		
	I	0.0 I	7.7 I	0.0 I		
COLUMN		2	5	6		13
TOTAL		15.4	38.5	46.2		100.0

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 PAV CHI SQUARE = 3.59306 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7316
 CRAMER'S V = 0.37175

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY NOCLASS NUMBER IN CLASS
 ***** PAGE 1 OF 1

		NOCLASS					
		COUNT					
		ROW PCT	UNDER 16	16 TO 20	21 TO 25	OVER 25	ROW TOTAL
		COL PCT					
		TOT PCT	1	2	3	4	
CUSE							
	1	1	3	11	20	6	40
ACTIVITIES FOLLOW	1	7.5	27.5	50.0	15.0		38.8
	1	25.0	45.8	48.8	23.1		
	1	2.9	10.7	19.4	5.8		
	2	1	7	6	17	13	43
SOMETIMES FOLLOW	1	16.3	14.0	39.5	30.2		41.7
	1	58.3	25.0	41.5	50.0		
	1	6.8	5.8	16.5	12.6		
	3	1	0	1	2		4
RARELY FOLLOW UP	1	25.0	0.0	25.0	50.0		3.9
	1	8.3	0.0	2.4	7.7		
	1	1.0	0.0	1.0	1.9		
	4	0	4	1	2		7
NO NEED FOLLOW U	1	0.0	57.1	14.3	28.6		6.8
	1	0.0	16.7	2.4	7.7		
	1	0.0	3.9	1.0	1.9		
	5	1	3	2	3		9
OTHER USE	1	11.1	33.3	22.2	33.3		8.7
	1	8.3	12.5	4.9	11.5		
	1	1.0	2.9	1.9	2.9		
COLUMN		12	24	41	26	103	
TOTAL		11.7	23.3	39.8	25.2	100.0	

13 OUT OF 20 (65.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.466
 RAV CHI SQUARE = 15.91997 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1949
 CRAMER'S V = 0.22698

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		NOCLASS				
		COUNT				
		ROW PCT	UNDER 16	16 TO 20	21 TO 25	OVER 25
		COL PCT				
		TOT PCT	1	2	3	4
			1	1	2	1
			3	10	19	5
			37			
			8.1	27.0	51.4	13.5
			41.1			
			25.0	45.5	48.7	29.4
			3.3	11.1	21.1	5.6
			7	5	16	7
			35			
			20.0	14.3	45.7	20.0
			38.9			
			58.3	22.7	41.0	41.2
			7.8	5.6	17.8	7.8
			1	0	1	1
			3			
			33.3	0.0	33.3	33.3
			3.3			
			8.3	0.0	2.6	5.9
			1.1	0.0	1.1	1.1
			0	4	1	2
			7			
			0.0	57.1	14.3	28.6
			7.8			
			0.0	18.2	2.6	11.8
			0.0	4.4	1.1	2.2
			1	3	2	2
			8			
			12.5	37.5	25.0	25.0
			8.9			
			8.3	13.6	5.1	11.8
			1.1	3.3	2.2	2.2
			12	22	39	17
			90			
			13.3	24.4	43.3	18.9
			100.0			

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.400

RAV CHI SQUARE = 13.76664 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3159

CRAMER'S V = 0.22580

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		NOCLASS				
		COUNT				
		ROW PCT 116 TO 20 21 TO 25 OVER 25				ROW
		COL PCT 1				TOTAL
		TOT PCT 1	2 1	3 1	4 1	
CUSE	-----I-----I-----I-----I					
	1 1	1 1	1 1	1 1	1 1	3
	ACTIVITIES FOLLO 1	33.3 1	33.3 1	33.3 1	23.1 1	
	1	50.0 1	50.0 1	11.1 1		
SOMETIMES FOLLOW	1	7.7 1	7.7 1	7.7 1		
	-----I-----I-----I-----I					
	2 1	1 1	1 1	6 1	8	
	12.5 1	12.5 1	75.0 1	61.5 1		
RARELY FOLLOW UP	1	50.0 1	50.0 1	66.7 1		
	1	7.7 1	7.7 1	46.2 1		
	-----I-----I-----I-----I					
	3 1	0 1	0 1	1 1	1	
OTHER USE	0.0 1	0.0 1	100.0 1	7.7 1		
	1	0.0 1	0.0 1	11.1 1		
	1	0.0 1	0.0 1	7.7 1		
	-----I-----I-----I-----I					
TOTAL	5 1	0 1	0 1	1 1	1	
	1	0.0 1	0.0 1	100.0 1	7.7 1	
	1	0.0 1	0.0 1	11.1 1		
	1	0.0 1	0.0 1	7.7 1		
COLUMN		2	2	9	13	
TOTAL		15.4	15.4	69.2	100.0	

11 OUT OF 12 (91.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAW CHI SQUARE = 2.82870 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8300
 CRAMER'S V = 0.32984

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE1 WHOLE CLASS INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE1					
		COUNT					
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW TOTAL
		COL PCT	%	%	%	%	
		TOT PCT	I	I	I	I	I
CUSE	ACTIVITIES FOLLOW	1	19	18	3	0	40
		I	I	I	I	I	I
		47.5	45.0	7.5	0.0		38.8
		I	I	I	I	I	I
		35.8	41.9	60.0	0.0		
SOMETIMES FOLLOW		1	18.4	17.5	2.9	0.0	
		I	I	I	I	I	I
		2	22	18	1	2	43
		I	I	I	I	I	I
		51.2	41.9	2.3	4.7		41.7
RARELY FOLLOW UP		I	41.5	41.9	20.0	100.0	
		I	21.4	17.5	1.0	1.9	
		I	3	1	2	1	4
		I	I	I	I	I	I
		25.0	50.0	25.0	0.0		3.9
NO NEED FOLLOW U		I	1.9	4.7	20.0	0.0	
		I	1.0	1.9	1.0	0.0	
		I	4	4	3	0	7
		I	I	I	I	I	I
		57.1	42.9	0.0	0.0		6.8
OTHER USE		I	7.5	7.0	0.0	0.0	
		I	3.9	2.9	0.0	0.0	
		I	5	7	2	0	9
		I	I	I	I	I	I
		77.8	22.2	0.0	0.0		8.7
TOTAL							
			53	43	5	2	103
			51.5	41.7	4.9	1.9	100.0

16 OUT OF 20 (80.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.078
 RAW CHI SQUARE = 10.96772 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5317
 CRAMER'S V = 0.18840

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE2							
		COUNT							
ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW			
COL	PCT	1%	2%	3%	4%	TOTAL			
TOT	PCT	1	1	2	1	3	1	4	1
----- ----- ----- ----- ----- -----									
CUSE		1	1	9	1	23	1	5	1
ACTIVITIES FOLLO		1	22.5	1	57.5	1	12.5	1	7.5
		1	50.0	1	43.4	1	19.2	1	50.0
		1	8.7	1	22.3	1	4.9	1	2.9
----- ----- ----- ----- ----- -----									
		2	1	6	1	22	1	15	1
SOMETIMES FOLLOW		1	14.0	1	51.2	1	34.9	1	0.0
		1	33.3	1	41.5	1	57.7	1	0.0
		1	5.8	1	21.4	1	14.6	1	0.0
----- ----- ----- ----- ----- -----									
		3	1	0	1	3	1	1	1
RARELY FOLLOW UP		1	0.0	1	75.0	1	25.0	1	0.0
		1	0.0	1	5.7	1	3.8	1	0.0
		1	0.0	1	2.9	1	1.0	1	0.0
----- ----- ----- ----- ----- -----									
		4	1	1	1	2	1	3	1
NO NEED FOLLOW U		1	14.3	1	28.6	1	42.9	1	14.3
		1	5.6	1	3.8	1	11.5	1	16.7
		1	1.0	1	1.9	1	2.9	1	1.0
----- ----- ----- ----- ----- -----									
		5	1	2	1	3	1	2	1
OTHER USE		1	22.2	1	33.3	1	22.2	1	22.2
		1	11.1	1	5.7	1	7.7	1	33.3
		1	1.9	1	2.9	1	1.9	1	1.9
----- ----- ----- ----- ----- -----									
COLUMN		18	53	26	6	103			
TOTAL		17.5	51.5	25.2	5.8	100.0			

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.233
 RAV CHI SQUARE = 16.73527 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1598
 CRAMER'S V = 0.23272

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE3 INDIVIDUAL INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE3							
		COUNT							
		ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW	
		COL	PCT	IS	%	%	%	TOTAL	
		TOT	PCT	I	I	I	I	I	
CUSE		-----I-----I-----I-----I-----I							
ACTIVITIES FOLLOW	1	1	12	1	12	1	11	1	5
	1	30.0	1	30.0	1	27.5	1	12.5	1
	1	38.7	1	29.3	1	52.4	1	50.0	1
	1	11.7	1	11.7	1	10.7	1	4.9	1
		-----I-----I-----I-----I-----I							
SOMETIMES FOLLOW	2	1	14	1	19	1	6	1	4
	1	32.6	1	44.2	1	14.0	1	9.3	1
	1	45.2	1	46.3	1	28.6	1	40.0	1
	1	13.6	1	18.4	1	5.8	1	3.9	1
		-----I-----I-----I-----I-----I							
RARELY FOLLOW UP	3	1	1	1	3	1	0	1	0
	1	25.0	1	75.0	1	0.0	1	0.0	1
	1	3.2	1	7.3	1	0.0	1	0.0	1
	1	1.0	1	2.9	1	0.0	1	0.0	1
		-----I-----I-----I-----I-----I							
NO NEED FOLLOW U	4	1	2	1	4	1	1	1	0
	1	28.6	1	57.1	1	14.3	1	0.0	1
	1	6.5	1	9.8	1	4.8	1	0.0	1
	1	1.9	1	3.9	1	1.0	1	0.0	1
		-----I-----I-----I-----I-----I							
OTHER USE	5	1	2	1	3	1	3	1	1
	1	22.2	1	33.3	1	33.3	1	11.1	1
	1	6.5	1	7.3	1	14.3	1	10.0	1
	1	1.9	1	2.9	1	2.9	1	1.0	1
		-----I-----I-----I-----I-----I							
COLUMN		31	41	21	10	103			
TOTAL		30.1	39.8	20.4	9.7	100.0			

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.388
 RAV CHI SQUARE = 8.31665 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7599
 CRAMER'S V = 0.16406

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE4				
CUSE	COUNT	1		
	ROW PCT	UNDER 21	ROW	
	COL PCT	1%	TOTAL	
	TOT PCT	1	1	
	-----1-----1			
	1	1	40	1 40
ACTIVITIES FOLLO	1	100.0	1	38.8
	1	38.8	1	
	1	38.8	1	
	-1-----1			
	2	1	43	1 43
SOMETIMES FOLLOW	1	100.0	1	41.7
	1	41.7	1	
	1	41.7	1	
	-1-----1			
	3	1	4	1 4
RARELY FOLLOW UP	1	100.0	1	3.9
	1	3.9	1	
	1	3.9	1	
	-1-----1			
	4	1	7	1 7
NO NEED FOLLOW U	1	100.0	1	6.8
	1	6.8	1	
	1	6.8	1	
	-1-----1			
	5	1	9	1 9
OTHER USE	1	100.0	1	8.7
	1	8.7	1	
	1	8.7	1	
	-1-----1			
	COLUMN	103	103	
	TOTAL	100.0	100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 93

SPSS BATCH SYSTEM

10/07/85

PAGE 42

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

TSTYLE1									
COUNT									
ROW		PCT	NUMBER		21	21 TO 40	41 TO 60	ROW	
COL		PCT	%		%	%	TOTAL		
TOT		PCT	I	I	I	I	I	I	
-----I-----I-----I-----I									
CUSE		I	I	19	I	16	I	2	I
ACTIVITIES FOLLO		I	51.4	I	43.2	I	5.4	I	37
		I	38.0	I	43.2	I	66.7	I	41.1
		I	21.1	I	17.8	I	2.2	I	
-I-----I-----I-----I									
		2	I	20	I	14	I	1	I
SOMETIMES FOLLOW		I	57.1	I	40.0	I	2.9	I	35
		I	40.0	I	37.8	I	33.3	I	38.9
		I	22.2	I	15.6	I	1.1	I	
-I-----I-----I-----I									
		3	I	1	I	2	I	0	I
RARELY FOLLOW UP		I	33.3	I	66.7	I	0.0	I	3
		I	2.0	I	5.4	I	0.0	I	3.3
		I	1.1	I	2.2	I	0.0	I	
-I-----I-----I-----I									
		4	I	4	I	3	I	0	I
NO NEED FOLLOW U		I	57.1	I	42.9	I	0.0	I	7
		I	8.0	I	8.1	I	0.0	I	7.8
		I	4.4	I	3.3	I	0.0	I	
-I-----I-----I-----I									
		5	I	6	I	2	I	0	I
OTHER USE		I	75.0	I	25.0	I	0.0	I	8
		I	12.0	I	5.4	I	0.0	I	8.9
		I	6.7	I	2.2	I	0.0	I	
-I-----I-----I-----I									
COLUMN		50		37		3		90	
TOTAL		55.6		41.1		3.3		100.0	

11 OUT OF 15 (73.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.100
 RAW CHI SQUARE = 3.08656 WITH 8 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9288
 CRAMER'S V = 0.13095

Table 94

SPSS BATCH SYSTEM

10/07/85

PAGE 43

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

TSTYLE1												
COUNT												
ROW		PCT		UNDER 21		21 TO 40		41 TO 60		61 TO 80		ROW
COL		PCT		1%		2%		3%		4%		TOTAL
TOT		PCT		1		1		2		3		4
CUSE		I		I		I		I		I		I
		1	I	0	I	2	I	1	I	0	I	3
ACTIVITIES FOLLOW		1	0.0	I	66.7	I	33.3	I	0.0	I	23.1	
		1	0.0	I	33.3	I	50.0	I	0.0	I		
		1	0.0	I	15.4	I	7.7	I	0.0	I		
		I-----I		I-----I		I-----I		I-----I		I-----I		
		2	I	2	I	4	I	0	I	2	I	8
SOMETIMES FOLLOW		1	25.0	I	50.0	I	0.0	I	25.0	I	61.5	
		1	66.7	I	66.7	I	0.0	I	100.0	I		
		1	15.4	I	30.8	I	0.0	I	15.4	I		
		I-----I		I-----I		I-----I		I-----I		I-----I		
		3	I	0	I	0	I	1	I	0	I	1
RARELY FOLLOW UP		1	0.0	I	0.0	I	100.0	I	0.0	I	7.7	
		1	0.0	I	0.0	I	50.0	I	0.0	I		
		1	0.0	I	0.0	I	7.7	I	0.0	I		
		I-----I		I-----I		I-----I		I-----I		I-----I		
		5	I	1	I	0	I	0	I	0	I	1
OTHER USE		1	100.0	I	0.0	I	0.0	I	0.0	I	7.7	
		1	33.3	I	0.0	I	0.0	I	0.0	I		
		1	7.7	I	0.0	I	0.0	I	0.0	I		
		I-----I		I-----I		I-----I		I-----I		I-----I		
COLUMN		3		6		2		2		13		
TOTAL		23.1		46.2		15.4		15.4		100.0		

16 OUT OF 16 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAW CHI SQUARE = 12.63889 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1796
 CRAMER'S V = 0.56928

Table 95

SPSS BATCH SYSTEM

10/07/85

PAGE 44

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE2										
		COUNT										
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW					
		COL PCT	1%	%	%	%	TOTAL					
		TOT PCT	1	1	2	1	3	1	4	1		
CUSE	----- ----- ----- ----- -----											
		1	1	8	1	21	1	5	1	3	1	37
	ACTIVITIES FOLLO	1	21.6	1	56.8	1	13.5	1	8.1	1	41.1	
		1	53.3	1	44.7	1	21.7	1	60.0	1		
		1	8.9	1	23.3	1	5.6	1	3.3	1		
SOMETIMES FOLLOW	----- ----- ----- ----- -----											
		2	1	4	1	19	1	12	1	0	1	35
		1	11.4	1	54.3	1	34.3	1	0.0	1	38.9	
		1	26.7	1	40.4	1	52.2	1	0.0	1		
		1	4.4	1	21.1	1	13.3	1	0.0	1		
RARELY FOLLOW UP	----- ----- ----- ----- -----											
		3	1	0	1	2	1	1	1	0	1	3
		1	0.0	1	66.7	1	33.3	1	0.0	1	3.3	
		1	0.0	1	4.3	1	4.3	1	0.0	1		
		1	0.0	1	2.2	1	1.1	1	0.0	1		
NO NEED FOLLOW U	----- ----- ----- ----- -----											
		4	1	1	1	2	1	3	1	1	1	7
		1	14.3	1	28.6	1	42.9	1	14.3	1	7.8	
		1	6.7	1	4.3	1	13.0	1	20.0	1		
		1	1.1	1	2.2	1	3.3	1	1.1	1		
OTHER USE	----- ----- ----- ----- -----											
		5	1	2	1	3	1	2	1	1	1	8
		1	25.0	1	37.5	1	25.0	1	12.5	1	8.9	
		1	13.3	1	6.4	1	8.7	1	20.0	1		
		1	2.2	1	3.3	1	2.2	1	1.1	1		
		----- ----- ----- ----- -----										
COLUMN		15	47	23	5	90						
TOTAL		16.7	52.2	25.6	5.6	100.0						

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.167
 RAW CHI SQUARE = 11.58933 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4792
 CRAMER'S V = 0.20718

Table 96

SPSS BATCH SYSTEM

10/07/85

PAGE 45

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE2 SMALL GROUP INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE2							
		COUNT							
		ROW PCT							
		COL PCT							
		TOT PCT							
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FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

TSTYLE3										
COUNT										
ROW PCT										
COL PCT										
TOT PCT										
CUSE										
ACTIVITIES FOLLO										
SOMETIMES FOLLOW										
RARELY FOLLOW UP										
NO NEED FOLLOW U										
OTHER USE										
COLUMN										
TOTAL										

14 OUT OF 20 (70.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.333
 RAW CHI SQUARE = 8.61201 WITH 12 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7357
 CRAMER'S V = 0.17860

