

THE CHARLESTON STUDY

THE TELEVISION AUDIENCE OF THE
NIXON-KENNEDY DEBATES

Thesis for the Degree of Ph. D.

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John Russell Rider

1963



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This is to certify that the

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THE TELEVISION AUDIENCE OF THE
NIXON-KENNEDY DEBATES

presented by

JOHN R. RIDER

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ABSTRACT

THE CHARLESTON STUDY THE TELEVISION AUDIENCE OF THE NIXON-KENNEDY DEBATES

by John R. Rider

The Problem

The problem of the Charleston Study was to provide an accurate descriptive analysis of the impact of the Great Debates on a randomly selected audience in Charleston, Illinois. This impact was to be evaluated in terms of four criteria. These were; educational level of respondent, family size, political preference, and media activity.

Methods, Techniques and Data Used

Three techniques were used for the purpose of collecting data for the study. First a personal, face-to-face interview was held in the home of each respondent two days before the first debate; secondly, telephone calls were made to respondents at the conclusion of each of the first three debates, and third, a self-administered questionnaire was mailed to each respondent at the conclusion of the fourth debate. The completed questionnaires were coded, transferred to punched cards and tabulated by machine.

The data resulting from the study were divided into four parts:

(1) the effect of education, family size, political preference and media index on the pre-debate audience, (2) detail concerning the effect of these criteria on the audience over the period of the four debates, (3) a comparison of the value judgments of the respondents between the pre-debate audience and the post-debate audience, and (4) value judgments as expressed in the comments of the respondents as to their perceptions of candidates, subjects, issues and value of the debate idea.

Major Findings of the Study

The findings suggest the continuation of a theory. This theory is as follows: (1) Change of opinion in political broadcasting is directly related to the amount of use the viewer makes of the mass media; (2) Television programs, by themselves, are not as effective in changing opinions, as are television and print media used together; (3) Where controversy is concerned, the combined effect of television and print media is much greater; (4) The use of print media serves as an interpretive agent for the messages that have reached the viewer from television.

Conclusions

- I. The Great Debates had only nominal interest for the Charleston audience before they began.
- II. At the actual time of the first debate there was high interest in the debates, but this interest declined for the second and third debates. Community activities, such as sports events and shopping habits were among the intervening variables which contributed to the decline of interest. The interest increased substantially for the fourth debate, although not so high as for the first.
- III. Education, media index and political preference were found to be closely related to interest in and knowledge of the debates. As a general rule, the higher the educational level, and the higher the media index (media activity), the greater amount of interest and knowledge may be expected.
- IV. Political preference appears to be importantly related to conceptions of candidates. The debates appeared to change few minds about voting intention, but did increase the number of persons who saw the opponent in a more positive ("better") light.

The Great Debates had a "phenomenistic" rather than a "hypodermic" effect. The Charleston Study could find no solid basis

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for a belief that a significant number of people changed their minds about voting because of the debates. The issues were not clearly discerned, but the men themselves were. The greatest validity of the Great Debates to the author was that they allowed two candidates for the office of president to appear on an equal basis; that is, it was not possible for the observer to attend to one candidate's message to the exclusion of the other. However, there is a great danger in the continued use of this device. It might tend to reduce all international tensions and domestic issues to the words of the candidates. Perhaps the voter will tend to vote for the image of the man, rather than for the man that his record and past activities say he is.

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THE CHARLESTON STUDY
THE TELEVISION AUDIENCE OF THE
NIXON-KENNEDY DEBATES

by

John Russell Rider

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Pre-Debate

	Education	Family size	Political Preference	Media Index
	Table	Table	Table	Table
1 Media Activity	1	9	16	x
2 Interest in Politics	2	10	17	24
3 Knowledge about Debates	3	11	18	25
4 Interest in Debates	4	12	19	26
5 Opinion about Debates	5	13	20	27
6 Lincoln-Douglas	6	14	21	28
7 Voting Interest	7	15	x	29
(Education)	x	x	23	31
(Family size)	x	x	22	30
(Media index)	18	x	x	x

REFERENCE TABLE II

First Debate

	Education	Political Preference	Media Index
	Table	Table	Table
1 Viewing	78	85	92
2 Media Activity	79	86	x
3 Knowledge of Debates	80	87	93
4 Opinion about Debates	81	88	94
5 Lincoln-Douglas Debate Knowledge	82	89	95
6 Political Preference	83	x	96
7 Estimation of Voting Effect	84	90	97
8 Education	x	91	98