Table 98

SPSS BATCH SYSTEM

10/07/85

PAGE 3

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSSTABULATION OF *****
      CUSE      WAY PROGRAMS USED      BY TSTYLE3  INDIVIDUAL INSTRUCTION
CONTROLLING FOR..
      SCHOOL    TYPE OF SCHOOL      VALUE..    2  CATHOLIC
***** PAGE 1 OF *****

```

TSTYLE3									
COUNT		I							
ROW	PCT	UNDER 21	21 TO 40	41 TO 60			ROW		
COL	PCT	1%	%	%			TOTAL		
TOT	PCT	I	I	I	I	I			
CUSE		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		1 I	2 I	1 I	0 I		3		
ACTIVITIES FOLLOW		1 66.7 I	1 33.3 I	1 0.0 I			23.1		
		1 22.2 I	1 33.3 I	1 0.0 I					
		1 15.4 I	1 7.7 I	1 0.0 I					
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		2 I	6 I	1 I	1 I		8		
SOMETIMES FOLLOW		1 75.0 I	1 12.5 I	1 12.5 I			61.5		
		1 66.7 I	1 33.3 I	1 100.0 I					
		1 46.2 I	1 7.7 I	1 7.7 I					
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		3 I	0 I	1 I	0 I		1		
RARELY FOLLOW UP		1 0.0 I	1 100.0 I	1 0.0 I			7.7		
		1 0.0 I	1 33.3 I	1 0.0 I					
		1 0.0 I	1 7.7 I	1 0.0 I					
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		5 I	1 I	0 I	0 I		1		
OTHER USE		1 100.0 I	1 0.0 I	1 0.0 I			7.7		
		1 11.1 I	1 0.0 I	1 0.0 I					
		1 7.7 I	1 0.0 I	1 0.0 I					
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
COLUMN		9	3	1			13		
TOTAL		69.2	23.1	7.7			100.0		

11 OUT OF 12 (91.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.077
RAV CHI SQUARE = 4.81481 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5678
CRAMER'S V = 0.43033

Table 99

SPSS BATCH SYSTEM

10/07/85

PAGE 4

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE4		
		COUNT	I	
ROW	PCT	TUNBER	21	ROW
COL	PCT	IX		TOTAL
TOT	PCT	I	1	I
CUSE		-----I-----I		
	1	1	37	1 37
ACTIVITIES FOLLO	1	100.0	1	41.1
	1	41.1	1	
	1	41.1	1	
		-I-----I		
	2	1	35	1 35
SOMETIMES FOLLOW	1	100.0	1	38.9
	1	38.9	1	
	1	38.9	1	
		-I-----I		
	3	1	3	1 3
RARELY FOLLOW UP	1	100.0	1	3.3
	1	3.3	1	
	1	3.3	1	
		-I-----I		
	4	1	7	1 7
NO NEED FOLLOW U	1	100.0	1	7.8
	1	7.8	1	
	1	7.8	1	
		-I-----I		
	5	1	8	1 8
OTHER USE	1	100.0	1	8.9
	1	8.9	1	
	1	8.9	1	
		-I-----I		
COLUMN		90		90
TOTAL		100.0		100.0

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CUSE WAY PROGRAMS USED BY TSTYLE4 OTHER INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
ROW	PCT	JUMBER	21	ROW	
COL	PCT	1%		TOTAL	
TOT	PCT	1	1	I	
-----I-----I					
CUSE		1	1	3	1
		1	1	3	1
ACTIVITIES FOLLO	1	100.0	1	23.1	
	1	23.1	1		
	1	23.1	1		
-I-----I					
	2	1	8	1	8
SOMETIMES FOLLOW	1	100.0	1	61.5	
	1	61.5	1		
	1	61.5	1		
-I-----I					
	3	1	1	1	1
RARELY FOLLOW UP	1	100.0	1	7.7	
	1	7.7	1		
	1	7.7	1		
-I-----I					
	5	1	1	1	1
OTHER USE	1	100.0	1	7.7	
	1	7.7	1		
	1	7.7	1		
-I-----I					
COLUMN		13		13	
TOTAL		100.0		100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 101

SPSS BATCH SYSTEM

10/03/95

PAGE 22

FILE NO (CREATION DATE = 10/03/95) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DEVIDED FREQUENCY PROGRAMS VIDEOTAPED

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
ALL TIME	1	9	8.7	8.9	8.9
ALMOST ALL TIME	2	11	10.7	10.9	19.2
SOMETIMES	3	49	47.6	48.5	68.3
NEVER	4	32	31.1	31.7	100.0
OUT OF RANGE		2	1.9	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 101 MISSING CASES 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY BTIMES TIMES PROGRAM SHOWN
 ***** PAGE 1 OF 1

		BTIMES										
		COUNT										
		ROW	PCT	IGREAT	EX	MODERATE	MINIMAL	NOT AT A	ROW			
		COL	PCT	ITEMT	EXTENT	EXTENT	LL		TOTAL			
		TOT	PCT	1	1	2	1	3	1			
		4	1									
CFVIDEO		----- ----- ----- ----- -----										
		1	1	0	1	4	1	0	1	3	1	7
	ALL TIME	1	0.0	↓	57.1	↓	0.0	↓	42.9	1	7.4	
		1	0.0	1	7.7	1	0.0	1	27.3	1		
		1	0.0	1	4.3	1	0.0	1	3.2	1		
----- ----- ----- ----- -----												
ALMOST ALL TIME		2	1	0	1	4	1	3	1	3	1	10
	ALMOST ALL TIME	1	0.0	↓	40.0	↓	30.0	↓	30.0	1	10.6	
		1	0.0	1	7.7	1	20.0	1	27.3	1		
		1	0.0	1	4.3	1	3.2	1	3.2	1		
	----- ----- ----- ----- -----											
SOMETIMES		3	1	5	1	26	1	10	1	4	1	45
	SOMETIMES	1	11.1	↓	57.8	↓	22.2	↓	8.9	1	47.9	
		1	31.3	1	50.0	1	66.7	1	36.4	1		
		1	5.3	1	27.7	1	10.6	1	4.3	1		
	----- ----- ----- ----- -----											
NEVER		4	1	11	1	18	1	2	1	1	1	32
	NEVER	1	34.4	↓	56.3	↓	6.3	↓	3.1	1	34.0	
		1	68.8	1	34.6	1	13.3	1	9.1	1		
		1	11.7	1	19.1	1	2.1	1	1.1	1		
	----- ----- ----- ----- -----											
COLUMN				16	52		15		11		94	
TOTAL				17.0	55.3		16.0		11.7		100.0	

8 OUT OF 16 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.819
 RAO CHI SQUARE = 26.29396 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = **0.0010**
 CRAMER'S V = 0.30535

NUMBER OF MISSING OBSERVATIONS = 9

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPE BY DTINES TIMES PROGRAM SHOWN
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		DTINES										
		COUNT I										
		ROW PCT	IGREAT	EX	MODERATE	MINIMAL	NOT AT A	ROW				
		COL PCT	ITEMT		EXTENT	EXTENT	LL	TOTAL				
		TOT PCT	I	I	I	I	I	I				
			1	1	2	3	4					
CFVIDEO		-----	I-----	I-----	I-----	I-----	I-----	I-----				
ALL TIME		1	I	0	I	4	I	0	I	3	I	7
		I	0.0	I	57.1	I	0.0	I	42.9	I	8.5	
		I	0.0	I	8.9	I	0.0	I	30.0	I		
		I	0.0	I	4.9	I	0.0	I	3.7	I		
			----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----</td></td></td>	I----- <td>I-----<td>I-----</td></td>	I----- <td>I-----</td>	I-----	
ALMOST ALL TIME		2	I	0	I	3	I	2	I	3	I	8
		I	0.0	I	37.5	I	25.0	I	37.5	I	9.8	
		I	0.0	I	6.7	I	15.4	I	30.0	I		
		I	0.0	I	3.7	I	2.4	I	3.7	I		
			----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----</td></td></td>	I----- <td>I-----<td>I-----</td></td>	I----- <td>I-----</td>	I-----	
SOMETIMES		3	I	3	I	22	I	9	I	3	I	37
		I	8.1	I	59.5	I	24.3	I	8.1	I	45.1	
		I	21.4	I	48.9	I	69.2	I	30.0	I		
		I	3.7	I	26.8	I	11.0	I	3.7	I		
			----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----</td></td></td>	I----- <td>I-----<td>I-----</td></td>	I----- <td>I-----</td>	I-----	
NEVER		4	I	11	I	16	I	2	I	1	I	30
		I	36.7	I	53.3	I	6.7	I	3.3	I	36.6	
		I	78.6	I	35.6	I	15.4	I	10.0	I		
		I	13.4	I	19.5	I	2.4	I	1.2	I		
			----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----<td>I-----</td></td></td></td>	I----- <td>I-----<td>I-----<td>I-----</td></td></td>	I----- <td>I-----<td>I-----</td></td>	I----- <td>I-----</td>	I-----	
COLUMN			14		45		13		10		82	
TOTAL			17.1		54.9		15.9		12.2		100.0	

11 OUT OF 16 (68.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.854
 RAO CHI SQUARE = 28.48925 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.00087
 CRAMER'S V = 0.34031

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY DTINES TIMES PROGRAM SHOWN
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		DTINES										
		COUNT										
		ROW PCT	IGREAT	EX	MODERATE	MINIMAL	NOT AT A			ROW		
		COL PCT	ITENT		EXTENT	EXTENT	LL			TOTAL		
		TOT PCT	I	I	2	I	3	I	4	I		
CFVIDEO			I	I	I	I	I	I	I	I		
		2	I	0	I	1	I	1	I	0	I	2
	ALMOST ALL TIME	I	0.0	I	50.0	I	50.0	I	0.0	I	16.7	
		I	0.0	I	14.3	I	50.0	I	0.0	I		
		I	0.0	I	8.3	I	8.3	I	0.0	I		
			I	I	I	I	I	I	I	I		
SOMETIMES		3	I	2	I	4	I	1	I	1	I	8
		I	25.0	I	50.0	I	12.5	I	12.5	I	66.7	
		I	100.0	I	57.1	I	50.0	I	100.0	I		
		I	16.7	I	33.3	I	8.3	I	8.3	I		
				I	I	I	I	I	I	I	I	
NEVER		4	I	0	I	2	I	0	I	0	I	2
		I	0.0	I	100.0	I	0.0	I	0.0	I	16.7	
		I	0.0	I	28.6	I	0.0	I	0.0	I		
		I	0.0	I	16.7	I	0.0	I	0.0	I		
				I	I	I	I	I	I	I	I	
		COLUMN	2	7	2	1	12					
		TOTAL	16.7	58.3	16.7	8.3	100.0					

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.167
 RAW CHI SQUARE = 3.96429 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6815
 CRAMER'S V = 0.40642

NUMBER OF MISSING OBSERVATIONS = 9

FILE KC (CREATION DATE = 10/04/85) /EDIV, EDUCATIONAL TV IN INDIANAPOLIS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. CATHOLIC
 ***** PAGE 1 OF 1

		YEARS			
		COUNT			
		ROW PCT	0-5 yrs	6-10 yrs	11+ yrs
		COL PCT			
		TOT PCT	1	2	3
CFVIDEO					
	2	0	1	1	1
ALMOST ALL TIME	1	0.0	50.0	50.0	15.4
	1	0.0	20.0	16.7	
	1	0.0	7.7	7.7	
	3	0	4	5	9
SOMETIMES	1	0.0	44.4	55.6	69.2
	1	0.0	80.0	93.3	
	1	0.0	30.8	38.5	
	4	2	0	0	2
NEVER	1	100.0	0.0	0.0	15.4
	1	100.0	0.0	0.0	
	1	15.4	0.0	0.0	
COLUMN			2	5	6
TOTAL			15.4	38.5	46.2
					100.0

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.308
 PEARSON CHI SQUARE = 13.02407 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = .00117
 CRAMER'S V = 0.70776

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

	YEARS				ROW TOTAL
	COUNT	low	med	Hi	
POW PCT	I	0-5	6-10	11+	
COL PCT	I				
TOT PCT	I				
CFVIDEO	-----I-----I-----I-----I				
ALL TIME	1 I	6 I	2 I	1 I	9
	I	66.7 I	22.2 I	11.1 I	8.9
	I	<u>15.0</u> I	<u>7.7</u> I	<u>2.7</u> I	
	I	5.9 I	2.0 I	1.0 I	
	-I-----I-----I-----I				
ALMOST ALL TIME	2 I	5 I	3 I	3 I	11
	I	45.5 I	27.3 I	27.3 I	10.9
	I	<u>12.5</u> I	<u>11.5</u> I	<u>8.6</u> I	
	I	5.0 I	3.0 I	3.0 I	
	-I-----I-----I-----I				
SOMETIMES	3 I	13 I	13 I	23 I	49
	I	26.5 I	26.5 I	46.9 I	48.5
	I	<u>32.5</u> I	<u>50.0</u> I	<u>65.7</u> I	
	I	12.9 I	12.9 I	22.8 I	
	-I-----I-----I-----I				
NEVER	4 I	16 I	8 I	8 I	32
	I	50.0 I	25.0 I	25.0 I	31.7
	I	<u>40.0</u> I	<u>30.8</u> I	<u>22.2</u> I	
	I	15.8 I	7.9 I	7.9 I	
	-I-----I-----I-----I				
COLUMN		40	26	35	101
TOTAL		39.6	25.7	34.7	100.0

6 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 2.317
 RAW CHI SQUARE = 9.42636 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1510
 CRAMER'S V = 0.21602

NUMBER OF MISSING OBSERVATIONS = 2

Table 107

SPSS BATCH SYSTEM

10/04/85

PAGE 28

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I						ROW	
		ROW PCT	I						TOTAL	
		COL PCT	I							
		TOT PCT	I	I	I	I	I	I		
CFVIDEO			-----I-----I-----I-----I							
		1	I	6	I	2	I	1	I	9
ALL TIME		I	66.7	I	22.2	I	11.1	I	10.2	
		I	<u>15.9</u>	I	<u>9.5</u>	I	<u>3.4</u>	I		
		I	<u>6.8</u>	I	<u>2.3</u>	I	<u>1.1</u>	I		
			-----I-----I-----I-----I							
		2	I	5	I	2	I	2	I	9
ALMOST ALL TIME		I	55.6	I	22.2	I	22.2	I	10.2	
		I	<u>13.2</u>	I	<u>9.5</u>	I	<u>6.9</u>	I		
		I	<u>5.7</u>	I	<u>2.3</u>	I	<u>2.3</u>	I		
			-----I-----I-----I-----I							
		3	I	13	I	9	I	19	I	40
SOMETIMES		I	32.5	I	22.5	I	45.0	I	45.5	
		I	<u>34.2</u>	I	<u>42.9</u>	I	<u>62.1</u>	I		
		I	<u>14.8</u>	I	<u>10.2</u>	I	<u>20.5</u>	I		
			-----I-----I-----I-----I							
		4	I	14	I	8	I	8	I	30
NEVER		I	46.7	I	26.7	I	26.7	I	34.1	
		I	<u>26.8</u>	I	<u>39.1</u>	I	<u>27.6</u>	I		
		I	<u>15.9</u>	I	<u>9.1</u>	I	<u>9.1</u>	I		
			-----I-----I-----I-----I							
	COLUMN		38		21		29		88	
	TOTAL		43.2		23.9		33.0		100.0	

6 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 2.148
 RAY CHI SQUARE = 6.49890 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3697
 CRAMER'S V = 0.19216

Table 108

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPE BY NOCLASS NUMBER IN CLASS
 ***** PAGE 1 OF 1

		NOCLASS										
		COUNT										
		COUNT	I				I				ROW	
		ROW	PCT	UNDER 16	16 TO 20	21 TO 25	OVER 25					TOTAL
		COL	PCT	I								
		TOT	PCT	I	I	I	I	I	I	I		
CFVIDEO		-----	I	-----	I	-----	I	-----	I	-----	I	
		1	I	0	I	3	I	2	I	4	I	
ALL TIME		1	I	0.0	I	33.3	I	22.2	I	44.4	I	
		1	I	0.0	I	13.6	I	4.9	I	15.4	I	
		1	I	0.0	I	3.0	I	2.0	I	4.0	I	
		-----	I	-----	I	-----	I	-----	I	-----	I	
		2	I	1	I	4	I	2	I	4	I	
ALMOST ALL TIME		1	I	9.1	I	36.4	I	18.2	I	36.4	I	
		1	I	8.3	I	18.2	I	4.9	I	15.4	I	
		1	I	1.0	I	4.0	I	2.0	I	4.0	I	
		-----	I	-----	I	-----	I	-----	I	-----	I	
		3	I	5	I	9	I	25	I	10	I	
SOMETIMES		1	I	10.2	I	18.4	I	31.0	I	20.4	I	
		1	I	41.7	I	40.9	I	61.0	I	38.5	I	
		1	I	5.0	I	8.9	I	24.8	I	9.9	I	
		-----	I	-----	I	-----	I	-----	I	-----	I	
		4	I	6	I	6	I	12	I	8	I	
NEVER		1	I	18.8	I	18.8	I	37.5	I	25.0	I	
		1	I	50.0	I	27.3	I	29.3	I	30.8	I	
		1	I	5.9	I	5.9	I	11.9	I	7.9	I	
		-----	I	-----	I	-----	I	-----	I	-----	I	
COLUMN				12			22			41		
TOTAL				11.9			21.8			40.6		
										26		
										25.7		
										101		
										100.0		

9 OUT OF 16 (56.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.069
 RAV CHI SQUARE = 10.30100 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3267
 CRAMER'S V = 0.18438

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPE BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE

***** PAGE 1 OF 1

		NOCLASS				
		COUNT				
		ROW PCT	NUMBER 16	16 TO 20	21 TO 25	OVER 25
		COL PCT				
		TOT PCT	1	2	3	4
CFVIDEO			1	2	3	4
			1	1	1	1
			0	3	2	4
			33.3	22.2	44.4	10.2
ALL TIME			1	1	1	1
			0.0	15.0	5.1	23.5
			0.0	3.4	2.3	4.5
			11.1	44.4	22.2	22.2
ALMOST ALL TIME			1	1	1	1
			8.3	20.0	5.1	11.8
			1.1	4.5	2.3	2.3
			12.5	17.5	60.0	10.0
SOMETIMES			1	1	1	1
			41.7	35.0	61.5	23.5
			5.7	8.0	27.3	4.5
			6	6	11	7
NEVER			1	1	1	1
			20.0	20.0	36.7	23.3
			50.0	30.0	28.2	41.2
			6.8	6.8	12.5	8.0
COLUMN			12	20	39	17
TOTAL			13.6	22.7	44.3	19.3
						88
						100.0

9 OUT OF 16 (56.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.227
 RAW CHI SQUARE = 14.71799 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0990
 CRAMER'S V = 0.23611

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPE BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		NOCLASS						
		COUNT						
		ROW PCT 116 TO 20 21 TO 25 OVER 25						ROW
		COL PCT 1						TOTAL
		TOT PCT 1 2 1 3 1 4 1						
CFVIDEO		-----I-----		I-----		I-----		I-----
		2	1	0	1	0	1	2
	ALMOST ALL TIME	1	0.0	1	0.0	1	100.0	1
		1	0.0	1	0.0	1	22.2	1
		1	0.0	1	0.0	1	15.4	1
		-----I-----		I-----		I-----		I-----
SOMETIMES		3	1	2	1	1	1	6
		1	22.2	1	11.1	1	66.7	1
		1	100.0	1	50.0	1	66.7	1
		1	15.4	1	7.7	1	46.2	1
			-----I-----		I-----		I-----	
NEVER		4	1	0	1	1	1	1
		1	0.0	1	50.0	1	50.0	1
		1	0.0	1	50.0	1	11.1	1
		1	0.0	1	7.7	1	7.7	1
			-----I-----		I-----		I-----	
COLUMN		2		2		9		13
TOTAL		15.4		15.4		69.2		100.0

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.308

RAW CHI SQUARE = 3.25000 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5169

CRAMER'S V = 0.35355

NUMBER OF MISSING OBSERVATIONS = 2

Table 111

SPSS BATCH SYSTEM

10/04/85

PAGE 26

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		STATUS									
		COUNT I									
		ROW	PCT	ICLASS	TE	SENIOR	T	OTHER	ROW		
		COL	PCT	IACHER		EACHER			TOTAL		
		TOT	PCT	I	1	I	2	I	4	I	
CFVIDEO		-----I-----I-----I-----I									
		1	I	9	I	0	I	0	I	9	
	ALL TIME	I	100.0	I	0.0	I	0.0	I	0.0	I	10.2
		I	12.0	I	0.0	I	0.0	I	0.0	I	
		I	10.2	I	0.0	I	0.0	I	0.0	I	
		-I-----I-----I-----I									
		2	I	7	I	2	I	0	I	9	
ALMOST ALL TIME		I	77.8	I	22.2	I	0.0	I	0.0	I	10.2
		I	9.3	I	16.7	I	0.0	I	0.0	I	
		I	8.0	I	2.3	I	0.0	I	0.0	I	
		-I-----I-----I-----I									
		3	I	31	I	8	I	1	I	40	
SOMETIMES		I	77.5	I	20.0	I	2.5	I	2.5	I	45.5
		I	41.3	I	66.7	I	100.0	I	100.0	I	
		I	35.2	I	9.1	I	1.1	I	1.1	I	
		-I-----I-----I-----I									
		4	I	28	I	2	I	0	I	30	
NEVER		I	93.3	I	6.7	I	0.0	I	0.0	I	34.1
		I	37.3	I	16.7	I	0.0	I	0.0	I	
		I	31.8	I	2.3	I	0.0	I	0.0	I	
		-I-----I-----I-----I									
COLUMN		75		12		1				88	
TOTAL		85.2		13.6		1.1				100.0	

7 OUT OF 12 (58.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.102

RAY CHI SQUARE = 5.97096 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4265

CRAMER'S V = 0.18419

Table 112

SPSS BATCH SYSTEM

10/04/85

PAGE 27

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS					
		COUNT	I				ROW
		ROW PCT	ICLASS	JE SENIOR	T OTHER		TOTAL
		COL PCT	IACHER	EACHER			
		TOT PCT	I	I	2 I	4 I	I
CFVIDEO							
		2	I	I	I	0	I 2
	ALMOST ALL TIME	I	50.0	I	50.0	I	0.0 I 15.4
		I	<u>9.1</u>	I	<u>100.0</u>	I	<u>0.0</u> I
		I	<u>7.7</u>	I	<u>7.7</u>	I	<u>0.0</u> I
SOMETIMES		3	I	8	I	0	I 9
		I	88.9	I	0.0	I	11.1 I 69.2
		I	<u>72.7</u>	I	<u>0.0</u>	I	<u>100.0</u> I
		I	<u>61.5</u>	I	<u>0.0</u>	I	<u>7.7</u> I
		4	I	2	I	0	I 2
NEVER		I	100.0	I	0.0	I	0.0 I 15.4
		I	<u>19.2</u>	I	<u>0.0</u>	I	<u>0.0</u> I
		I	<u>15.4</u>	I	<u>0.0</u>	I	<u>0.0</u> I
COLUMN		11		1		1	13
TOTAL		84.6		7.7		7.7	100.0

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAV CHI SQUARE = 6.30303 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1776
 CRAMER'S V = 0.49237

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY STATUS TEACHERS STATUS
 ***** PAGE 1 OF 1

		STATUS							
		COUNT I							
		ROW PCT	ICLASS	TE	SENIOR	T	OTHER	ROW	
		COL PCT	IACHER	EACHER				TOTAL	
		TOT PCT	I	I	2	I	4	I	
CFVIDEO		-----I-----		I-----		I-----		I-----	
		1	I	9	I	0	I	0	I
	ALL TIME		I	100.0	I	0.0	I	0.0	I
		I	10.5	I	0.0	I	0.0	I	
		I	8.9	I	0.0	I	0.0	I	
		-I-----		I-----		I-----		I-----	
ALMOST ALL TIME		2	I	8	I	3	I	0	I
		I	72.7	I	27.3	I	0.0	I	
		I	9.3	I	23.1	I	0.0	I	
		I	7.9	I	3.0	I	0.0	I	
			-I-----		I-----		I-----		I-----
SOMETIMES		3	I	39	I	8	I	2	I
		I	79.6	I	16.3	I	4.1	I	
		I	45.3	I	61.5	I	100.0	I	
		I	38.6	I	7.9	I	2.0	I	
			-I-----		I-----		I-----		I-----
NEVER		4	I	30	I	2	I	0	I
		I	93.8	I	6.3	I	0.0	I	
		I	34.9	I	15.4	I	0.0	I	
		I	29.7	I	2.0	I	0.0	I	
			-I-----		I-----		I-----		I-----
COLUMN		86		13		2		101	
TOTAL		85.1		12.9		2.0		100.0	

7 OUT OF 12 (58.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.178
 RAV CHI SQUARE = 7.48600 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2782
 CRAMER'S V = 0.19251

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE1 WHOLE CLASS INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
		ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW	
		COL	PCT	1%	2%	3%	4%	COL	TOTAL
		TOT	PCT	1	2	3	4		
CFVIDEO		----- ----- ----- ----- -----							
ALL TIME		1	1	5	3	1	0	9	
		1	55.6	33.3	11.1	0.0		8.9	
		1	9.6	7.1	20.0	0.0			
		1	5.0	3.0	1.0	0.0			
		----- ----- ----- ----- -----							
ALMOST ALL TIME		2	1	6	4	1	0	11	
		1	54.5	36.4	9.1	0.0		10.9	
		1	11.5	9.5	20.0	0.0			
		1	5.9	4.0	1.0	0.0			
		----- ----- ----- ----- -----							
SOMETIMES		3	1	23	22	2	2	49	
		1	46.9	44.9	4.1	4.1		48.5	
		1	44.2	52.4	40.0	100.0			
		1	22.8	21.8	2.0	2.0			
		----- ----- ----- ----- -----							
NEVER		4	1	18	13	1	0	32	
		1	56.3	40.6	3.1	0.0		31.7	
		1	34.6	31.0	20.0	0.0			
		1	17.8	12.9	1.0	0.0			
		----- ----- ----- ----- -----							
COLUMN			52	42	5	2		101	
TOTAL			51.5	41.6	5.0	2.0		100.0	

11 OUT OF 16 (68.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.178
 RAO CHI SQUARE = 4.22619 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8959
 CRAMER'S V = 0.11810

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE2										
		COUNT	1									
		ROW PCT	NUMBER	21	21 TO 40	41	TO 60	61	TO 80	ROW		
		COL PCT	1%		%	%		%		TOTAL		
		TOT PCT	1	1	1	2	1	3	1	4	1	
CFVIDEO		----- ----- ----- -----										
ALL TIME	1	1	1	1	7	1	1	1	0	1	9	
	1	11.1	1	77.8	1	11.1	1	0.0	1	8.9		
	1	5.9	1	13.5	1	3.8	1	0.0	1			
	1	1.0	1	6.9	1	1.0	1	0.0	1			
		----- ----- ----- -----										
ALMOST ALL TIME	2	1	1	1	6	1	3	1	1	1	11	
	1	9.1	1	54.5	1	27.3	1	9.1	1	10.9		
	1	5.9	1	11.5	1	11.5	1	16.7	1			
	1	1.0	1	5.9	1	3.0	1	1.0	1			
		----- ----- ----- -----										
SOMETIMES	3	1	7	1	24	1	15	1	3	1	49	
	1	14.3	1	49.0	1	30.6	1	6.1	1	48.5		
	1	41.2	1	46.2	1	57.7	1	50.0	1			
	1	6.9	1	23.8	1	14.9	1	3.0	1			
		----- ----- ----- -----										
NEVER	4	1	8	1	15	1	7	1	2	1	32	
	1	25.0	1	46.9	1	21.9	1	6.3	1	31.7		
	1	47.1	1	28.8	1	26.9	1	33.3	1			
	1	7.9	1	14.9	1	6.9	1	2.0	1			
		----- ----- ----- -----										
COLUMN			17		52		26		4		101	
TOTAL			16.8		51.5		25.7		5.9		100.0	

9 OUT OF 16 (56.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.535
 RAO CHI SQUARE = 5.56616 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7824
 CRAMER'S V = 0.13554

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE3 INDIVIDUAL INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE3									
COUNT									
ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW			
COL	PCT	1%	%	%	%	TOTAL			
TOT	PCT	1	1	2	1	3	1	4	1
CFVIDEO	----- ----- ----- ----- -----								
	1	1	2	1	2	1	4	1	1
ALL TIME	1	22.2	1	22.2	1	44.4	1	11.1	1
	1	6.5	1	5.0	1	20.0	1	10.0	1
	1	2.0	1	2.0	1	4.0	1	1.0	1
	----- ----- ----- ----- -----								
	2	1	4	1	4	1	2	1	1
ALMOST ALL TIME	1	36.4	1	36.4	1	18.2	1	9.1	1
	1	12.9	1	10.0	1	10.0	1	10.0	1
	1	4.0	1	4.0	1	2.0	1	1.0	1
	----- ----- ----- ----- -----								
	3	1	18	1	19	1	7	1	5
SOMETIMES	1	36.7	1	38.8	1	14.3	1	10.2	1
	1	58.1	1	47.5	1	35.0	1	50.0	1
	1	17.8	1	18.8	1	6.9	1	5.0	1
	----- ----- ----- ----- -----								
	4	1	7	1	15	1	7	1	3
NEVER	1	21.9	1	46.9	1	21.9	1	9.4	1
	1	22.6	1	37.5	1	35.0	1	30.0	1
	1	6.9	1	14.9	1	6.9	1	3.0	1
	----- ----- ----- ----- -----								
COLUMN		31		40		20		10	
TOTAL		30.7		39.6		19.8		9.9	

10 OUT OF 16 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.891
 RAV CHI SQUARE = 6.50151 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6889
 CRAMER'S V = 0.14648

NUMBER OF MISSING OBSERVATIONS = 2

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE4				
COUNT	I			
ROW PCT	UNDER 21	ROW		
COL PCT	IX	TOTAL		
TOT PCT	I	I	I	
CFVIDEO	-----I-----I			
	1	1	9	9
ALL TIME	1	100.0	1	8.9
	1	8.9	1	
	1	8.9	1	
	-I-----I			
	2	1	11	11
ALMOST ALL TIME	1	100.0	1	10.9
	1	10.9	1	
	1	10.9	1	
	-I-----I			
	3	1	49	49
SOMETIMES	1	100.0	1	48.5
	1	48.5	1	
	1	48.5	1	
	-I-----I			
	4	1	32	32
NEVER	1	100.0	1	31.7
	1	31.7	1	
	1	31.7	1	
	-I-----I			
COLUMN	101	101		
TOTAL	100.0	100.0		

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 2

Table 118

SPSS BATCH SYSTEM

10/07/85

PAGE 26

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE1 WHOLE CLASS INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

		TSTYLE1					
		COUNT					ROW
		ROW PCT	UNDER 21	21 TO 40	41 TO 60		ROW
		COL PCT	%	%	%		TOTAL
		TOT PCT	1	2	3		
CFVIDEO		----- ----- ----- -----					
		1	5	3	1	9	
	ALL TIME	1	55.6	33.3	11.1	10.2	
		1	10.2	8.3	33.3		
		1	5.7	3.4	1.1		
		----- ----- ----- -----					
		2	5	3	1	9	
	ALMOST ALL TIME	1	55.6	33.3	11.1	10.2	
		1	10.2	8.3	33.3		
		1	5.7	3.4	1.1		
		----- ----- ----- -----					
		3	22	18	0	40	
	SOMETIMES	1	55.0	45.0	0.0	45.5	
		1	44.9	50.0	0.0		
		1	25.0	20.5	0.0		
		----- ----- ----- -----					
		4	17	12	1	30	
	NEVER	1	56.7	40.0	3.3	34.1	
		1	34.7	33.3	33.3		
		1	19.3	13.6	1.1		
		----- ----- ----- -----					
COLUMN			49	36	3	88	
TOTAL			55.7	40.9	3.4	100.0	

6 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.307
 RAO CHI SQUARE = 4.92714 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5332
 CRAMER'S V = 0.16732

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW		
		COL PCT	1%	2%	3%	4%	TOTAL		
		TOT PCT	1	2	3	4			
CFVIDEO	ALMOST ALL TIME	2	1	1	1	0	0	2	13.4
		1	50.0	50.0	0.0	0.0			
		1	33.3	16.7	0.0	0.0			
		1	7.7	7.7	0.0	0.0			
SOMETIMES		3	1	4	2	2	9	69.2	
		1	11.1	44.4	22.2	22.2			
		1	33.3	66.7	100.0	100.0			
		1	7.7	30.8	15.4	15.4			
NEVER		4	1	1	0	0	2	15.4	
		1	50.0	50.0	0.0	0.0			
		1	33.3	16.7	0.0	0.0			
		1	7.7	7.7	0.0	0.0			
COLUMN			3	6	2	2	13		
TOTAL			23.1	46.2	15.4	15.4	100.0		

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.308
 RAV CHI SQUARE = 3.61111 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7291
 CRAMER'S V = 0.37268

NUMBER OF MISSING OBSERVATIONS = 2

SPSS BATCH SYSTEM

10/07/85

PAGE 28

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE2 SMALL GROUP INSTRUCTION
CONTROLLING FOR..

SCHOOL	TYPE OF SCHOOL	VALUE.	I	STATE
--------	----------------	--------	---	-------

PAGE 1 OF 1

TSTYLE2									
COUNT		I							
ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW			
COL	PCT	%	%	%	%	TOTAL			
TOT	PCT	I	I	I	I	I	I	I	I
CFVIDEO		1	1	2	3	4			
		1	1	7	1	1	0		9
ALL TIME		11.1	77.8	11.1	0.0				10.2
		7.1	15.2	4.3	0.0				
		1.1	8.0	1.1	0.0				
		1	1	6	2	0			9
ALMOST ALL TIME		11.1	66.7	22.2	0.0				10.2
		7.1	13.0	8.7	0.0				
		1.1	6.8	2.3	0.0				
		5	19	13	3				40
SOMETIMES		12.5	47.5	32.5	7.5				43.5
		35.7	41.3	56.5	60.0				
		5.7	21.6	14.8	3.4				
		7	14	7	2				30
NEVER		23.3	46.7	23.3	6.7				34.1
		50.0	30.4	30.4	40.0				
		8.0	15.9	8.0	2.3				
COLUMN		14	46	23	5				88
TOTAL		15.9	52.3	26.1	5.7				100.0

11 OUT OF 16 (68.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.511
RAO CHI SQUARE = 6.27023 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7126
CRAMER'S V = 0.15411

Table 121

SPSS BATCH SYSTEM

10/07/85

PAGE 29

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPE BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		TSTYLE2							
		COUNT							
		ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW	
		COL	PCT	%	%	%	%	TOTAL	
		TOT	PCT	I	I	I	I	I	
CFVIDEO		2	I	0	I	0	I	1	I
	ALMOST ALL TIME	1	0.0	I	0.0	I	50.0	I	15.4
		1	0.0	I	0.0	I	33.3	I	100.0
		1	0.0	I	0.0	I	7.7	I	7.7
SOMETIMES		3	I	2	I	5	I	2	I
		1	22.2	I	55.6	I	22.2	I	69.2
		1	66.7	I	83.3	I	66.7	I	0.0
		1	15.4	I	38.5	I	15.4	I	0.0
NEVER		4	I	1	I	1	I	0	I
		1	50.0	I	50.0	I	0.0	I	15.4
		1	38.3	I	16.7	I	0.0	I	0.0
		1	7.7	I	7.7	I	0.0	I	0.0
COLUMN		3		6		3		1	13
TOTAL		23.1		46.2		23.1		7.7	100.0

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAW CHI SQUARE = 8.78704 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1859
 CRAMER'S V = 0.58135

NUMBER OF MISSING OBSERVATIONS = 2

Table 122

SPSS BATCH SYSTEM

10/07/85

PAGE 30

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE3 INDIVIDUAL INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		TSTYLE3							
		COUNT I							
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW TOTAL		
		COL PCT	1%	2%	3%	4%			
		TOT PCT	1	2	3	4			
CFVIDEO			1	2	4	1			
	ALL TIME		1	2	4	1	9		
			22.2	22.2	44.4	11.1	10.2		
			9.1	5.4	21.1	10.0			
			2.3	2.3	4.5	1.1			
ALMOST ALL TIME			2	4	2	1	9		
			22.2	44.4	22.2	11.1	10.2		
			9.1	10.8	10.5	10.0			
			2.3	4.5	2.3	1.1			
			12	17	6	5	40		
SOMETIMES			30.0	42.5	15.0	12.5	45.5		
			54.5	45.9	31.6	50.0			
			13.6	19.3	6.8	5.7			
			6	14	7	3	30		
NEVER			20.0	46.7	23.3	10.0	34.1		
			27.3	37.8	36.8	30.0			
			6.8	15.9	8.0	3.4			
COLUMN TOTAL			22	37	19	10	88		
TOTAL			25.0	42.0	21.6	11.4	100.0		

10 OUT OF 16 (62.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.023
 RAV CHI SQUARE = 4.88463 WITH 9 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8442
 CRAMER'S V = 0.13602

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE3								
		COUNT								
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	ROW				
		COL PCT	%	%	%	TOTAL				
		TOT PCT	1	2	3	1				
CFVIDEO		-----I-----I-----I-----I								
		2	1	2	1	0	1	0	1	2
	ALMOST ALL TIME	1	100.0	1	0.0	1	0.0	1	15.4	
		1	22.2	1	0.0	1	0.0	1		
		1	15.4	1	0.0	1	0.0	1		
		-I-----I-----I-----I								
SOMETIMES		3	1	6	1	2	1	1	9	
		1	66.7	1	22.2	1	11.1	1	69.2	
		1	66.7	1	66.7	1	100.0	1		
		1	46.2	1	15.4	1	7.7	1		
			-I-----I-----I-----I							
NEVER		4	1	1	1	1	1	0	2	
		1	50.0	1	50.0	1	0.0	1	15.4	
		1	11.1	1	33.3	1	0.0	1		
		1	7.7	1	7.7	1	0.0	1		
			-I-----I-----I-----I							
COLUMN		9		3		1		13		
TOTAL		69.2		23.1		7.7		100.0		

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.154
 RAV CHI SQUARE = 1.92593 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7494
 CRAMER'S V = 0.27217

NUMBER OF MISSING OBSERVATIONS = 2

SPSS BATCH SYSTEM

10/07/85

PAGE 32

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE4		
		COUNT	1	
ROW	PCT	NUMBER	21	ROW
COL	PCT	1%		TOTAL
TOT	PCT	1	1	1
CFVIDEO		-----	-----	-----
		1	9	9
ALL TIME		1	100.0	10.2
		1	10.2	1
		1	10.2	1
		-----	-----	-----
		2	9	9
ALMOST ALL TIME		1	100.0	10.2
		1	10.2	1
		1	10.2	1
		-----	-----	-----
		3	40	40
SOMETIMES		1	100.0	45.5
		1	45.5	1
		1	45.5	1
		-----	-----	-----
		4	30	30
NEVER		1	100.0	34.1
		1	34.1	1
		1	34.1	1
		-----	-----	-----
COLUMN		88		88
TOTAL		100.0		100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CFVIDEO FREQUENCY PROGRAMS VIDEOTAPED BY TSTYLE4 OTHER INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

TSTYLE4					
COUNT		I			
ROW	PCT UNDER 21	ROW			
COL	PCT 15.	TOTAL			
TOT	PCT 1	1	1		
CFVIDEO	-----I-----I				
	2	I	2	I	2
ALMOST ALL TIME	I	100.0	I	15.4	
	I	15.4	I		
	I	15.4	I		
	-I-----I				
	3	I	9	I	9
SOMETIMES	I	100.0	I	69.2	
	I	69.2	I		
	I	69.2	I		
	-I-----I				
	4	I	2	I	2
NEVER	I	100.0	I	15.4	
	I	15.4	I		
	I	15.4	I		
	-I-----I				
COLUMN	13		13		
TOTAL	100.0		100.0		

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 2

Table 127

SPSS BATCH SYSTEM

10/03/85

PAGE 10

FILE NO (CREATION DATE = 10/02/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

STVIEW TV SUPPLEMENT WITHIN CLASSROOM

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	12	11.7	11.8	11.8
LIMITED EXTENT	2	81	78.6	79.4	91.2
NOT AT ALL	3	9	8.7	8.8	100.0
OUT OF RANGE		1	1.0	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 102 MISSING CASES 1

Table 128

SPSS BATCH SYSTEM

10/04/85

PAGE 2

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS										
COUNT I										
ROW		PCT	IPREP	GRADE ON		GRADE TV	ROW			
COL		PCT	I	E		O	TOTAL			
TOT		PCT	I	2	I	3	I	4	I	
CTVSW										
-----I-----I-----I-----I-----I										
1		I	0	I	1	I	3	I	4	
GREAT EXTENT	I	0.0	I	25.0	I	75.0	I	11.1		
	I	0.0	I	8.3	I	18.8	I			
	I	0.0	I	2.8	I	8.3	I			
-----I-----I-----I-----I-----I										
2		I	6	I	11	I	12	I	29	
LIMITED EXTENT	I	20.7	I	37.9	I	41.4	I	80.6		
	I	75.0	I	91.7	I	75.0	I			
	I	16.7	I	30.6	I	33.3	I			
-----I-----I-----I-----I-----I										
3		I	2	I	0	I	1	I	3	
NOT AT ALL	I	66.7	I	0.0	I	33.3	I	8.3		
	I	25.0	I	0.0	I	6.3	I			
	I	5.6	I	0.0	I	2.8	I			
-----I-----I-----I-----I-----I										
COLUMN		8		12		16		36		
TOTAL		22.2		33.3		44.4		100.0		

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.667
 PAV CHI SQUARE = 5.83836 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2115
 CRAMER'S V = 0.28476

NUMBER OF MISSING OBSERVATIONS = 67

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF									
CTVSW	TV SUPPLEMENT WITHIN CLASSROOM				BY CLASS	LEVEL TAUGHT			
CONTROLLING FOR..									
SCHOOL	TYPE OF SCHOOL				VALUE..	I	STATE		
PAGE 1 OF									

		CLASS								
		COUNT		IPREP		GRADE ON GRADE TV		ROW		
		COL	PCT	1	E	O		TOTAL		
		TOT	PCT	1	2	1	3	1	4	1
CTVSW		-----	-----	-----	-----	-----	-----	-----	-----	-----
		1	1	0	1	0	1	2	1	2
GREAT EXTENT		1	0.0	1	0.0	1	100.0	1	8.7	
		1	0.0	1	0.0	1	22.2	1		
		1	0.0	1	0.0	1	8.7	1		
		-----	-----	-----	-----	-----	-----	-----	-----	-----
		2	1	4	1	8	1	7	1	19
LIMITED EXTENT		1	21.1	1	42.1	1	36.8	1	82.6	
		1	66.7	1	100.0	1	77.8	1		
		1	17.4	1	34.8	1	30.4	1		
		-----	-----	-----	-----	-----	-----	-----	-----	-----
		3	1	2	1	0	1	0	1	2
NOT AT ALL		1	100.0	1	0.0	1	0.0	1	8.7	
		1	33.3	1	0.0	1	0.0	1		
		1	8.7	1	0.0	1	0.0	1		
		-----	-----	-----	-----	-----	-----	-----	-----	-----
	COLUMN			6		8		9		23
	TOTAL			26.1		34.8		39.1		100.0

7 OUT OF 9 (77.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.522
RAO CHI SQUARE = 9.28070 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0545
CRAMER'S V = 0.44917

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CTVSV TV SUPPLEMENT WITHIN CLASSROOM

BY CLASS LEVEL TAUGHT

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		CLASS					
		COUNT		GRADE ON		ROW	
		PCT		GRADE TV		TOTAL	
		COL PCT		E O			
		TOT PCT		2 I 3 I 4 I			
CTVSV		----- ----- -----					
		1	1	0	1	1	2
	GREAT EXTENT	1	0.0	1	50.0	1	15.4
		1	0.0	1	25.0	1	
		1	0.0	1	7.7	1	
		----- ----- -----					
		2	1	2	1	3	10
	LIMITED EXTENT	1	20.0	1	30.0	1	76.9
		1	100.0	1	75.0	1	
		1	15.4	1	23.1	1	
		----- ----- -----					
		3	1	0	1	0	1
	NOT AT ALL	1	0.0	1	0.0	1	7.7
		1	0.0	1	0.0	1	
		1	0.0	1	0.0	1	
		----- ----- -----					
	COLUMN	2		4		7	
	TOTAL	15.4		30.8		53.8	
						100.0	

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.154

RAW CHI SQUARE = 1.57857 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8126

CRAMER'S V = 0.24640

NUMBER OF MISSING OBSERVATIONS = 67

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSU TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE1 WHOLE CLASS INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE1											
		COUNT											
		ROW PCT		NUMBER		21 TO 40		41 TO 60		61 TO 80		ROW	
		COL PCT		1%		%		%		%		TOTAL	
		TOT PCT		1		2		3		4			
CTVSU		-----I-----		I-----		I-----		I-----		I-----			
GREAT EXTENT		1	I	5	I	6	I	1	I	0	I	12	
		I	41.7	I	50.0	I	8.3	I	0.0	I	11.8		
		I	9.4	I	14.3	I	20.0	I	0.0	I			
		I	4.9	I	5.9	I	1.0	I	0.0	I			
		-I-----		I-----		I-----		I-----		I-----			
LIMITED EXTENT		2	I	45	I	31	I	3	I	2	I	81	
		I	55.6	I	38.3	I	3.7	I	2.5	I	79.4		
		I	84.9	I	73.8	I	60.0	I	100.0	I			
		I	44.1	I	30.4	I	2.9	I	2.0	I			
		-I-----		I-----		I-----		I-----		I-----			
NOT AT ALL		3	I	3	I	5	I	1	I	0	I	9	
		I	33.3	I	55.6	I	11.1	I	0.0	I	8.8		
		I	5.7	I	11.9	I	20.0	I	0.0	I			
		I	2.9	I	4.9	I	1.0	I	0.0	I			
		-I-----		I-----		I-----		I-----		I-----			
COLUMN		53		42		5		2		102			
TOTAL		52.0		41.2		4.9		2.0		100.0			

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE2											
COUNT											
ROW PCT UNDER 21 21 TO 40 41 TO 60 61 TO 80 ROW											
COL PCT 1% % % % TOTAL											
TOT PCT I 1 I 2 I 3 I 4 I											
CTVSW	-----I-----I-----I-----I-----I										
	1	I	1	I	9	I	2	I	0	I	12
	GREAT EXTENT	I	8.3	I	75.0	I	16.7	I	0.0	I	11.8
		I	5.6	I	17.0	I	8.0	I	0.0	I	
		I	1.0	I	8.8	I	2.0	I	0.0	I	
-----I-----I-----I-----I-----I											
LIMITED EXTENT	2	I	13	I	41	I	21	I	6	I	81
	I	16.0	I	50.6	I	25.9	I	7.4	I	79.4	
	I	72.2	I	77.4	I	84.0	I	100.0	I		
	I	12.7	I	40.2	I	20.6	I	5.9	I		
	-----I-----I-----I-----I-----I										
NOT AT ALL	3	I	4	I	3	I	2	I	0	I	9
	I	44.4	I	33.3	I	22.2	I	0.0	I	8.8	
	I	22.2	I	5.7	I	8.0	I	0.0	I		
	I	3.9	I	2.9	I	2.0	I	0.0	I		
	-----I-----I-----I-----I-----I										
COLUMN		18		53		25		6		102	
TOTAL		17.6		52.0		24.5		5.9		100.0	

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.529
 RAV CHI SQUARE = 8.16656 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2262
 CRAMER'S V = 0.20008

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE3 INDIVIDUAL INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE3							
		COUNT							
		ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW		
		COL PCT	1%	%	%	%	TOTAL		
		TOT PCT	1	1	2	1	3	4	
CTVSW		----- ----- ----- -----							
GREAT EXTENT	1	1	3	1	5	1	2	1	12
	1	25.0	1	41.7	1	16.7	1	16.7	11.8
	1	9.7	1	12.5	1	9.5	1	20.0	1
	1	2.9	1	4.9	1	2.0	1	2.0	1
		- ----- ----- -----							
LIMITED EXTENT	2	1	28	1	30	1	17	1	81
	1	34.6	1	37.0	1	21.0	1	7.4	79.4
	1	90.3	1	75.0	1	81.0	1	60.0	1
	1	27.5	1	29.4	1	16.7	1	5.9	1
		- ----- ----- -----							
NOT AT ALL	3	1	0	1	5	1	2	1	9
	1	0.0	1	55.6	1	22.2	1	22.2	8.8
	1	0.0	1	12.5	1	9.5	1	20.0	1
	1	0.0	1	4.9	1	2.0	1	2.0	1
		- ----- ----- -----							
COLUMN		31	40	21	10	102			
TOTAL		30.4	39.2	20.6	9.8	100.0			

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.882
 RAV CHI SQUARE = 6.61823 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3576
 CRAMER'S V = 0.18012

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	1		
ROW	PCT UNDER 21	ROW			
COL	PCT 1%	TOTAL			
TOT	PCT 1	1	1		
		-----I-----I			
CTVSW		1	1	12	12
GREAT EXTENT	1	100.0	1	11.8	
	1	11.8	1		
	1	11.8	1		
		-I-----I			
	2	1	81	1	81
LIMITED EXTENT	1	100.0	1	79.4	
	1	79.4	1		
	1	79.4	1		
		-I-----I			
	3	1	9	1	9
NOT AT ALL	1	100.0	1	8.8	
	1	8.8	1		
	1	8.8	1		
		-I-----I			
COLUMN		102		102	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 1

Table 136

SPSS BATCH SYSTEM

10/07/85

PAGE 10

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE1					
		COUNT					
		ROW PCT UNDER 21 21 TO 40 41 TO 60					
		COL PCT 1% 2% 3%					
		TOT PCT 1 1 2 3					
CTVSW		----- ----- ----- -----					
		1 1	5 1	4 1	1 1		10
	GREAT EXTENT	1 50.0	1 40.0	1 10.0	1 11.2		
		1 10.0	1 11.1	1 33.3	1		
		1 5.6	1 4.5	1 1.1	1		
		----- ----- ----- -----					