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REFERENCE TABLE III

Second Debate

	Education	Family size	Political Preference	Media Index
	Table	Table	Table	Table
Viewing	32	36	40	44
Knowledge	33	37	41	45
Opinion	34	38	42	46
Interest	35	39	43	47

REFERENCE TABLE IV

Third Debate

	Education	Family size	Political Preference	Media Index
	Table	Table	Table	Table
Viewing	49	53	57	61
Knowledge	50	54	58	62
Opinion	51	55	59	63
Interest	52	56	60	64

REFERENCE TABLE V

Fourth Debate

	Education	Family size	Political Preference	Media Index
	Table	Table	Table	Table
Viewing	65	67	69	71
Knowledge	66	68	70	72

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REFERENCE TABLE VI

Figures

	Education	Family size	Political Preference	Media Index
	Table	Table	Table	Table
Viewing	1	8	15	22
Knowledge	2	9	16	23
Knowledge	3	10	17	24
Knowledge	4	11	18	25
"Best Job"	5	12	19	26
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THE CHARLESTON STUDY

Preface

In the fall of 1960, a series of events took place which offered much opportunity for research into the impact of the political use of the television medium. The events in question are the series of television debates between Vice President Richard M. Nixon, Republican, and Senator John F. Kennedy, Democrat.

The fact of the occurrence of the debates, is, itself, important to the life and history of the spoken word in America. At least two "firsts" may be recorded as a result of these debates. Although many Presidential candidates have at various times fulfilled the technical qualifications for debating an issue or issues; that is, on a face-to-face, formalized time basis, this was the first time that such a phenomenon had taken place on an all-network, completely pre-empted (on all stations) level.

A second "first" was the special legislation enacted by Congress which enabled the debates to be produced. The Congress, by joint resolution, suspended for the period of the 1960 presidential and vice-presidential campaigns the "equal opportunities" requirements of Section 315 of the Communications Act of 1934 with respect to nominees for the office of President and Vice-President. This made it possible for the networks to grant, free of charge, broadcasting time to the

Presidential and Vice-Presidential candidates of the Democratic and Republican parties without having to do the same for candidates of other parties.

Many articles have appeared in the popular press, and a few in the academic press concerning the development of the concept of the Great Debates. From most of these articles the reader would get the impression that the networks, on their own, gave birth to the idea of the debates, and implemented them throughout. But, according to Austin Freeley, at least part of the credit should be given to the American Forensic Association. According to Freeley, President of the American Forensic Association, the following events took place:¹

In the summer of 1958, the AFA voted to seek to arrange a debate between the presidential candidates in 1960. A committee was formed for the purpose of providing continuity in this regard. A resolution, however, that the SAA " . . . should join with other professional speech organizations in calling upon the candidates for the Presidency and other high public offices to meet in a public debate during the campaign of 1960," was defeated in a session of the Assembly's Executive Committee, the SAA, on the grounds that the SAA (Speech Association of America) should not be involved in any political activity.

The AFA continued to support the idea, and wrote to all leading candidates for nomination asking for their commitment. Most of the

¹ Austin J. Freeley, "The Presidential Debates and the Speech Profession," QJS, XLVII (February 1961) pp. 60-64.

candidates responded quickly, with the exception of candidate Nixon. Among the early responders were candidate Stevenson and candidate Kennedy. (April 8, 1960)

On February 5, 1960, telephone conversations with CBS began, and on March 10, 1960, Senator Magnuson introduced the Presidential Campaign Broadcasting Act, S.317.1 (S. J. Resolution 207, 86 Congress, 2nd Session), which was passed and became the basis for the network programming. Then, when the debates were assured, the Committee on the 1960 Presidential Campaign offered its services to the networks or their designated planners for technical advice. In the words of Mr. Freeley, however, "The networks and candidates worked out details without reference to the committee. If they had been contacted, they would not have recommended the joint press conference format."²

At any rate, the debates were scheduled, were held, and were discussed and evaluated by a great many persons, organizations, scholars, and private citizens. Our purpose, in choosing the debates for a major research effort, has been to provide detail to the suppositions and generalizations surrounding the use of television as a political medium, and to study specifically these factors in light of this specific series of events (the debates).