		2 1	42 1	27 1	2 1		71
	LIMITED EXTENT	1 59.2	1 38.0	1 2.8	1 79.8		
		1 84.0	1 75.0	1 66.7	1		
		1 47.2	1 30.3	1 2.2	1		
		----- ----- ----- -----					
		3 1	3 1	5 1	0 1		8
	NOT AT ALL	1 37.5	1 62.5	1 0.0	1 9.0		
		1 6.0	1 13.9	1 0.0	1		
		1 3.4	1 5.6	1 0.0	1		
		----- ----- ----- -----					
		COLUMN	50	36	3		89
		TOTAL	56.2	40.4	3.4		100.0

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.270
 RAW CHI SQUARE = 3.37981 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4964
 CRAMER'S V = 0.13780

Table 137

SPSS BATCH SYSTEM

10/07/85

PAGE 11

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
		ROW PCT							
		COL PCT							
		TOT PCT							
		TOTAL							
		ROW PCT							
		COL PCT							
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		ROW PCT							
		COL PCT							
		TOT PCT							

Table 138

SPSS BATCH SYSTEM

10/07/85

PAGE 12

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSV TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE2									
		COUNT	I								
		ROW PCT	NUMBER	21	21 TO 40	41 TO 60	61 TO 80	ROW			
		COL PCT	%	%	%	%	TOTAL				
		TOT PCT	I	I	I	I	I	I			
CTVSV		----- ----- ----- ----- -----									
		1	I	1	I	7	I	2	I	0	I
GREAT EXTENT		I	10.0	I	70.0	I	20.0	I	0.0	I	11.2
		I	6.7	I	14.9	I	9.1	I	0.0	I	
		I	1.1	I	7.9	I	2.2	I	0.0	I	
		----- ----- ----- ----- -----									
LIMITED EXTENT	2	I	10	I	38	I	18	I	5	I	71
	I	14.1	I	53.5	I	25.4	I	7.0	I	79.8	
	I	66.7	I	80.9	I	81.8	I	100.0	I		
	I	11.2	I	42.7	I	20.2	I	5.6	I		
	----- ----- ----- ----- -----										
NOT AT ALL	3	I	4	I	2	I	2	I	0	I	8
	I	50.0	I	25.0	I	25.0	I	0.0	I	9.0	
	I	26.7	I	4.3	I	9.1	I	0.0	I		
	I	4.5	I	2.2	I	2.2	I	0.0	I		
	----- ----- ----- ----- -----										
COLUMN		15	47	22	5	89					
TOTAL		16.9	52.8	24.7	5.6	100.0					

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.449
 RAO CHI SQUARE = 8.92424 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.1779
 CRAMER'S V = 0.22391

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE2							
		COUNT							
		1		2		3		4	
		ROW PCT		UNDER 21		21 TO 40		41 TO 60	
		COL PCT		1%		%		%	
		TOT PCT		1		2		3	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
		1		1		1		1	
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SPSS BATCH SYSTEM

10/07/85

PAGE 14

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSU TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

		TSTYLE3										
		COUNT										
		ROW PCT		NUMBER 21		21 TO 40		41 TO 60		61 TO 80		ROW
		COL PCT		IS		%		%		%		TOTAL
		TOT PCT		I	I	I	2	I	3	I	4	I
CTVSU		-----I		-----I		-----I		-----I		-----I		
GREAT EXTENT		1	I	3	I	3	I	2	I	2	I	10
		I	30.0	I	30.0	I	20.0	I	20.0	I	11.2	
		I	13.6	I	8.1	I	10.0	I	20.0	I		
		I	3.4	I	3.4	I	2.2	I	2.2	I		
		-I-----I		-----I		-----I		-----I		-----I		
LIMITED EXTENT		2	I	19	I	30	I	16	I	6	I	71
		I	26.8	I	42.3	I	22.5	I	8.5	I	79.8	
		I	86.4	I	81.1	I	80.0	I	60.0	I		
		I	21.3	I	33.7	I	18.0	I	6.7	I		
		-I-----I		-----I		-----I		-----I		-----I		
NOT AT ALL		3	I	0	I	4	I	2	I	2	I	8
		I	0.0	I	50.0	I	25.0	I	25.0	I	9.0	
		I	0.0	I	10.8	I	10.0	I	20.0	I		
		I	0.0	I	4.5	I	2.2	I	2.2	I		
		-I-----I		-----I		-----I		-----I		-----I		
COLUMN		22		37		20		10		89		
TOTAL		24.7		41.6		22.5		11.2		100.0		

FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSW TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE3					
		COUNT					
		1	2	3	4	5	6
ROW	PCT	1	2	3	4	5	6
COL	PCT	1	2	3	4	5	6
TOT	PCT	1	2	3	4	5	6
CTVSW		1	1	0	1	2	0
GREAT EXTENT		1	0.0	1	100.0	1	0.0
		1	0.0	1	66.7	1	0.0
		1	0.0	1	15.4	1	0.0
LIMITED EXTENT		1	90.0	1	0.0	1	10.0
		1	100.0	1	0.0	1	100.0
		1	69.2	1	0.0	1	7.7
NOT AT ALL		1	0.0	1	100.0	1	0.0
		1	0.0	1	33.3	1	0.0
		1	0.0	1	7.7	1	0.0
COLUMN		9	3	1	13		
TOTAL		69.2	23.1	7.7	100.0		

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.077
 RAO CHI SQUARE = 13.00000 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0113
 CRAMER'S V = 0.70711

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CTVSU TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE4 OTHER INSTRUCTION
CONTROLLING FOR..SCHOOL TYPE OF SCHOOL VALUE.. I STATE
***** PAGE 1 OF 1

		TSTYLE4			
		COUNT		I	
		ROW PCT		NUMBER 21	
		COL PCT		IS	
		TOT PCT		I	
		I		I	
		-----I-----I			
CTVSU		1	1	10	10
	GREAT EXTENT	1	100.0	1	11.2
		1	11.2	1	
		1	11.2	1	
		-I-----I			
LIMITED EXTENT		2	1	71	71
		1	100.0	1	79.8
		1	79.8	1	
		1	79.8	1	
		-I-----I			
NOT AT ALL		3	1	8	8
		1	100.0	1	9.0
		1	9.0	1	
		1	9.0	1	
		-I-----I			
COLUMN		89		89	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSU TV SUPPLEMENT WITHIN CLASSROOM BY TSTYLE4 OTHER INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	1		
ROW	PCT	UNDER 21	ROW		
COL	PCT	1%	TOTAL		
TOT	PCT	1	1		
CTVSU	-----1-----1				
	1	1	2	1	2
GREAT EXTENT	1	100.0	1	15.4	
	1	15.4	1		
	1	15.4	1		
	-1-----1				
	2	1	10	1	10
LIMITED EXTENT	1	100.0	1	76.9	
	1	76.9	1		
	1	76.9	1		
	-1-----1				
	3	1	1	1	1
NOT AT ALL	1	100.0	1	7.7	
	1	7.7	1		
	1	7.7	1		
	-1-----1				
COLUMN		13		13	
TOTAL		100.0		100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 1

Table 144

SPSS BATCH SYSTEM

10/03/85

PAGE 11

FILE - KC (CREATION DATE = 10/03/85) (EET), EDUCATIONAL TV IN INFANT SCHOOLS

CTVSD TV SUPPLEMENT OUTSIDE CLASSROOM

CATEGORY LABEL	CASE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	2	1.9	2.1	2.1
LIMITED EXTENT	2	44	42.7	46.8	48.9
NOT AT ALL	3	48	46.6	51.1	100.0
OUT OF RANGE		9	8.7	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 94 MISSING CASES 9

Table 145

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		CLASS					
		COUNT		GRADE ON		ROW	
		ROW PCT	IPREP	GRADE	ON GRADE	TV	ROW
		COL PCT	I	E	O		TOTAL
		TOT PCT	1	2	3	4	I
CTVSO		-----	I	-----	I	-----	I
		1	I	0	I	0	I
	GREAT EXTENT	I	0.0	I	0.0	I	100.0
		I	0.0	I	0.0	I	12.5
		I	0.0	I	0.0	I	4.8
		-----	I	-----	I	-----	I
		2	I	0	I	6	I
LIMITED EXTENT		I	0.0	I	50.0	I	50.0
		I	0.0	I	75.0	I	75.0
		I	0.0	I	28.6	I	28.6
		-----	I	-----	I	-----	I
		3	I	5	I	2	I
NOT AT ALL		I	62.5	I	25.0	I	12.5
		I	100.0	I	25.0	I	12.5
		I	23.8	I	9.5	I	4.8
		-----	I	-----	I	-----	I
COLUMN			5		8		8
TOTAL			23.8		38.1		38.1
							100.0

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.238
 RAO CHI SQUARE = 12.14062 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0143
 CRAMER'S V = 0.53765

Table 147

SPSS BATCH SYSTEM

10/04/85

PAGE 3

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		-CLASS					
		COUNT					
CTVSO	ROW	PCT	IPREP	GRADE ON GRADE TV		ROW	TOTAL
	COL	PCT	I	E	O		
	TOT	PCT	I	2	I	3	
GREAT EXTENT	1	I	0	I	1	I	2
		I	0.0	I	50.0	I	6.3
		I	0.0	I	9.1	I	
		I	0.0	I	3.1	I	
LIMITED EXTENT	2	I	1	I	8	I	17
		I	5.9	I	47.1	I	53.1
		I	14.3	I	72.7	I	
		I	3.1	I	25.0	I	
NOT AT ALL	3	I	6	I	2	I	13
		I	46.2	I	15.4	I	40.6
		I	85.7	I	18.2	I	
		I	18.8	I	6.3	I	
COLUMN			7		11		32
TOTAL			21.9		34.4		100.0

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.438
 RAV CHI SQUARE = 8.37327 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE 0.0788
 CRAMER'S V = 0.36171

NUMBER OF MISSING OBSERVATIONS = 71

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

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***** CROSSTABULATION OF *****
CTV50  TV SUPPLEMENT OUTSIDE CLASSROOM      BY TSTYLE1  WHOLE CLASS INSTRUCTION
***** PAGE 1 OF 1 *****

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TSTYLE1											
COUNT		I									
ROW	PCT	NUMBER	21	21	TO 40	41	TO 60	61	TO 80	ROW	
COL	PCT	IX			%			%			
TOT	PCT	I	1	I	2	I	3	I	4	I	
-----I-----I-----I-----I-----I											
CTVSO		1	I	0	I	2	I	0	I	0	I
	GREAT EXTENT	I	0.0	I	100.0	I	0.0	I	0.0	I	2.1
		I	0.0	I	5.3	I	0.0	I	0.0	I	
		I	0.0	I	2.1	I	0.0	I	0.0	I	
-----I-----I-----I-----I-----I											
LIMITED EXTENT		2	I	25	I	14	I	4	I	1	I
		I	56.8	I	31.8	I	9.1	I	2.3	I	46.8
		I	51.0	I	36.8	I	80.0	I	50.0	I	
		I	26.6	I	14.9	I	4.3	I	1.1	I	
-----I-----I-----I-----I-----I											
NOT AT ALL		3	I	24	I	22	I	1	I	1	I
		I	50.0	I	45.8	I	2.1	I	2.1	I	51.1
		I	49.0	I	57.9	I	20.0	I	50.0	I	
		I	25.5	I	23.4	I	1.1	I	1.1	I	
-----I-----I-----I-----I-----I											
COLUMN		49		38		5		2		94	
TOTAL		52.1		40.4		5.3		2.1		100.0	

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.043

RAW CHI SQUARE = 6.45481 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3742

CRAMER'S V = 0.18529

NUMBER OF MISSING OBSERVATIONS = 9

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE2								
		COUNT								
		UNDER 21		21 TO 40		41 TO 60		61 TO 80		ROW
		PCT		PCT		PCT		PCT		TOTAL
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
		I		I		I		I		
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		I		I						

FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

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***** CROSSTABULATION OF *****
CTVSO    TV SUPPLEMENT OUTSIDE CLASSROOM          BY TSTYLE3  INDIVIDUAL INSTRUCTION
***** PAGE 1 OF 1 *****

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TSTYLE3										
COUNT		I								
ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW				
COL	PCT	%	%	%	%	TOTAL				
TOT	PCT	I	I	I	I	I	I	I	I	
CTVSO		-----I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		1 I	1 I	1 I	0 I	0 I				2
GREAT EXTENT		1 50.0 I	1 50.0 I	1 0.0 I	1 0.0 I					2.1
		1 3.6 I	1 2.6 I	1 0.0 I	1 0.0 I					
		1 1.1 I	1 1.1 I	1 0.0 I	1 0.0 I					
		-I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		2 I	14 I	16 I	10 I	4 I				44
LIMITED EXTENT		1 31.8 I	1 36.4 I	1 22.7 I	1 9.1 I					46.8
		1 50.0 I	1 41.0 I	1 58.8 I	1 40.0 I					
		1 14.9 I	1 17.0 I	1 10.6 I	1 4.3 I					
		-I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
		3 I	13 I	22 I	7 I	6 I				48
NOT AT ALL		1 27.1 I	1 45.8 I	1 14.6 I	1 12.5 I					51.1
		1 46.4 I	1 56.4 I	1 41.2 I	1 60.0 I					
		1 13.8 I	1 23.4 I	1 7.4 I	1 6.4 I					
		-I-----	I-----	I-----	I-----	I-----	I-----	I-----	I-----	
	COLUMN	28	39	17	10					94
	TOTAL	29.8	41.5	18.1	10.6					100.0

5 OUT OF 12 (41.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.213
2XN CHI SQUARE = 2.66455 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8496
CRAMER'S V = 0.11905

NUMBER OF MISSING OBSERVATIONS = 9

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE4				
COUNT				
ROW	PCT	NUMBER	21	ROW
COL	PCT	13		TOTAL
TOT	PCT	1	1	1
----- -----				
CTVSO				
	1	1	2	2
GREAT EXTENT	1	100.0	1	2.1
	1	2.1	1	
	1	2.1	1	
	- -----			
	2	1	44	44
LIMITED EXTENT	1	100.0	1	46.8
	1	46.8	1	
	1	46.8	1	
	- -----			
	3	1	48	48
NOT AT ALL	1	100.0	1	51.1
	1	51.1	1	
	1	51.1	1	
	- -----			
COLUMN		94		94
TOTAL		100.0		100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 9

Table 152

SPSS BATCH SYSTEM

10/07/85

PAGE 18

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE1					
		COUNT					
CTVSO	ROW	PCT	1 UNDER 21		21 TO 40		ROW
	COL	PCT	1%		%		TOTAL
	TOT	PCT	1	1	2	1	3
			1	1	2	1	3
GREAT EXTENT	1	1	0	1	1	1	1
	1	0.0	1	100.0	1	0.0	1.2
	1	0.0	1	2.9	1	0.0	1
	1	0.0	1	1.2	1	0.0	1
LIMITED EXTENT	2	1	23	1	13	1	39
	1	59.0	1	33.3	1	7.7	47.0
	1	50.0	1	38.2	1	100.0	1
	1	27.7	1	15.7	1	3.6	1
NOT AT ALL	3	1	23	1	20	1	43
	1	53.5	1	46.5	1	0.0	51.8
	1	50.0	1	58.8	1	0.0	1
	1	27.7	1	24.1	1	0.0	1
COLUMN			46		34		3
TOTAL			55.4		41.0		3.6
							100.0

5 OUT OF 9 (55.6%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.036
 RAW CHI SQUARE = 5.78487 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2158
 CRAMER'S V = 0.18648

Table 153

SPSS BATCH SYSTEM

10/07/85

PAGE 19

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE1 WHOLE CLASS INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

TSTYLE1									
COUNT									
ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW			
COL	PCT	1%	2%	3%	4%	TOTAL			
TOT	PCT	1	2	3	4				
CTVSO		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		1	0	1	0	0	1		
GREAT EXTENT		1	0.0	1	100.0	1	0.0	1	9.1
		1	0.0	1	25.0	1	0.0	1	
		1	0.0	1	9.1	1	0.0	1	
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		2	2	1	1	1	1	1	5
LIMITED EXTENT		1	40.0	1	20.0	1	20.0	1	45.5
		1	66.7	1	25.0	1	50.0	1	
		1	18.2	1	9.1	1	9.1	1	
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
		3	1	2	1	1	1	1	5
NOT AT ALL		1	20.0	1	40.0	1	20.0	1	45.5
		1	33.3	1	50.0	1	50.0	1	
		1	9.1	1	18.2	1	9.1	1	
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----			
COLUMN		3	4	2	2	11			
TOTAL		27.3	36.4	18.2	18.2	100.0			

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.182
 RAW CHI SQUARE = 2.56667 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8609
 CRAMER'S V = 0.34157

NUMBER OF MISSING OBSERVATIONS = 9

Table 154

SPSS BATCH SYSTEM

10/07/85

PAGE 20

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. I STATE

***** PAGE 1 OF 1

		TSTYLE2							
		COUNT I							
		ROW PCT I UNDER 21 21 TO 40 41 TO 60 61 TO 80 ROW							
		COL PCT IS % % % % TOTAL							
		TOT PCT I 1 1 2 1 3 1 4 1							
CTVSO		-----I-----I-----I-----I-----I							
		1 1	0 1	1 1	0 1	0 1			1
	GREAT EXTENT	1	0.0 1	100.0 1	0.0 1	0.0 1			1.2
		1	0.0 1	2.3 1	0.0 1	0.0 1			
		1	0.0 1	1.2 1	0.0 1	0.0 1			
LIMITED EXTENT		-----I-----I-----I-----I-----I							
		2 1	5 1	22 1	10 1	2 1			39
		1	12.8 1	56.4 1	25.6 1	5.1 1			47.0
		1	33.3 1	50.0 1	52.6 1	40.0 1			
		1	6.0 1	26.5 1	12.0 1	2.4 1			
NOT AT ALL		-----I-----I-----I-----I-----I							
		3 1	10 1	21 1	9 1	3 1			43
		1	23.3 1	48.8 1	20.9 1	7.0 1			51.8
		1	66.7 1	47.7 1	47.4 1	60.0 1			
		1	12.0 1	25.3 1	10.8 1	3.6 1			
		-----I-----I-----I-----I-----I							
COLUMN		15	44	19	5	83			
TOTAL		18.1	53.0	22.9	6.0	100.0			

6 OUT OF 12 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.060

RAV CHI SQUARE = 2.66499 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8496

CRAMER'S V = 0.12670

FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

TSTYLE2											
COUNT											
ROW PCT		NUMBER		21	21 TO 40		41	60 61 TO 80		ROW	
COL PCT		IS		%		%		%		TOTAL	
TOT PCT		I	I	I	2	I	3	I	4	I	
CTVSD	-----I-----		I-----		I-----		I-----		I-----		
	1	I	0	I	1	I	0	I	0	I	
	GREAT EXTENT		I	0.0	I	100.0	I	0.0	I	0.0	I
	I	0.0	I	16.7	I	0.0	I	0.0	I		
	I	0.0	I	9.1	I	0.0	I	0.0	I		
	-I-----		I-----		I-----		I-----		I-----		
LIMITED EXTENT	2	I	2	I	2	I	0	I	1	I	
	I	40.0	I	40.0	I	0.0	I	20.0	I	45.5	
	I	66.7	I	33.3	I	0.0	I	100.0	I		
	I	18.2	I	18.2	I	0.0	I	9.1	I		
	-I-----		I-----		I-----		I-----		I-----		
NOT AT ALL	3	I	1	I	3	I	1	I	0	I	
	I	20.0	I	60.0	I	20.0	I	0.0	I	45.5	
	I	33.3	I	50.0	I	100.0	I	0.0	I		
	I	9.1	I	27.3	I	9.1	I	0.0	I		
	-I-----		I-----		I-----		I-----		I-----		
COLUMN		3		6		1		1		11	
TOTAL		27.3		54.5		9.1		9.1		100.0	

Table 156

SPSS BATCH SYSTEM

10/07/85

PAGE 22

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

		TSTYLE3										
		COUNT										
		ROW PCT		UNDER 21		21 TO 40		41 TO 60		61 TO 80		ROW
		COL PCT		%		%		%		%		TOTAL
		TOT PCT		I		I		I		I		
CTVSO		-----I-----		I-----		I-----		I-----		I-----		
		1	I	1	I	0	I	0	I	0	I	1
GREAT EXTENT		I	100.0	I	0.0	I	0.0	I	0.0	I	0.0	1.2
		I	4.8	I	0.0	I	0.0	I	0.0	I	0.0	
		I	1.2	I	0.0	I	0.0	I	0.0	I	0.0	
		-I-----		I-----		I-----		I-----		I-----		
		2	I	11	I	15	I	9	I	4	I	39
LIMITED EXTENT		I	28.2	I	38.5	I	23.1	I	10.3	I		47.0
		I	52.4	I	41.7	I	56.3	I	40.0	I		
		I	13.3	I	18.1	I	10.8	I	4.8	I		
		-I-----		I-----		I-----		I-----		I-----		
		3	I	9	I	21	I	7	I	6	I	43
NOT AT ALL		I	20.9	I	48.8	I	16.3	I	14.0	I		51.8
		I	42.9	I	58.3	I	43.8	I	60.0	I		
		I	10.8	I	25.3	I	8.4	I	7.2	I		
		-I-----		I-----		I-----		I-----		I-----		
COLUMN		21		36		16		10				83
TOTAL		25.3		43.4		19.3		12.0				100.0

Table 157

SPSS BATCH SYSTEM

10/07/85

PAGE 23

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE3					
		COUNT					
CTVSO	ROW	PCT	UNDER 21	21 TO 40	41 TO 60	ROW	
	COL	PCT	1%	%	%	TOTAL	
	TOT	PCT	1	1	2	1	3
	1	1	0	1	1	0	1
GREAT EXTENT	1	0.0	1	100.0	1	0.0	1
	1	0.0	1	33.3	1	0.0	1
	1	0.0	1	9.1	1	0.0	1
	2	1	3	1	1	1	5
LIMITED EXTENT	1	60.0	1	20.0	1	20.0	1
	1	42.9	1	33.3	1	100.0	1
	1	27.3	1	9.1	1	9.1	1
	3	1	4	1	1	0	5
NOT AT ALL	1	80.0	1	20.0	1	0.0	1
	1	57.1	1	33.3	1	0.0	1
	1	36.4	1	9.1	1	0.0	1
	COLUMN		7	3	1		11
	TOTAL		63.6	27.3	9.1		100.0

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.091

RAW CHI SQUARE = 4.19048 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3808

CRAMER'S V = 0.43644

NUMBER OF MISSING OBSERVATIONS = 9

Table 158

SPSS BATCH SYSTEM

10/07/85

PAGE 24

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

	TSTYLE4			
	COUNT	1		
ROW PCT	NUMBER	21	ROW	
COL PCT	1%		TOTAL	
TOT PCT	1	1	1	
CTVSO	-----1-----1			
	1	1	1	1
GREAT EXTENT	1	100.0	1	1.2
	1	1.2	1	
	1	1.2	1	
	-1-----1			
	2	1	39	39
LIMITED EXTENT	1	100.0	1	47.0
	1	47.0	1	
	1	47.0	1	
	-1-----1			
	3	1	43	43
NOT AT ALL	1	100.0	1	51.8
	1	51.8	1	
	1	51.8	1	
	-1-----1			
COLUMN	83		83	
TOTAL	100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /ENTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****

CTVSO TV SUPPLEMENT OUTSIDE CLASSROOM BY TSTYLE4 OTHER INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE4			
		COUNT		I	
		ROW PCT		UNDER 21	
		COL PCT		1%	
		TOT PCT		I	
		I		I	
		-----I-----I			
CTVSO		1	1	1	1
		1	1	1	1
	GREAT EXTENT	1	100.0	1	9.1
		1	9.1	1	
		1	9.1	1	
		-I-----I			
LIMITED EXTENT		2	1	5	5
		1	100.0	1	45.5
		1	45.5	1	
		1	45.5	1	
		-I-----I			
NOT AT ALL		3	1	5	5
		1	100.0	1	45.5
		1	45.5	1	
		1	45.5	1	
		-I-----I			
COLUMN		11		11	
TOTAL		100.0		100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 9

Table 160

SPSS BATCH SYSTEM

10/03/85

PAGE 16

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS.

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***** CROSSTABULATION OF *****
CPTV      PRESENTATION OF PROGRAM      BY STATUS .  TEACHERS STATUS
***** PAGE 1 OF 1

```

		STATUS									
		COUNT	I				M				
ROW	PCT	ICLASS	TE	SENIOR	T	INFANT	M	OTHER		ROW	
COL	PCT	IACHER		EACHER		ISTRESS				TOTAL	
TOT	PCT	I	1	I	2	I	3	I	4	I	
CPTV		-----I	-----I	-----I	-----I	-----I	-----I	-----I			
	1	I	79	I	11	I	1	I	2	I	93
WHOLE CLASS		I	84.9	I	11.8	I	1.1	I	2.2	I	90.3
	I	90.8	I	84.6	I	100.0	I	100.0	I		
	I	76.7	I	10.7	I	1.0	I	1.9	I		
		-----I	-----I	-----I	-----I	-----I	-----I	-----I			
	2	I	7	I	1	I	0	I	0	I	8
HALF CLASS		I	87.5	I	12.5	I	0.0	I	0.0	I	7.8
	I	8.0	I	7.7	I	0.0	I	0.0	I		
	I	6.8	I	1.0	I	0.0	I	0.0	I		
		-----I	-----I	-----I	-----I	-----I	-----I	-----I			
	3	I	1	I	1	I	0	I	0	I	2
SMALL GROUPS		I	50.0	I	50.0	I	0.0	I	0.0	I	1.9
	I	1.1	I	7.7	I	0.0	I	0.0	I		
	I	1.0	I	1.0	I	0.0	I	0.0	I		
		-----I	-----I	-----I	-----I	-----I	-----I	-----I			
	COLUMN		87		13		1		2		103
	TOTAL		84.5		12.6		1.0		1.9		100.0

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.019
RAW CHI SQUARE = 2.87555 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9243
CRAMER'S V = 0.11815

Table 161

SPSS BATCH SYSTEM

10/03/95

PAGE 12

FILE KC (CREATION DATE = 10/02/95) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DEPI: OPINION OF FOR JUNIORS1

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	15	14.6	22.1	22.1
MODERATE EXTENT	2	50	48.5	73.5	75.6
NOT AT ALL	3	0	2.9	4.4	100.0
OUT OF RANGE		35	34.0	MISSING	100.0
	TOTAL	100	100.0	100.0	

VALID CASES 60 MISSING CASES 35

Table 162

SPSS BATCH SYSTEM

10/03/85

PAGE 13

FILE NO CREATION DATE = 10/03/85: EETV, EDUCATIONAL TV IN INFANT SCHOOLS

DE12 OPINION OF ECR JUN1982

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADD FREQ (PERCENT)
GREAT EXTENT	1	9	7.8	13.6	13.6
MODERATE EXTENT	2	46	44.7	78.0	91.5
NOT AT ALL	3	5	4.9	8.5	100.0
OUT OF RANGE		44	42.7	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 59 MISSING CASES 44

Table 163

SPSS BATCH SYSTEM

10/03/85

PAGE 14

FILE NO CREATION DATE = 10/03/85 EITV, EDUCATIONAL TV IN INFANT SCHOOLS

B4P OPINION OF WORDS AND PICTURED

CATEGORY LABEL	CASE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	44	42.7	43.9	43.9
MODERATE EXTENT	2	42	40.3	41.7	85.6
NOT AT ALL	3	4	3.9	4.4	100.0
OUT OF RANGE		12	12.6	MISSING	100.0
	TOTAL	102	100.0	100.0	
VALID CASES	90	MISSING CASES	12		

Table 164

SPSS BATCH SYSTEM

10/03/95

PAGE 15

FILE NO (CREATION DATE = 10/03/95) PEDIA, EDUCATIONAL TV IN INFANT SCHOOLS

DLE OPINION OF LOOK AT A BOOK

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUMULATIVE
		FREQUENCY	FREQUENCY	FREQUENCY	ADI FREQ
		(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
GREAT EXTENT	1	5	4.9	13.5	13.5
MODERATE EXTENT	2	22	21.4	59.5	73.0
NOT AT ALL	3	10	9.7	27.0	100.0
OUT OF RANGE		66	64.1	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 37 MISSING CASES 66

Table 165

SPSS BATCH SYSTEM

10/03/85

PAGE 16

FILE XC (OPERATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DVN01 OPINION OF HUNTER

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	19	18.4	33.3	33.3
MODERATE EXTENT	2	32	31.1	56.1	89.5
NOT AT ALL	3	6	5.8	10.5	100.0
OUT OF RANGE		46	44.7	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 57 MISSING CASES 46

Table 166

SPSS BATCH SYSTEM

10/03/85

PAGE 17

FILE NO CREATION DATE = 10/03/85: EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DVT OPINION OF VIDEO TIME

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	2	1.9	7.4	7.4
MODERATE EXTENT	2	11	10.7	40.7	48.1
NOT AT ALL	3	14	13.6	51.9	100.0
OUT OF RANGE		76	70.8	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 37 MISSING CASES 76

Table 167

SPSS BATCH SYSTEM

10/03/85

PAGE 24

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DTIMES TIMES PROGRAM SHOWN

CATEGORY LABEL	CODE	RELATIVE		ADJUSTED	CUMULATIVE
		ABSOLUTE	FREQUENCY	FREQUENCY	ADJ FREQ
		FREQUENCY	(PERCENT)	(PERCENT)	(PERCENT)
GREAT EXTENT	1	17	16.5	17.7	17.7
MODERATE EXTENT	2	53	51.5	55.2	72.9
MINIMAL EXTENT	3	15	14.6	15.6	88.5
NOT AT ALL	4	11	10.7	11.5	100.0
OUT OF RANGE		7	6.8	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 96 MISSING CASES 7

Table 168

SPSS BATCH SYSTEM

10/03/95

PAGE 25

FILE 10 CREATION DATE = 10/03/95 TEETH, EDUCATIONAL TV IN INFANT SCHOOLS

GROUP HELPFULNESS OF SUPPORT MATERIAL

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT EXTENT	1	30	29.1	30.0	30.0
MODERATE EXTENT	2	43	41.7	43.0	73.0
MINIMAL EXTENT	3	17	16.5	17.0	90.0
NOT AT ALL	4	10	9.7	10.0	100.0
OUT OF RANGE		3	2.9	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 100 MISSING CASES 3

Table 169

SPSS BATCH SYSTEM

10/03/85

PAGE 23

FILE NO (CREATION DATE = 10/00/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CPTV PRESENTATION OF PROGRAM

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUMULATIVE
		FREQUENCY	FREQUENCY (PERCENT)	FREQUENCY (PERCENT)	ADJ FREQ (PERCENT)
WHOLE CLASS	1	93	90.2	90.2	90.2
HALF CLASS	2	8	7.6	7.6	97.8
SMALL GROUPS	3	2	1.9	1.9	100.0
TOTAL		103	100.0	100.0	

VALID CASES 103 MISSING CASES 0

Table 170

SPSS BATCH SYSTEM

10/04/85

PAGE 30

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

```

***** CROSSTABULATION OF *****
CPTV      PRESENTATION OF PROGRAM      BY STATUS  TEACHERS STATUS
CONTROLLING FOR..
SCHOOL    TYPE OF SCHOOL                VALUE..  1  STATE
***** PAGE 1 OF 1