We shall test four generalizations concerning the mass audience. They are: (1) Selective perception is importantly related to value judgments of the candidates by the viewers; (2) Attention to and heavy

²Freeley, op. cit., p. 64.

use of media are importantly related to interest in and knowledge of mass media content, (a special feature of this study is to study the effect of family size on interest in debates); (3) Demographic features of education and family size are importantly related to interest in television; (4) Television is a prime source of (a) political knowledge for the viewer and (b) effect on viewers.

This generalization has caused much controversy. The Langs, in 1956, in observing the 1952 elections, observed a difference between political role and performance on one hand, and personal image on the other. They also observed that the intimacy credited to television is a spurious concept, but that the public, the political managers, and the producers (of TV) believed in it.³ The Langs felt that TV may aggravate a societal tendency toward a pseudo-personalization of social issues. That is to say, an assignment of false or irrelevant responsibility for social issues to a person or persons. In other words, the Langs felt that the use of television to bring social-political issues before the public creates a false emphasis on the individual responsibility of the candidate.

The McGraths support this theory, and agree that "there seems to be much support for the image theory of political perception, at least in terms of the two candidates' relative images."⁴ They also

³ Kurt Lang and Glayds Engel Lang, "The Television Personality in Politics; Some Considerations," POQ, XXII (Spring 1956), pp. 103-112, p. 109.

⁴ Joseph E. McGrath and Marion F. McGrath, "Effects of Partisanship on Perception of Political Figures," POQ, XXVI:2 (Summer 1962), pp. 237-248, p. 246.

discovered that partisanship was the main factor in preference for candidates. It should be pointed out that this study was based on the replies of a very partisan group, groups of Young Democrats and Young Republicans. It seems to this writer that this group identification might introduce a greater bias than might normally be expected from a random group.

An advertising agency study, by Cunningham and Walsh, on the campaign of Rockefeller and Harriman, discovered, "Television rates equally with newspapers as the most important news source about candidates. (Friends, family, and associates ranked next, radio a substantial third, magazines, campaign literature, and speeches in that order.)"⁵

Tucker, in studying the 1956 Oregon Campaign, also asserted that "TV has changed the course of campaigning."⁶ Schramm and Carter, however, found that a political telethon was not an effective political tool for Senator Knowland, although it made a "good show."⁷

Research related specifically to the Great Debates in the matter of political use of the television medium is rather large. Among the most significant research efforts were those summarized by Katz and Feldman for the American Sociological Association.⁸ This

⁵Cunningham and Walsh Agency, Broadcasting, 56:12 (March 23, 1959), pp. 84-86.

⁶Duane E. Tucker, "Broadcasting in the 1956 Oregon Campaign," Journal of Broadcasting, 3:3 (Summer 1959), pp. 225-243, p. 227.

⁷Wilbur Schramm & R. F. Carter, "Effectiveness of a Political Telethon," POQ, 23:1 (April 1959), pp. 121-127, p. 127.

⁸Elihu Katz and Jacob Feldman, "The Kennedy-Nixon Debates: A Survey of Surveys," Studies in Public Communication, 4 (Autum 1962), University of Chicago, Press.

analysis of 22 surveys in regard to the debates indicated that John F. Kennedy was the overwhelming "winner." They observed that the victory in the first debate enabled him to nail down the support of doubting Democrats. In their judgment, Nixon "won" the third debate on foreign policy, and the second and fourth debates were very close.

The studies showed that issues were not decisive in the debates. The analysts stated, " . . . no doubt that the debates were more effective in presenting the candidates than the issues."

The surveys also showed that a sizeable proportion of the voting population, especially Democrats, felt that the debates helped them to decide how to vote. Some of the studies showed that during the course of the campaign as much as 20 percent of the electorate changed from undecided to a candidate or from one candidate to another. This finding, of course, is somewhat different than the theory of Lazarsfeld, in The People's Choice, or Katz's Patterns of Influence might indicate.

In 1940, Lazarsfeld discovered that only eight percent of the voters in a test area had been "converted" to the other side during this campaign. (Radio and print media available.) Katz, in 1945, indicated an increasing skepticism about the potency of the mass media.

It is the observation of this writer, however, that it is very difficult to compare the effect of the "Great Debates" with previous political discussion about which there has been research for two reasons: (1) Selective exposure, for the first time, was not possible because both candidates shared the exposure period; and (2) The viewers (voters) were forced to judge the candidates in light of their

comparative reactions to a common, specific stimulus (the questions of the newsmen).