```

		STATUS																
		COUNT		I		TE		SENIOR		T		INFANT		N		OTHER		ROW
		ROW	PCT	ICLASS	TACHER	EACHER	ISTRESS											TOTAL
		COL	PCT	I	I	I	2	I	3	I	4	I						
CPT)		-----I-----I-----I-----I-----I																
WHOLE CLASS	1	I	68	I	10	I	1	I	1	I	1	I					80	
	1	I	85.0	I	12.5	I	1.3	I	1.3	I	1.3	I					88.9	
	1	I	89.5	I	83.3	I	100.0	I	100.0	I		I						
	1	I	75.6	I	11.1	I	1.1	I	1.1	I	1.1	I						
		-----I-----I-----I-----I-----I																
HALF CLASS	2	I	7	I	1	I	0	I	0	I		I					8	
	1	I	87.5	I	12.5	I	0.0	I	0.0	I	0.0	I					8.9	
	1	I	9.2	I	8.3	I	0.0	I	0.0	I	0.0	I						
	1	I	7.8	I	1.1	I	0.0	I	0.0	I	0.0	I						
		-----I-----I-----I-----I-----I																
SMALL GROUPS	3	I	1	I	1	I	0	I	0	I		I					2	
	1	I	50.0	I	50.0	I	0.0	I	0.0	I	0.0	I					2.2	
	1	I	1.3	I	8.3	I	0.0	I	0.0	I	0.0	I						
	1	I	1.1	I	1.1	I	0.0	I	0.0	I	0.0	I						
		-----I-----I-----I-----I-----I																
		COLUMN	76		12		1		1								90	
		TOTAL	84.4		13.3		1.1		1.1								100.0	

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.022
PAX CHI SQUARE = 2.60526 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE - 0.8565
CRAMER'S V = 0.12031

Table 171

SPSS BATCH SYSTEM

10/04/85

PAGE 31

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY STATUS TEACHERS STATUS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		STATUS				
		COUNT				ROW
ROW	PCT	CLASS	TE	SENIOR	OTHER	TOTAL
COL	PCT	TEACHER	EACHER			
TOT	PCT	I	I	2	I	4
CPTV		-----I-----I-----I-----I				
	1	I	11	I	1	I
WHOLE CLASS		I	84.6	I	7.7	I
		I	100.0	I	100.0	I
		I	84.6	I	7.7	I
		-I-----I-----I-----I				
COLUMN		11		1	1	13
TOTAL		84.6		7.7	7.7	100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 172

SPSS BATCH SYSTEM

10/03/85

PAGE 17

FILE KC (CREATION DATE = 10/03/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY YEARS YEARS INFANT TEACHING
 ***** PAGE 1 OF 1

		YEARS								
		COUNT	I							
		ROW PCT	I					ROW		
		COL PCT	L					TOTAL		
		TOT PCT	I	1	I	2	I	3	I	
CPTV		-----	I	-----	I	-----	I	-----	I	
WHOLE CLASS		1	I	37	I	25	I	31	I	93
		I	39.8	I	26.9	I	33.3	I	90.3	
		I	90.2	I	96.2	I	86.1	I		
		I	35.9	I	24.3	I	30.1	I		
		-I-----	I	-I-----	I	-I-----	I	-I-----	I	
HALF CLASS		2	I	4	I	1	I	3	I	8
		I	50.0	I	12.5	I	37.5	I	7.8	
		I	9.8	I	3.8	I	8.3	I		
		I	3.9	I	1.0	I	2.9	I		
		-I-----	I	-I-----	I	-I-----	I	-I-----	I	
SMALL GROUPS		3	I	0	I	0	I	2	I	2
		I	0.0	I	0.0	I	100.0	I	1.9	
		I	0.0	I	0.0	I	5.6	I		
		I	0.0	I	0.0	I	1.9	I		
		-I-----	I	-I-----	I	-I-----	I	-I-----	I	
COLUMN			41		26		36		103	
TOTAL			39.8		25.2		35.0		100.0	

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.505
 RAY CHI SQUARE = 4.62920 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3275
 CRAMER'S V = 0.14991

Table 173

SPSS BATCH SYSTEM

10/04/85

PAGE 5

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		YEARS				
		COUNT				ROW
		PCT				TOTAL
			1	2	3	
CPTV						
		1	2	5	6	13
WHOLE CLASS		15.4	38.5	46.2	100.0	
		100.0	100.0	100.0		
		15.4	38.5	46.2		
COLUMN		2	5	6	13	
TOTAL		15.4	38.5	46.2	100.0	

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 174

SPSS PATCH SYSTEM

10/04/85

PAGE 4

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY YEARS YEARS INFANT TEACHING
 CONTROLLING FOR..
 SCHCOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		YEARS					
		COUNT I					ROW
		ROW PCT I					TOTAL
		COL PCT I					
		TOT PCT I	1 I	2 I	3 I		
CPTV							
			1 I	35 I	20 I	25 I	80
WHOLE CLASS			I 43.8 I	I 25.0 I	I 31.3 I		88.9
			I 89.7 I	I 95.2 I	I 83.3 I		
			I 38.9 I	I 22.2 I	I 27.8 I		
			-I-----I	-I-----I	-I-----I		
			2 I	4 I	1 I	3 I	8
HALF CLASS			I 50.0 I	I 12.5 I	I 37.5 I		8.9
			I 10.3 I	I 4.8 I	I 10.0 I		
			I 4.4 I	I 1.1 I	I 3.3 I		
			-I-----I	-I-----I	-I-----I		
			3 I	0 I	0 I	2 I	2
SMALL GROUPS			I 0.0 I	I 0.0 I	I 100.0 I		2.2
			I 0.0 I	I 0.0 I	I 6.7 I		
			I 0.0 I	I 0.0 I	I 2.2 I		
			-I-----I	-I-----I	-I-----I		
	COLUMN		39	21	30		90
	TOTAL		43.3	23.3	33.3		100.0

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.467
 PAV CHI SQUARE = 4.72871 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3163
 CRAMER'S V = 0.14708

Table 175

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CPTV PRESENTATION OF PROGRAM BY CLASS LEVEL TAUGHT
***** PAGE 1 OF 1

CLASS									
COUNT		I							
ROW	PCT	IPREP			GRADE ON	GRADE TV			ROW
COL	PCT	I			E	O			TOTAL
TOT	PCT	I	2	I	3	I	4	I	
CPTV	-----I-----		I-----		I-----		I-----		
	I	I	8	I	12	I	17	I	37
WHOLE CLASS	I	21.6	I	32.4	I	45.9	I	100.0	
	I	100.0	I	100.0	I	100.0	I		
	I	21.6	I	32.4	I	45.9	I		
	-I-----		I-----		I-----		I-----		
COLUMN			8		12		17		37
TOTAL			21.6		32.4		45.9		100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 66

Table 176

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
CPTV PRESENTATION OF PROGRAM BY CLASS LEVEL TAUGHT
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. I STATE
***** PAGE 1 OF 1

CLASS									
COUNT		I							
ROW	PCT	IPREP			GRADE ON		GRADE TV		ROW
COL	PCT	I	E		O				TOTAL
TOT	PCT	I	2	I	3	I	4	I	
CPTV	-----		I-----		I-----		I-----		I
	I	I	6	I	8	I	10	I	24
	WHOLE CLASS		I	25.0	I	33.3	I	41.7	I 100.0
			I	100.0	I	100.0	I	100.0	I
			I	25.0	I	33.3	I	41.7	I
		-I-----		I-----		I-----		I	
COLUMN		6		8		10		24	
TOTAL		25.0		33.3		41.7		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

CROSSTABULATION OF

CPTV PRESENTATION OF PROGRAM BY CLASS LEVEL TAUGHT

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

PAGE 1 OF 1

OF 1

		CLASS					
		COUNT					
CPTV	ROW	PCT	IPREP	GRADE ON		GRADE TV	ROW
	COL	PCT	I	E		O	TOTAL
	TOT	PCT	I	2	I	3	I
				4	I	5	I
	1	1	2	1	4	1	7
WHOLE CLASS	1	15.4	1	30.8	1	53.8	100.0
	1	100.0	1	100.0	1	100.0	1
	1	15.4	1	30.8	1	53.8	1
COLUMN		2		4		7	13
TOTAL		15.4		30.8		53.8	100.0

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 66

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		NOCLASS						
		COUNT I						
		ROW PCT UNDER 16 16 TO 20 21 TO 25 OVER 25						ROW
		COL PCT I						TOTAL
		TOT PCT I						
		1 I 1 I 2 I 3 I 4 I						
CPTV		-----I-----I-----I-----I-----I						
WHOLE CLASS		1 I	10 I	21 I	35 I	14 I		80
		I 12.5 I	I 26.3 I	I 43.8 I	I 17.5 I			88.9
		I 83.3 I	I 95.5 I	I 89.7 I	I 82.4 I			
		I 11.1 I	I 23.3 I	I 38.9 I	I 15.6 I			
		-I-----I-----I-----I-----I						
HALF CLASS		2 I	2 I	1 I	3 I	2 I		8
		I 25.0 I	I 12.5 I	I 37.5 I	I 25.0 I			8.9
		I 16.7 I	I 4.5 I	I 7.7 I	I 11.8 I			
		I 2.2 I	I 1.1 I	I 3.3 I	I 2.2 I			
		-I-----I-----I-----I-----I						
SMALL GROUPS		3 I	0 I	0 I	1 I	1 I		2
		I 0.0 I	I 0.0 I	I 50.0 I	I 50.0 I			2.2
		I 0.0 I	I 0.0 I	I 2.6 I	I 5.9 I			
		I 0.0 I	I 0.0 I	I 1.1 I	I 1.1 I			
		-I-----I-----I-----I-----I						
COLUMN		12	22	39	17	90		
TOTAL		13.3	24.4	43.3	18.9	100.0		

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.267
 RAV CHI SQUARE = 3.53874 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7388
 CRAMER'S V = 0.14021

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY NOCLASS NUMBER IN CLASS
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		NOCLASS				
		COUNT				
		1				
		ROW PCT 116 TO 20 21 TO 25 OVER 25				ROW
		COL PCT 1				TOTAL
		TOT PCT 1				
		2 1 3 1 4 1				
CPTV		----- ----- ----- -----				
		1 1 2 1 2 1 9 1 13				
WHOLE CLASS		1 15.4 1 15.4 1 69.2 1 100.0				
		1 100.0 1 100.0 1 100.0 1				
		1 15.4 1 15.4 1 69.2 1				
		- ----- ----- -----				
COLUMN		2 2 9 13				
TOTAL		15.4 15.4 69.2 100.0				

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

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***** CROSSTABULATION OF *****
CPTV      PRESENTATION OF PROGRAM      BY TSTYLE1  WHOLE CLASS INSTRUCTION
***** PAGE 1 OF 1 *****

```

TSTYLE1										
CPTV	COUNT	I								ROW TOTAL
	ROW PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80					
	COL PCT	1%	%	%	%					
	TOT PCT	I	I	I	I	I	I	I		
	-----I-----									

10 OUT OF 12 (83.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.039
RAO CHI SQUARE = 4.19490 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6503
CRAMER'S V = 0.14270

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE2								
		COUNT								
ROW	PCT	NUMBER	21	21 TO 40	41 TO 60	61 TO 80	ROW			
COL	PCT	1%	%	%	%	%	TOTAL			
TOT	PCT	1	1	2	3	4	1			
CPTV		-----	-----	-----	-----	-----	-----			
WHOLE CLASS	1	1	16	1	48	1	25	1	4	93
		1	17.2	1	51.6	1	26.9	1	4.3	90.3
		1	88.9	1	90.6	1	96.2	1	66.7	
		1	15.5	1	46.6	1	24.3	1	3.9	
		-----	-----	-----	-----	-----	-----			
HALF CLASS	2	1	2	1	5	1	0	1	1	8
		1	25.0	1	62.5	1	0.0	1	12.5	7.8
		1	11.1	1	9.4	1	0.0	1	16.7	
		1	1.9	1	4.9	1	0.0	1	1.0	
		-----	-----	-----	-----	-----	-----			
SMALL GROUPS	3	1	0	1	0	1	1	1	1	2
		1	0.0	1	0.0	1	50.0	1	50.0	1.9
		1	0.0	1	0.0	1	3.8	1	16.7	
		1	0.0	1	0.0	1	1.0	1	1.0	
		-----	-----	-----	-----	-----	-----			
COLUMN			18		53		26		6	103
TOTAL			17.5		51.5		25.2		5.8	100.0

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.117
 RAO CHI SQUARE = 12.11838 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0594
 CRAMER'S V = 0.24254

FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE3 INDIVIDUAL INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE3							
		COUNT							
		ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW	
		COL	PCT	1%	2%	3%	4%	COL	TOTAL
		TOT	PCT	1	2	3	4	TOT	
CPTV		----- ----- ----- -----							
WHOLE CLASS	1	1	29	1	38	1	18	1	93
	1	31.2	1	40.9	1	19.4	1	8.6	90.3
	1	93.5	1	92.7	1	85.7	1	80.0	
	1	28.2	1	36.9	1	17.5	1	7.8	
		----- ----- ----- -----							
HALF CLASS	2	1	1	1	3	1	2	1	8
	1	12.5	1	37.5	1	25.0	1	25.0	7.8
	1	3.2	1	7.3	1	9.5	1	20.0	
	1	1.0	1	2.9	1	1.9	1	1.9	
		----- ----- ----- -----							
SMALL GROUPS	3	1	1	1	0	1	1	1	2
	1	50.0	1	0.0	1	50.0	1	0.0	1.9
	1	3.2	1	0.0	1	4.8	1	0.0	
	1	1.0	1	0.0	1	1.0	1	0.0	
		----- ----- ----- -----							
COLUMN			31		41		21		103
TOTAL			30.1		39.8		20.4		9.7
									100.0

8 OUT OF 12 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.194
 RAO CHI SQUARE = 5.18601 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5202
 CRAMER'S V = 0.15867

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
ROW	PCT	NUMBER	21	ROW	
COL	PCT	1%		TOTAL	
TOT	PCT	I	I	I	
CPTV	-----	I	-----	I	
		1	I	93	I 93
WHOLE CLASS		I	100.0	I	90.3
		I	90.3	I	
		I	90.3	I	
		-I	-----	I	
		2	I	8	I 8
HALF CLASS		I	100.0	I	7.8
		I	7.8	I	
		I	7.8	I	
		-I	-----	I	
		3	I	2	I 2
SMALL GROUPS		I	100.0	I	1.9
		I	1.9	I	
		I	1.9	I	
		-I	-----	I	
COLUMN		103		103	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE1						
		COUNT						
		ROW	PCT	UNDER 21	21 TO 40	41 TO 60	ROW	
		COL	PCT	1%	2%	3%	TOTAL	
		TOT	PCT	1	1	2	1	3
CPTV		-----		-----		-----		-----
WHOLE CLASS	1	1	42	1	35	1	3	80
	1	52.5	1	43.8	1	3.8	1	88.9
	1	84.0	1	94.6	1	100.0	1	
	1	46.7	1	38.9	1	3.3	1	
		-----		-----		-----		-----
HALF CLASS	2	1	6	1	2	1	0	8
	1	75.0	1	25.0	1	0.0	1	8.9
	1	12.0	1	5.4	1	0.0	1	
	1	6.7	1	2.2	1	0.0	1	
		-----		-----		-----		-----
SMALL GROUPS	3	1	2	1	0	1	0	2
	1	100.0	1	0.0	1	0.0	1	2.2
	1	4.0	1	0.0	1	0.0	1	
	1	2.2	1	0.0	1	0.0	1	
		-----		-----		-----		-----
COLUMN		50		37		3		90
TOTAL		55.6		41.1		3.3		100.0

7 OUT OF 9 (77.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.067
 RAO CHI SQUARE = 3.22784 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5204
 CRAMER'S V = 0.13391

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE1 WHOLE CLASS INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

TSTYLE1										
COUNT I										
ROW PCT UNDER 21 21 TO 40 41 TO 60 61 TO 80 ROW TOTAL										
COL PCT 1% % % % TOTAL										
TOT PCT I 1 I 2 I 3 I 4 I										
CPTV	-----I-----I-----I-----I-----I									
	1 I 3 I 6 I 2 I 2 I 13									
	I 23.1 I 46.2 I 15.4 I 15.4 I 100.0									
	I 100.0 I 100.0 I 100.0 I 100.0 I									
	I 23.1 I 46.2 I 15.4 I 15.4 I									
-----I-----I-----I-----I-----I										
COLUMN 3 6 2 2 13										
TOTAL 23.1 46.2 15.4 15.4 100.0										

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE2 SMALL GROUP INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

		TSTYLE2										
		COUNT										
		ROW PCT		UNDER 21		21 TO 40		41 TO 60		61 TO 80		ROW
		COL PCT		1%		2%		3%		4%		TOTAL
		TOT PCT		1		2		3		4		
CPTV		-----I-----		I-----		I-----		I-----		I-----		
WHOLE CLASS	1	I	13	I	42	I	22	I	3	I	80	
		I	16.3	I	52.5	I	27.5	I	3.8	I	88.9	
		I	86.7	I	89.4	I	95.7	I	60.0	I		
		I	14.4	I	46.7	I	24.4	I	3.3	I		
		-----I-----		I-----		I-----		I-----		I-----		
HALF CLASS	2	I	2	I	5	I	0	I	1	I	8	
		I	25.0	I	42.5	I	0.0	I	12.5	I	8.9	
		I	13.3	I	10.6	I	0.0	I	20.0	I		
		I	2.2	I	5.6	I	0.0	I	1.1	I		
		-----I-----		I-----		I-----		I-----		I-----		
SMALL GROUPS	3	I	0	I	0	I	1	I	1	I	2	
		I	0.0	I	0.0	I	50.0	I	50.0	I	2.2	
		I	0.0	I	0.0	I	4.3	I	20.0	I		
		I	0.0	I	0.0	I	1.1	I	1.1	I		
		-----I-----		I-----		I-----		I-----		I-----		
COLUMN		15		47		23		5		90		
TOTAL		16.7		52.2		25.6		5.6		100.0		

9 OUT OF 12 (75.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.111
 RAV CHI SQUARE = 12.78788 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0465
 CRAMER'S V = 0.26634

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE2 SMALL GROUP INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE2									
		COUNT								ROW	
		UNDER 21		21 TO 40		41 TO 60		61 TO 80			
		PCT		PCT		PCT		PCT		TOTAL	
		1		2		3		4			
CPTV		-----I-----		-----I-----		-----I-----		-----I-----			
		1 1		3 1		6 1		3 1		1 1 13	
WHOLE CLASS		1 23.1		1 46.2		1 23.1		1 7.7		1 100.0	
		1 100.0		1 100.0		1 100.0		1 100.0		1	
		1 23.1		1 46.2		1 23.1		1 7.7		1	
		-----I-----		-----I-----		-----I-----		-----I-----			
COLUMN		3		6		3		1		13	
TOTAL		23.1		46.2		23.1		7.7		100.0	

Table 189

SPSS BATCH SYSTEM

10/07/85

PAGE 38

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE3 INDIVIDUAL INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

TSTYLE3									
COUNT									
ROW PCT									
COL PCT									
TOT PCT									
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FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE3 INDIVIDUAL INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 2 CATHOLIC

***** PAGE 1 OF 1

		TSTYLE3							
		COUNT							
		ROW PCT		UNDER 21		21 TO 40		41 TO 60	
		COL PCT		1%		%		%	
		TOT PCT		1		2		3	
		-----		-----		-----		-----	
CPTV		1	1	9	1	3	1	1	13
WHOLE CLASS		1	69.2	1	23.1	1	7.7	1	100.0
		1	100.0	1	100.0	1	100.0	1	
		1	69.2	1	23.1	1	7.7	1	
		-----		-----		-----		-----	
		COLUMN		9		3		1	
		TOTAL		69.2		23.1		7.7	
								13	
								100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
		ROW PCT	I UNDER 21	ROW	
		COL PCT	I %	TOTAL	
		TOT PCT	I I		
CPTV		-----I-----I			
	1	I	80	I	80
WHOLE CLASS	1	I 100.0	I	88.9	
	1	I 88.9	I		
	1	I 88.9	I		
		-I-----I			
	2	I	8	I	8
HALF CLASS	1	I 100.0	I	8.9	
	1	I 8.9	I		
	1	I 8.9	I		
		-I-----I			
	3	I	2	I	2
SMALL GROUPS	1	I 100.0	I	2.2	
	1	I 2.2	I		
	1	I 2.2	I		
		-I-----I			
	COLUMN		90		90
	TOTAL		100.0		100.0

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 192

SPSS BATCH SYSTEM

10/07/85

PAGE 41

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 CPTV PRESENTATION OF PROGRAM BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	1		
ROW	PCT UNDER 21	ROW			
COL	PCT 13	TOTAL			
TOT	PCT 1	1	1		
CPTV	-----1-----1				
	1 1 13 1 13				
WHOLE CLASS	1 100.0 1 100.0				
	1 100.0 1				
	1 100.0 1				
	-1-----1				
COLUMN	13 13				
TOTAL	100.0 100.0				

STATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

Table 193

SPSS BATCH SYSTEM

10/04/85

PAGE 4

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DFJ1 OPINION OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS				
		COUNT	I			
		ROW PCT	IPREP	GRADE ON	GRADE TV	ROW
		COL PCT	I	E	O	TOTAL
		TOT PCT	I	2 I	3 I	4 I
DFJ1		-----I-----I-----I-----I				
	1 I	2 I	3 I	2 I		7
GREAT EXTENT	I	28.6 I	42.9 I	28.6 I		25.0
	I	33.3 I	27.3 I	18.2 I		
	I	7.1 I	10.7 I	7.1 I		
		-I-----I-----I-----I				
	2 I	4 I	8 I	7 I		19
MODERATE EXTENT	I	21.1 I	42.1 I	36.8 I		67.9
	I	66.7 I	72.7 I	63.6 I		
	I	14.3 I	28.6 I	25.0 I		
		-I-----I-----I-----I				
	3 I	0 I	0 I	2 I		2
NOT AT ALL	I	0.0 I	0.0 I	100.0 I		7.1
	I	0.0 I	0.0 I	18.2 I		
	I	0.0 I	0.0 I	7.1 I		
		-I-----I-----I-----I				
COLUMN		6	11	11		28
TOTAL		21.4	39.3	39.3		100.0

7 OUT OF 9 (77.8%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.429

RAV CHI SQUARE = 3.55343 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4698

CRAMER'S V = 0.25190

NUMBER OF MISSING OBSERVATIONS = 75

Table 195

SPSS BATCH SYSTEM

10/04/85

PAGE 5

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DFJ2 OPINION OF FOR JUNIORS2 BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS									
COUNT		I							
ROW	PCT	IPREP			GRADE ON	GRADE TW	ROW		
COL	PCT	I			E	O	TOTAL		
TOT	PCT	I	2	I	3	I	4	I	
DFJ2	----- ----- -----								
	1	I	0	I	3	I	1	I	4
GREAT EXTENT	I	0.0	I	75.0	I	25.0	I	16.7	
	I	0.0	I	50.0	I	7.1	I		
	I	0.0	I	12.5	I	4.2	I		
	- ----- ----- -----								
	2	I	3	I	3	I	12	I	18
MODERATE EXTENT	I	16.7	I	16.7	I	66.7	I	75.0	
	I	75.0	I	50.0	I	85.7	I		
	I	12.5	I	12.5	I	50.0	I		
	- ----- ----- -----								
	3	I	1	I	0	I	1	I	2
NOT AT ALL	I	50.0	I	0.0	I	50.0	I	8.3	
	I	25.0	I	0.0	I	7.1	I		
	I	4.2	I	0.0	I	4.2	I		
	- ----- ----- -----								
COLUMN		4		6		14		24	
TOTAL		16.7		25.0		58.3		100.0	

8 OUT OF 9 (88.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.333
 RAY CHI SQUARE = 8.00000 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0916
 CRAMER'S V = 0.40825

NUMBER OF MISSING OBSERVATIONS = 79

Table 196

SESS BATCH SYSTEM

10/04/85

PAGE 6

FILE KC (CREATION DATE = 10/04/85) /ECTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** C R O S S T A B U L A T I O N O F *****
 DVP OPINION OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS					
		COUNT		GRADE ON GRADE TV		ROW	
		ROW	PCT	IPREP	E	O	TOTAL
		COL	PCT	I	2	3	4
		TOT	PCT	I	2	3	4
DVP		-----I-----I-----I-----I-----I					
GREAT EXTENT		1	I	5	I	6	I
MODERATE EXTENT		2	I	3	I	5	I
NOT AT ALL		3	I	0	I	1	I
COLUMN		8		12		11	
TOTAL		25.8		38.7		35.5	

6 OUT OF 9 (66.7%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.516
 RAW CHI SQUARE = 1.04158 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9034
 CRAMER'S V = 0.12961

NUMBER OF MISSING OBSERVATIONS = 72

Table 197

SPSS BATCH SYSTEM

10/04/85

PAGE 7

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DLB OPINION OF LOOK AT A BOOK BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS										
		COUNT	I							
ROW	PCT	IPREP			GRADE ON	GRADE TW			ROW	
COL	PCT	I	E	O					TOTAL	
TOT	PCT	I	2	I	3	I	4	I		
DLB		-----I-----I-----I-----I								
		1	I	0	I	1	I	2	I	3
GREAT EXTENT		I	0.0	I	33.3	I	66.7	I	20.0	
		I	0.0	I	20.0	I	25.0	I		
		I	0.0	I	6.7	I	13.3	I		
		-I-----I-----I-----I								
		2	I	2	I	1	I	5	I	8
MODERATE EXTENT		I	25.0	I	12.5	I	62.5	I	53.3	
		I	100.0	I	20.0	I	62.5	I		
		I	13.3	I	6.7	I	33.3	I		
		-I-----I-----I-----I								
		3	I	0	I	3	I	1	I	4
NOT AT ALL		I	0.0	I	75.0	I	25.0	I	26.7	
		I	0.0	I	60.0	I	12.5	I		
		I	0.0	I	20.0	I	6.7	I		
		-I-----I-----I-----I								
COLUMN		2		5		8		15		
TOTAL		13.3		33.3		53.3		100.0		

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.400
 PAV CHI SQUARE = 5.70313 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2224
 CRAMER'S V = 0.43601

NUMBER OF MISSING OBSERVATIONS = 88

Table 198

SPSS BATCH SYSTEM

10/04/85

PAGE 8

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DHUN OPINION OF HUNTER BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS					
		COUNT	I				
DHUN		ROW PCT	IPREP	GRADE ON	GRADE TW	ROW	
		COL PCT	I	E	O	TOTAL	
		TOT PCT	I	2 I	3 I	4 I	
		-----I-----I-----I-----I					
		1 I	0 I	1 I	4 I	5	
GREAT EXTENT		I	0.0 I	20.0 I	80.0 I	22.7	
		I	0.0 I	25.0 I	26.7 I		
		I	0.0 I	4.5 I	18.2 I		
		-I-----I-----I-----I					
		2 I	2 I	1 I	11 I	14	
MODERATE EXTENT		I	14.3 I	7.1 I	78.6 I	63.6	
		I	66.7 I	25.0 I	73.3 I		
		I	9.1 I	4.5 I	50.0 I		
		-I-----I-----I-----I					
		3 I	1 I	2 I	0 I	3	
NOT AT ALL		I	33.3 I	66.7 I	0.0 I	13.6	
		I	33.3 I	50.0 I	0.0 I		
		I	4.5 I	9.1 I	0.0 I		
		-I-----I-----I-----I					
	COLUMN	3	4	15	22		
	TOTAL	13.6	18.2	68.2	100.0		

9 OUT OF 9 (89.9%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.409
 PAV CHI SQUARE = 8.73540 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.0681
 CRAMER'S V = 0.44557

NUMBER OF MISSING OBSERVATIONS = 81

Table 199

SPSS BATCH SYSTEM

10/04/85

PAGE 9

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DMT OPINION OF MUSIC TIME BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

		CLASS				
		COUNT				
		ROW PCT	PREP	GRADE CN	GRADE TV	ROW
		COL PCT	I	E	O	TOTAL
		TOT PCT	I	2 I	3 I	4 I
		-----I-----I-----I-----I				
DMT		2 I	1 I	0 I	3 I	4
	MODERATE EXTENT	I 25.0	I 0.0	I 75.0	I 40.0	
		I 50.0	I 0.0	I 50.0	I	
		I 10.0	I 0.0	I 30.0	I	
		-I-----I-----I-----I				
NOT AT ALL		3 I	1 I	2 I	3 I	6
		I 16.7	I 33.3	I 50.0	I 60.0	
		I 50.0	I 100.0	I 50.0	I	
		I 10.0	I 20.0	I 30.0	I	
		-I-----I-----I-----I				
		COLUMN	2	2	6	10
		TOTAL	20.0	20.0	60.0	100.0

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.800
 RAY CHI SQUARE = 1.66667 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4346
 CRAMER'S V = 0.40825

NUMBER OF MISSING OBSERVATIONS = 93

Table 200

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DFJ1 OPINION OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		CLASS								
		COUNT	1							
ROW	PCT	IPREP	GRADE ON				GRADE TW		ROW	
COL	PCT	1	E				0		TOTAL	
TOT	PCT	1	2	1	3	1	4	1		
DFJ1		-----	1	-----	1	-----	1	-----	1	
		1	1	1	1	3	1	1	5	
GREAT EXTENT		1	20.0	1	60.0	1	20.0	1	31.3	
		1	25.0	1	42.9	1	20.0	1		
		1	6.3	1	18.8	1	6.3	1		
		-----	1	-----	1	-----	1	-----	1	
		2	1	3	1	4	1	4	11	
MODERATE EXTENT		1	27.3	1	36.4	1	36.4	1	68.8	
		1	75.0	1	57.1	1	80.0	1		
		1	18.8	1	25.0	1	25.0	1		
		-----	1	-----	1	-----	1	-----	1	
		COLUMN	4	7	5	16				
		TOTAL	25.0	43.8	31.3	100.0				

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.250
 RAO CHI SQUARE = 0.80623 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6682
 CRAMER'S V = 0.22448

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DFJ1 OPINION OF FOR JUNIORS1 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS					
		COUNT	I				
		ROW PCT	IPREP	GRADE ON	GRADE TV	ROW	
		COL PCT	I	E	O	TOTAL	
		TOT PCT	I	2 I	3 I	4 I	
DFJ1		-----	I	-----	I	-----	I
		1 I	1 I	0 I	1 I	2	
GREAT EXTENT		I 50.0	I 0.0	I 50.0	I 16.7		
		I 50.0	I 0.0	I 16.7	I		
		I 8.3	I 0.0	I 8.3	I		
		-I	-----	I	-----	I	
		2 I	1 I	4 I	3 I	8	
MODERATE EXTENT		I 12.5	I 50.0	I 37.5	I 66.7		
		I 50.0	I 100.0	I 50.0	I		
		I 8.3	I 33.3	I 25.0	I		
		-I	-----	I	-----	I	
		3 I	0 I	0 I	2 I	2	
NOT AT ALL		I 0.0	I 0.0	I 100.0	I 16.7		
		I 0.0	I 0.0	I 33.3	I		
		I 0.0	I 0.0	I 16.7	I		
		-I	-----	I	-----	I	
		COLUMN	2	4	6	12	
		TOTAL	16.7	33.3	50.0	100.0	

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.333
 RAV CHI SQUARE = 5.00000 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2873
 CRAMER'S V = 0.45644

NUMBER OF MISSING OBSERVATIONS = 75

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
DFJ2 OPINION OF FOR JUNIORS2 BY CLASS LEVEL TAUGHT
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. I STATE
***** PAGE 1 OF 1

		CLASS					
		COUNT		ROW PCT		ROW	
		1		1PREP		GRADE ON GRADE TV	
		COL PCT		I		E 0	
		TOT PCT		I		I	
		2		3		4	
		I		I		I	
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FILE KC (CREATION DATE = 10/07/85) /EBTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DFJ2 OPINION OF FOR JUNIORS2 BY CLASS LEVEL TAUGHT
 CONTROLLING FOR.,
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS					
		COUNT				ROW	
		PCT				TOTAL	
		IPREP				GRADE ON GRADE TV	
		E				O	
		I				I	
		2				3	
		I				4	
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Table 204

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DVP OPINION OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		CLASS						
		COUNT		I				
ROW	PCT	IPREP	GRADE		ON	GRADE	TV	ROW
COL	PCT	I	E		O			TOTAL
TOT	PCT	I	2	I	3	I	4	I
DVP	-----I-----		I-----		I-----		I-----	
	1	I	4	I	3	I	2	I
GREAT EXTENT		I	44.4	I	33.3	I	22.2	I
		I	66.7	I	37.5	I	33.3	I
		I	20.0	I	15.0	I	10.0	I
	-I-----		I-----		I-----		I-----	
	2	I	2	I	5	I	4	I
MODERATE EXTENT		I	18.2	I	45.5	I	36.4	I
		I	33.3	I	62.5	I	66.7	I
		I	10.0	I	25.0	I	20.0	I
	-I-----		I-----		I-----		I-----	
	COLUMN		6		8		6	
	TOTAL		30.0		40.0		30.0	
								20
								100.0

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DWP OPINION OF WORDS AND PICTURES BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS				
		COUNT	I			
DWP	ROW PCT	1 PREP	GRADE ON	GRADE TV	ROW	
	COL PCT	I	E	0	TOTAL	
	TOT PCT	I	2 I	3 I	4 I	
		1 I	1 I	3 I	3 I	7
GREAT EXTENT		1 14.3 I	42.9 I	42.9 I	63.6	
		1 50.0 I	75.0 I	60.0 I		
		1 9.1 I	27.3 I	27.3 I		
		-I-----I-----I-----I				
		2 I	1 I	0 I	1 I	2
MODERATE EXTENT		1 50.0 I	0.0 I	50.0 I	18.2	
		1 50.0 I	0.0 I	20.0 I		
		1 9.1 I	0.0 I	9.1 I		
		-I-----I-----I-----I				
		3 I	0 I	1 I	1 I	2
NOT AT ALL		1 0.0 I	50.0 I	50.0 I	18.2	
		1 0.0 I	25.0 I	20.0 I		
		1 0.0 I	9.1 I	9.1 I		
		-I-----I-----I-----I				
	COLUMN	2	4	5	11	
	TOTAL	18.2	36.4	45.5	100.0	

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.364
 RAW CHI SQUARE = 2.47500 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6491
 CRAMER'S V = 0.33541

NUMBER OF MISSING OBSERVATIONS = 72

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BLB OPINION OF LOOK AT A BOOK BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		CLASS					
		COUNT		GRADE ON GRADE TV		ROW	
		ROW PCT	IPREP	GRADE	ON GRADE	TV	ROW
		COL PCT	I	E	O		TOTAL
		TOT PCT	I	2 I	3 I	4 I	
BLB		-----I-----I-----I-----I					
		1 I	0 I	1 I	0 I	1	
	GREAT EXTENT	I	0.0 I	100.0 I	0.0 I	16.7	
		I	0.0 I	33.3 I	0.0 I		
MODERATE EXTENT		I	0.0 I	16.7 I	0.0 I		
		-I-----I-----I-----I					
		2 I	1 I	1 I	1 I	3	
		I	33.3 I	33.3 I	33.3 I	50.0	