Of course, the voter could still, in light of his predisposition, preconceptions and interpersonal relations networks, engage in selective interpretation; i.e., he could evaluate the responses of "his" candidate in a more positive way than those of the opponent. Such possibilities are considered in the present study. Other factors to emerge from the Katz & Feldman analysis were: a 60 percent viewing audience for the first debate, (was never below 55 percent), the audience, divided evenly between Nixon and Kennedy supporters, and those who did not actually see the debates quickly heard about them through discussion and newspaper reports. "Not more than 10 percent of the population failed to learn about the debates within 24 hours," according to the analysts.

Carter's study⁹ in California suggested that: (1) Kennedy performed better and profited more than Nixon; (2) The debate format bypassed perceptual defenses by the use of factual material; (3) The audience wanted more time, only one subject for each debate, and elimination of the interviewer panel of newsmen, and (4) The least liked debate was the first, and his respondents preferred a clash of personalities.

⁹ Richard F. Carter, "Some Effects of the Great Debates," Abstracts of Papers of the American Sociological Association, 56th Annual Session (1951), p. 63.

Krause,¹⁰ in Indiana, found that the debates significantly decreased Republican bias, but cross pressures and "concomitant influences blurred distinct lines of effect." White¹¹ discovered that the debates were most valuable to Kennedy because they filled in the image of Kennedy as it was reflected in other events of the campaign. However, White feels that the debates were most effective because of the closeness of the election. He feels he has no evidence to support an idea that the debates would have been so crucial in an election not so close. This writer fails to see what criteria might be established aside from poll data, in advance, as to determine how close any election might be.

The man who planned President Kennedy's debate appearances, J. Leonard Reinsch, gave the following reasons for Kennedy's victory on television:¹²

1. It broke down Republican's charge that Kennedy was immature.
2. It solidified Democrats who had wondered if Senator Kennedy was the right choice to defeat the Vice-President.
3. The first debate convinced campaign workers, governors, and others that we had a strong, fighting candidate. It scared and shocked Republicans. Our people were inspired.

¹⁰ Sidney Krause, "Political Issues and the TV Debates," Abstracts, Ibid.

¹¹ Irving S. White, "Research Report on the Kennedy-Nixon Debates," Abstracts, Ibid.

¹² "The Architect of a Triumph on Television," Broadcasting 59:20 (November 14, 1960), p. 32.

The study done by the Langs¹³ remains for the writer the most similar to the present one, and of those reviewed, the one with the most detail. The data of this study disagree at several points with the Lang study, but this should be expected because of the types of audiences under examination. The Langs studied students and others in New York City, whereas the present study was done on the population of a small midwestern city of 10,800 persons.

For example, the Lang study reported that respondents looked forward to the debates as a "match of candidate's forensic skills." In the present, such anticipation was not in evidence. In fact, 78 percent of the audience could not name the date of the first debate, just two days previous to its broadcast.

Austin Freeley¹⁴ polled the members of the Committee on the 1960 Presidential campaign immediately following the debates. In general, the respondents felt that Kennedy had made the greatest political gain, although they felt that Nixon had a slightly better job of debating in the third and fourth debates. Also, there was almost universal dissatisfaction with the format of the debates. A spokesman for the industry, Clark George,¹⁵ also agreed that the format

¹³Kurt Lang and Gladys Ethel Lang, "Ordeal by Debate," Public Opinion Quarterly (Spring 1961).

¹⁴Austin J. Freeley, "Who won the Great Debates," a paper presented to the SAA convention, St. Louis, December 28, multilithed.

¹⁵Clark George, "The Great Debates: Good TV" A paper presented to the central states Speech Association (Chicago, Illinois: April 14, 1961).

could be improved, but added that the most significant consideration was to have the broadcast take place (at all).

Among the scholarly papers presented on the subject of the debates were several which represent diverse points of view. James Robinson,¹⁶ after reflecting on the Great Debates, was led to the conclusion that "television debating among Presidential candidates is not an element of rational electoral procedure." He based this view on the idea that the joint appearances do not resemble the forensic occasions for a President, and imposition of television debating skill as a criterion for a President would reduce "the number of people eligible for the office."

Nebergall¹⁷ agrees with Robinson, and raises the question, "What is there in the Office of the Presidency which is relevant to skill in debating " He further believes that the relationship between the two skills (good debater and good president) ought to be proved and not assumed.

Ted Jackson¹⁸ has pointed out some interesting parallels between the Parr-Sullivan feud and the Great Debates, and also suggests that the Great Debates were debates. (This is not shared

¹⁶ James A. Robinson, "TV and the Elections--The Great Debate: Good Politics " Remarks as a panel member at the Central States Speech Association Meeting (Chicago, Illinois: April 14, 1961), dittoed.