NOT AT ALL		I	100.0 I	33.3 I	50.0 I		
		I	16.7 I	16.7 I	16.7 I		
		-I-----I-----I-----I					
		3 I	0 I	1 I	1 I	2	
TOTAL		I	0.0 I	50.0 I	50.0 I	33.3	
		I	0.0 I	33.3 I	50.0 I		
		I	0.0 I	16.7 I	16.7 I		
		-I-----I-----I-----I					
COLUMN		1	3	2	6		
TOTAL		16.7	50.0	33.3	100.0		

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.167
 RAW CHI SQUARE = 2.16667 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7051
 CRAMER'S V = 0.42492

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DLB OPINION OF LOOK AT A BOOK BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS							
		COUNT		GRADE ON		GRADE TV		ROW	
		I		E		O		TOTAL	
		ROW PCT	IPREP						
		COL PCT	I						
		TOT PCT	I	2	I	3	I	4	I
		-----I-----			-----I-----			-----I-----	
BLB		1	I	0	I	0	I	2	I
	GREAT EXTENT	I	0.0	I	0.0	I	100.0	I	22.2
		I	0.0	I	0.0	I	33.3	I	
		I	0.0	I	0.0	I	22.2	I	
		-----I-----			-----I-----			-----I-----	
MODERATE EXTENT		2	I	1	I	0	I	4	I
		I	20.0	I	0.0	I	80.0	I	55.6
		I	100.0	I	0.0	I	66.7	I	
		I	11.1	I	0.0	I	44.4	I	
		-----I-----			-----I-----			-----I-----	
NOT AT ALL		3	I	0	I	2	I	0	I
		I	0.0	I	100.0	I	0.0	I	22.2
		I	0.0	I	100.0	I	0.0	I	
		I	0.0	I	22.2	I	0.0	I	
		-----I-----			-----I-----			-----I-----	
COLUMN		1		2		6		9	
TOTAL		11.1		22.2		66.7		100.0	

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
DHUN OPINION OF HUNTER BY CLASS LEVEL TAUGHT
CONTROLLING FOR..
SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
***** PAGE 1 OF 1

		CLASS					
		COUNT	1				
DHUN	ROW PCT	IPREP	GRADE ON GRADE TW		ROW		
	COL PCT	1	E	0	TOTAL		
	TOT PCT	1	2	3	4	1	
	----- ----- -----						
GREAT EXTENT	1	1	0	1	1	3	4
	1	0.0	1	25.0	1	75.0	30.8
	1	0.0	1	33.3	1	37.5	1
	1	0.0	1	7.7	1	23.1	1
MODERATE EXTENT	----- ----- -----						
	2	1	2	1	1	5	8
	1	25.0	1	12.5	1	62.5	61.5
	1	100.0	1	33.3	1	62.5	1
NOT AT ALL	1	15.4	1	7.7	1	38.5	1
	----- ----- -----						
	3	1	0	1	1	0	1
	1	0.0	1	100.0	1	0.0	7.7
	1	0.0	1	33.3	1	0.0	1
	1	0.0	1	7.7	1	0.0	1
	----- ----- -----						
COLUMN		2	3	8	13		
TOTAL		15.4	23.1	61.5	100.0		

9 OUT OF 9 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.154
RAV CHI SQUARE = 4.94271 WITH 4 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2932
CRAMER'S V = 0.43601

Table 209

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DHUN OPINION OF HUNTER BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

CLASS									
		COUNT		ROW PCT		COL PCT		TOTAL	
		I		IPREP		GRADE ON GRADE		TV	
		I		E		O		I	
		I		I		I		I	
		I		I		I		I	
		I		I		I		I	
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		I							

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DMT OPINION OF MUSIC TIME BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		CLASS					
		COUNT	I				
ROW	PCT	IPREP	GRADE ON		GRADE TV	ROW	
COL	PCT	I	E	O		TOTAL	
TOT	PCT	I	2	I	3	I	4
DMT		-----I-----I-----I-----I					
	2	I	I	I	0	I	I
MODERATE EXTENT	I	50.0	I	0.0	I	50.0	I
	I	100.0	I	0.0	I	50.0	I
	I	25.0	I	0.0	I	25.0	I
		-I-----I-----I-----I					
	3	I	0	I	I	I	I
NOT AT ALL	I	0.0	I	50.0	I	50.0	I
	I	0.0	I	100.0	I	50.0	I
	I	0.0	I	25.0	I	25.0	I
		-I-----I-----I-----I					
COLUMN		I	I	2	4		
TOTAL		25.0	25.0	50.0	100.0		

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.500
 RAO CHI SQUARE = 2.00000 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3679
 CRAMER'S V = 0.70711

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DMT OPINION OF MUSIC TIME BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

DMT	CLASS				ROW TOTAL
	COUNT	GRADE ON		GRADE TV	
	ROW PCT	IPREP		E O	
	COL PCT	I		I	
	TOT PCT	I		I	
	2	I	0	I	2
MODERATE EXTENT	I	0.0	I	0.0	I 33.3
	I	0.0	I	0.0	I 50.0
	I	0.0	I	0.0	I 33.3
	-I-	-I-	-I-	-I-	-I-
	3	I	1	I	2
NOT AT ALL	I	25.0	I	25.0	I 66.7
	I	100.0	I	100.0	I 50.0
	I	16.7	I	16.7	I 33.3
	-I-	-I-	-I-	-I-	-I-
	COLUMN	I		I	4
	TOTAL	16.7		16.7	100.0

6 OUT OF 6 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.333
 RAV CHI SQUARE = 1.50000 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4724
 CRAMER'S V = 0.50000

NUMBER OF MISSING OBSERVATIONS = 93

FILE KC (CREATION DATE = 10/04/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 PSUPP HELPFULNESS OF SUPPORT MATERIAL BY CLASS LEVEL TAUGHT
 ***** PAGE 1 OF 1

CLASS										
COUNT										
PSUPP	ROW	PCT	IPREP	GRADE ON GRADE TV				ROW		
	COL	PCT	I	E		O		TOTAL		
	TOT	PCT	I	2	I	3	I	4	I	
	-----I-----I-----I-----I									
GREAT EXTENT	1	I	I	I	I	4	I	4	I	9
	I	11.1	I	44.4	I	44.4	I	25.0		
	I	12.5	I	36.4	I	23.5	I			
	I	2.8	I	11.1	I	11.1	I			
-I-----I-----I-----I										
MODERATE EXTENT	2	I	I	4	I	5	I	8	I	17
	I	23.5	I	29.4	I	47.1	I	47.2		
	I	50.0	I	45.5	I	47.1	I			
	I	11.1	I	13.9	I	22.2	I			
-I-----I-----I-----I										
MINIMAL EXTENT	3	I	I	3	I	1	I	4	I	8
	I	37.5	I	12.5	I	50.0	I	22.2		
	I	37.5	I	9.1	I	23.5	I			
	I	8.3	I	2.8	I	11.1	I			
-I-----I-----I-----I										
NOT AT ALL	4	I	I	0	I	1	I	1	I	2
	I	0.0	I	50.0	I	50.0	I	5.6		
	I	0.0	I	9.1	I	5.9	I			
	I	0.0	I	2.8	I	2.8	I			
-I-----I-----I-----I										
COLUMN		8		11		17		36		
TOTAL		22.2		30.6		47.2		100.0		

10 OUT OF 12 (83.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.444

PAX CHI SQUARE = 3.50541 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE > 0.7433

CRAMER'S V = 0.22065

NUMBER OF MISSING OBSERVATIONS = 67

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSUPP HELPFULNESS OF SUPPORT MATERIAL BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. I STATE
 ***** PAGE 1 OF 1

		CLASS				
		COUNT	I			
BSUPP	ROW	PCT	IPREP	GRADE	ON GRADE	TV
	COL	PCT	I	E	O	
	TOT	PCT	I	2	I	3
				4	I	4
		-----I-----I-----I-----I				
	1	1	1	1	3	2
						6
GREAT EXTENT	1	16.7	1	50.0	1	33.3
						25.0
	1	16.7	1	37.5	1	20.0
	1	4.2	1	12.5	1	8.3
	2	1	2	1	3	5
						10
MODERATE EXTENT	1	20.0	1	30.0	1	50.0
						41.7
	1	33.3	1	37.5	1	50.0
	1	8.3	1	12.5	1	20.8
	3	1	3	1	1	3
						7
MINIMAL EXTENT	1	42.9	1	14.3	1	42.9
						29.2
	1	50.0	1	12.5	1	30.0
	1	12.5	1	4.2	1	12.5
	4	1	0	1	1	0
						1
NOT AT ALL	1	0.0	1	100.0	1	0.0
						4.2
	1	0.0	1	12.5	1	0.0
	1	0.0	1	4.2	1	0.0
		-----I-----I-----I-----I				
	COLUMN		6	8	10	24
	TOTAL		25.0	33.3	41.7	100.0

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.250
 RAW CHI SQUARE = 4.72381 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.5797
 CRAMER'S V = 0.31371

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DSUPP HELPFULNESS OF SUPPORT MATERIAL BY CLASS LEVEL TAUGHT
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		CLASS								
		COUNT								
		ROW	PCT	IPREP	GRADE ON		GRADE TV		ROW	
		COL	PCT	I	E	O			TOTAL	
		TOT	PCT	I	2	I	3	I	4	I
DSUPP		-----I-----I-----I-----I								
		1	1	0	1	1	1	2	1	3
	GREAT EXTENT	1	0.0	1	33.3	1	66.7	1	25.0	
		1	0.0	1	33.3	1	28.6	1		
		1	0.0	1	8.3	1	16.7	1		
	-----I-----I-----I-----I									
MODERATE EXTENT		2	1	2	1	2	1	3	1	7
	1	28.6	1	28.6	1	42.9	1	58.3		
	1	100.0	1	66.7	1	42.9	1			
	1	16.7	1	16.7	1	25.0	1			
	-----I-----I-----I-----I									
MINIMAL EXTENT		3	1	0	1	0	1	1	1	1
	1	0.0	1	0.0	1	100.0	1	8.3		
	1	0.0	1	0.0	1	14.3	1			
	1	0.0	1	0.0	1	8.3	1			
	-----I-----I-----I-----I									
NOT AT ALL		4	1	0	1	0	1	1	1	1
	1	0.0	1	0.0	1	100.0	1	8.3		
	1	0.0	1	0.0	1	14.3	1			
	1	0.0	1	0.0	1	8.3	1			
	-----I-----I-----I-----I									
COLUMN		2		3		7		12		
TOTAL		16.7		25.0		58.3		100.0		

12 OUT OF 12 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.167
 RAW CHI SQUARE = 2.96599 WITH 6 DEGREES OF FREEDOM. SIGNIFICANCE = 0.8131
 CRAMER'S V = 0.35154

NUMBER OF MISSING OBSERVATIONS = 67

Table 215

SPSS BATCH SYSTEM

10/03/85

PAGE 18

FILE NO CREATION DATE = 10-03-85 EBN, EDUCATIONAL TV IN INFANT SCHOOLS

FORMAT: QUANTILE RELATED PROBABILITIES

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY PERCENT	ADJUSTED FREQUENCY PERCENT	CUMULATIVE ADJ. FREQ PERCENT
GREAT IMPORTANCE	1	9	7.6	9.2	9.2
MODERATE IMPORTANCE	2	67	65.0	77.0	86.2
NO IMPORTANCE	3	11	11.7	13.8	100.0
OUT OF RANGE		10	15.5	MISSING	100.0
	TOTAL	107	100.0	100.0	

VALID CASES 87 MISSING CASES 10

Table 216

SPSS BATCH SYSTEM

10/03/85

PAGE 19

FILE 10 CREATION DATE = 10/03/85 /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

SCR172 NEW MATERIAL PROGRAMS

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT IMPORTANCE	1	49	47.6	50.0	50.0
MODERATE IMPORTANCE	2	43	41.7	43.9	93.9
NO IMPORTANCE	3	6	5.8	6.1	100.0
OUT OF RANGE		5	4.9	MISSING	100.0
	TOTAL	103	100.0	100.0	

VALID CASES 98 MISSING CASES 5

Table 217

SPSS BATCH SYSTEM

10/03/85

PAGE 20

FILE NO OPERATION DATE = 10/03/85 WEDTV, EDUCATIONAL TV IN INFANT SCHOOLS

BCR173 SPRINGBOARD PROGRAMS

CATEGORY LABEL	CODE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ADJ FREQ (PERCENT)
GREAT IMPORTANCE	1	74	71.9	75.5	75.5
MODERATE IMPORTANCE	2	24	23.3	24.5	100.0
OUT OF RANGE		5	4.9	MISSING	100.0
TOTAL		103	100.0	100.0	

VALID CASES 98 MISSING CASES 5

Table 218

SPSS BATCH SYSTEM

10/03/85

PAGE 21

FILE KC RECEPTION DATE = 10/03/85 /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

BCR114 AUST CLASSIC PROGRAMS

CATEGORY LABEL	CODE	ABSOLUTE	RELATIVE	ADJUSTED	CUMULATIVE
		FREQUENCY	FREQUENCY	FREQUENCY	ADJ FREQ
		(PERCENT)	(PERCENT)	(PERCENT)	(PERCENT)
GREAT IMPORTANCE	1	72	69.9	74.2	74.2
MODERATE IMPORTANCE	2	23	22.3	23.7	97.9
NO IMPORTANCE	3	2	1.9	2.1	100.0
OUT OF RANGE		4	5.8	MISSING	100.0
		-----	-----	-----	-----
	TOTAL	103	100.0	103.0	

VALID CASES 97 MISSING CASES 4

Table 219

SPSS BATCH SYSTEM

10/03/85

PAGE 2

FILE NO CREATION DATE = 10/03/85 HEDTV, EDUCATIONAL TV IN INFANT SCHOOLS

DEVELL SCHOOLS TO USE TV PROGRAMS

CATEGORY LABEL	CASE	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY (PERCENT)	ADJUSTED FREQUENCY (PERCENT)	CUMULATIVE ABS FREQ (PERCENT)
YES	1	35	32.5	33.3	33.3
NO	2	17	16.5	16.7	100.0
OUT OF RANGE		1	1.0	MISSING	100.0
	TOTAL	100	100.0	100.0	

VALID CASES 100 MISSING CASES 1

Table 220

SPSS BATCH SYSTEM

10/09/85

PAGE 5

FILE KC (CREATION DATE = 10/09/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY SCHOOL TYPE OF SCHOOL
 ***** PAGE 1 OF 1

		SCHOOL			
		COUNT	I		
BSKILL	ROW	PCT	ISTATE	CATHOLIC	ROW
	COL	PCT	I		
	TOT	PCT	I	I	2
	I				
YES	1	I	75	I	10
NO	2	I	14	I	3
COLUMN			89	13	102
TOTAL			87.3	12.7	100.0

1 OUT OF 4 (25.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 2.167
 CORRECTED CHI SQUARE = 0.07053 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.7906
 RAW CHI SQUARE = 0.44080 WITH 1 DEGREE OF FREEDOM. SIGNIFICANCE = 0.5067
 PHI = 0.06574

NUMBER OF MISSING OBSERVATIONS = 19

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE1 WHOLE CLASS INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
BSKILL	ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW		
	COL	PCT	%	%	%	%	TOTAL		
	TOT	PCT	I	I	I	I	I		
			1	2	3	4			
YES	1	I	45	I	36	I	3	I	85
	I	52.9	I	42.4	I	3.5	I	1.2	83.3
	I	86.5	I	83.7	I	60.0	I	50.0	I
	I	44.1	I	35.3	I	2.9	I	1.0	I
NO	2	I	7	I	7	I	2	I	17
	I	41.2	I	41.2	I	11.8	I	5.9	16.7
	I	13.5	I	16.3	I	40.0	I	50.0	I
	I	6.9	I	6.9	I	2.0	I	1.0	I
COLUMN			52	43	5	2	102		
TOTAL			51.0	42.2	4.9	2.0	100.0		

4 OUT OF 8 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.333
 RAO CHI SQUARE = 3.94927 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.2670
 CRAMER'S V = 0.19677

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE2 SMALL GROUP INSTRUCTION
 ***** PAGE 1 OF 1

TSTYLE2									
COUNT									
ROW PCT									
COL PCT									
TOT PCT									
BSKILL									
YES									
NO									
COLUMN									
TOTAL									

3 OUT OF 8 (37.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.000
 RAW CHI SQUARE = 1.64615 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6490
 CRAMER'S V = 0.12704

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE3 INDIVIDUAL INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE3									
		COUNT									
BSKILL	ROW PCT	UNDER 21		21 TO 40		41 TO 60		61 TO 80		ROW	
	COL PCT	1%		%		%		%		TOTAL	
	TOT PCT	1	1	2	1	3	1	4	1		
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----		
YES	1	I	25	I	34	I	17	I	9	I	85
		I	29.4	I	40.0	I	20.0	I	10.6	I	83.3
		I	80.6	I	82.9	I	85.0	I	90.0	I	
		I	24.5	I	33.3	I	16.7	I	8.8	I	
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----		
NO	2	I	6	I	7	I	3	I	1	I	17
		I	35.3	I	41.2	I	17.6	I	5.9	I	16.7
		I	19.4	I	17.1	I	15.0	I	10.0	I	
		I	5.9	I	6.9	I	2.9	I	1.0	I	
		-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----	-----I-----		
COLUMN		31		41		20		10		102	
TOTAL		30.4		40.2		19.6		9.8		100.0	

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE4 OTHER INSTRUCTION
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
ROW	PCT	NUMBER	21	ROW	
COL	PCT	1%		TOTAL	
TOT	PCT	I	I	I	
-----I-----I					
BSKILL		1	1	85	1
		1	1	85	85
	YES	1	100.0	1	83.3
		1	83.3	1	
		1	83.3	1	
-I-----I					
		2	1	17	1
NO		1	100.0	1	16.7
		1	16.7	1	
		1	16.7	1	
-I-----I					
COLUMN		102		102	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
BSKILL	ROW	PCT	UNDER 21	21 TO 40	41 TO 60	ROW			
	COL	PCT	IS	%	%	TOTAL			
	TOT	PCT	1	1	2	1	3	1	
			-----I-----I-----I-----I						
YES	1	1	43	1	30	1	2	1	75
	1	57.3	1	40.0	1	2.7	1	84.3	
	1	87.8	1	81.1	1	66.7	1		
	1	48.3	1	33.7	1	2.2	1		
		-I-----I-----I-----I							
NO	2	1	6	1	7	1	1	1	14
	1	42.9	1	50.0	1	7.1	1	15.7	
	1	12.2	1	18.9	1	33.3	1		
	1	6.7	1	7.9	1	1.1	1		
		-I-----I-----I-----I							
COLUMN		49		37		3		89	
TOTAL		55.1		41.6		3.4		100.0	

2 OUT OF 6 (33.3%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.472
 RAW CHI SQUARE = 1.43411 WITH 2 DEGREES OF FREEDOM. SIGNIFICANCE = 0.4882
 CRAMER'S V = 0.12694

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE1 WHOLE CLASS INSTRUCTION
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2- CATHOLIC

***** PAGE 1 OF 1

		TSTYLE1							
		COUNT							
DSKILL	ROW	PCT	UNDER 21	21 TO 40	41 TO 60	61 TO 80	ROW		
	COL	PCT	1%	2%	3%	4%	TOTAL		
		TOT	PCT	1	2	3	4		
YES	1	1	2	6	1	1	1	10	
		20.0	60.0	10.0	10.0			76.9	
		66.7	100.0	50.0	50.0				
		15.4	46.2	7.7	7.7				
NO	2	1	1	0	1	1	1	3	
		33.3	0.0	33.3	33.3			23.1	
		33.3	0.0	50.0	50.0				
		7.7	0.0	7.7	7.7				
COLUMN		3	6	2	2	13			
TOTAL		23.1	46.2	15.4	15.4	100.0			

8 OUT OF 8 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.

MINIMUM EXPECTED CELL FREQUENCY = 0.462

RAV CHI SQUARE = 3.61111 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.3066

CRAMER'S V = 0.52705

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..

SCHOOL	TYPE OF SCHOOL	VALUE..	1	STATE	
1	1	1	1	1	PAGE 1 OF 1

TSTYLE2														
COUNT		I												
ROW	PCT	NUMBER	21	21	TO	40	41	TO	60	61	TO	80	ROW	
COL	PCT	I	%		%		%		%		%		TOTAL	
TOT	PCT	I		I	I		I		I		I		I	
DSKILL		-----	I	-----	I	-----	I	-----	I	-----	I	-----	I	
	1	I	12	I	39	I	19	I	5	I			75	
	YES	I	16.0	I	52.0	I	25.3	I	6.7	I			84.3	
	I	80.0	I	84.8	I	82.6	I	100.0	I					
	I	13.5	I	43.8	I	21.3	I	5.6	I					
		-----	I	-----	I	-----	I	-----	I	-----	I	-----	I	
NO	2	I	3	I	7	I	4	I	0	I			14	
	I	21.4	I	50.0	I	28.6	I	0.0	I				15.7	
	I	20.0	I	15.2	I	17.4	I	0.0	I					
	I	3.4	I	7.9	I	4.5	I	0.0	I					
			-----	I	-----	I	-----	I	-----	I	-----	I	-----	I
COLUMN		15			46			23			5			89
TOTAL		16.9			51.7			25.8			5.6			100.0

4 OUT OF 8 (50.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
MINIMUM EXPECTED CELL FREQUENCY = 0.787
RAW CHI SQUARE = 1.19662 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.7538
CRAMER'S V = 0.11595

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE2 SMALL GROUP INSTRUCTION
 CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

TSTYLE2										
COUNT										
ROW PCT	NUMBER	21	21 TO 40	41	TO 60	61	TO 80	ROW		
COL PCT	%	%	%	%	%	%	%	TOTAL		
TOT PCT	I	1	I	2	I	3	I	4	I	
BSKILL	-----I-----I-----I-----I-----I									
	1	I	2	I	4	I	3	I	1	I
	10									
	YES	1	20.0	I	40.0	I	30.0	I	10.0	I
	1	66.7	I	66.7	I	100.0	I	100.0	I	
1	15.4	I	30.8	I	23.1	I	7.7	I		
-----I-----I-----I-----I-----I										
2	I	1	I	2	I	0	I	0	I	
3										
NO	1	33.3	I	66.7	I	0.0	I	0.0	I	
1	33.3	I	33.3	I	0.0	I	0.0	I		
1	7.7	I	15.4	I	0.0	I	0.0	I		
-----I-----I-----I-----I-----I										
COLUMN	3	6	3	1	13					
TOTAL	23.1	46.2	23.1	7.7	100.0					

8 OUT OF 8 (100.0%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 0.231
 RAO CHI SQUARE = 1.73333 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.6295
 CRAMER'S V = 0.36515

NUMBER OF MISSING OBSERVATIONS = 1

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE3 INDIVIDUAL INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 1 STATE
 ***** PAGE 1 OF 1

TSTYLE3											
COUNT											
ROW PCT											
COL PCT											
TOT PCT											
BSKILL											
YES											
NO											
COLUMN											
TOTAL											

3 OUT OF 8 (37.5%) OF THE VALID CELLS HAVE EXPECTED CELL FREQUENCY LESS THAN 5.0.
 MINIMUM EXPECTED CELL FREQUENCY = 1.573
 RAW CHI SQUARE = 0.34760 WITH 3 DEGREES OF FREEDOM. SIGNIFICANCE = 0.9508
 CRAMER'S V = 0.06250

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE3 INDIVIDUAL INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		TSTYLE3						
		COUNT						
		UNDER 21		21 TO 40		41 TO 60		ROW
		PCT		PCT		PCT		TOTAL
		IS		%		%		
		TOT		PCT		I		
		I		I		I		
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FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 BSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE4 OTHER INSTRUCTION

CONTROLLING FOR..

SCHOOL TYPE OF SCHOOL

VALUE.. 1 STATE

***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
BSKILL	ROW	PCT	UNDER 21	ROW	
	COL	PCT	I%	TOTAL	
	TOT	PCT	I	I	
	-----I-----I				
YES	1	I	75	I	75
		I	100.0	I	84.3
		I	84.3	I	
		I	84.3	I	
	-I-----I				
NO	2	I	14	I	14
		I	100.0	I	15.7
		I	15.7	I	
		I	15.7	I	
	-I-----I				
COLUMN		89	89		
TOTAL		100.0	100.0		

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

FILE KC (CREATION DATE = 10/07/85) /EDTV, EDUCATIONAL TV IN INFANT SCHOOLS

***** CROSSTABULATION OF *****
 DSKILL SKILLS TO USE TV PROGRAMS BY TSTYLE4 OTHER INSTRUCTION
 CONTROLLING FOR..
 SCHOOL TYPE OF SCHOOL VALUE.. 2 CATHOLIC
 ***** PAGE 1 OF 1

		TSTYLE4			
		COUNT	I		
DSKILL	ROW PCT	I	UNDER 21	ROW	TOTAL
	COL PCT	I			
	TOT PCT	I	I		
-----I-----I					
YES		1	1	10	10
		1	100.0	1	76.9
		1	76.9	1	
		1	76.9	1	
-I-----I					
NO		2	1	3	3
		1	100.0	1	23.1
		1	23.1	1	
		1	23.1	1	
-I-----I					
COLUMN		13		13	
TOTAL		100.0		100.0	

TATISTICS CANNOT BE COMPUTED WHEN THE NUMBER OF NON-EMPTY ROWS OR COLUMNS IS ONE.

NUMBER OF MISSING OBSERVATIONS = 1