¹⁷ Roger E. Nebergall, personal letter to the author, May 10, 1961.

¹⁸ Ted Jackson, "The Third Nixon-Kennedy Debate," A paper presented at the Central States Speech Association Meeting (Chicago, Illinois: April 14, 1961), mimeographed.

with all members of the speech fraternity.) He further develops a forensic rationale for giving the nod to Mr. Kennedy for the third debate. (The board of the SAA for the Committee for the 1960 Presidential Campaign gave the debate to Nixon by a 13 to 9 margin.)

In this study, we will consider Independent and Dependent variables. Independent variables, or predictors, are education, family size, political preference and media index. Dependent variables, or things to be predicted, are interest in politics, opinion about the debates, Lincoln-Douglas debate knowledge and voting intent.

Purpose and Method

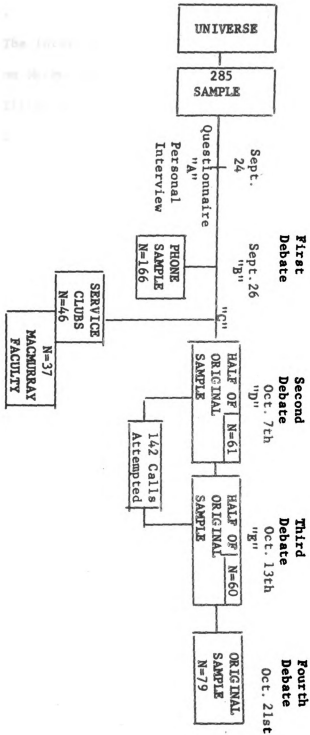
The purpose of this study is not to determine the "winner" of the Great Debates, nor is it to analyze the content of the debates. The sole purpose is to provide a descriptive analysis or documentation of the impact of the debates on the Charleston audience, in light of their responses to the questions asked by interviewers in person, by telephone, and by mail.

Method of Gathering Data

In order for the reader to understand the method used in the study, a flow chart is provided on the following page.

The universe for the study was the population of Charleston, Illinois. The sample was selected by random area probability techniques. Working from an aerial photograph of the city, twenty-five geographic areas, each containing approximately the same number of

FLOW CHART OF TESTING PROCEDURE



homes, (50-70), were selected. This selection was done with Mr. Charles Harper, executive director of the Charleston Chamber of Commerce.

The interviewers were fifteen junior and senior college students from MacMurray College in Jacksonville, Illinois, and ten from Eastern Illinois University in Charleston. On the day of the first interview, each interviewer was instructed to get twelve interviews in his area. By dividing the number of homes by twelve the interviewer determined "n." He then sought information at every nth home in his area. The total number of homes in the completed sample was 285.

In order to get maximum access to homes for interviewing, a news item was placed on the front page of the local paper, the Charleston Courier, to the effect that Charleston had been selected for study by "Grass Roots Research," a name which the author had coined. On the day of interview, each interviewer wore a special badge which contained the words: GRASS ROOTS RESEARCH, CHARLESTON, ILLINOIS, SEPTEMBER 24, 1960, NAME _____. Each interviewer was dressed well but conservatively, the men wearing dark clothing with white shirt and tie, and the women with heels and hose. Immediate and very cooperative access was given to all interviewers. Many respondents in seeing the badge pinned to the interviewer remarked that they had seen in the paper that the team was going to be there.

A special sample was taken for examination for the first debate. This sample was taken by using n (random) names in the Charleston telephone book. (Also, the service clubs and the faculty of MacMurray College were questioned concerning their perception of

the debates. The responses of the club members and the faculty were not used in the study. They were not felt to be legitimate for the stated purpose of the present study.)

Special Conditions and Procedures for Analysis of the Data

The respondents for the second, third, fourth, and post debate contacts are drawn from the original, pre-debate sample. The first contact, pre-debate, was a personal interview with the respondent, (an adult) who was willing to be interviewed. There were 103 men, and 182 women in the sample.

The sample for the first debate was drawn from the Charleston telephone book. The number of interviewers had been reduced to 12 and in order to reach a proper sample within a reasonable time limit, this smaller sample was drawn. There were 166 persons in this group. The samples for the second and third debate were drawn from half of the original, pre-debate group. Half of the pre-debate group were drawn for each debate. For the final debate, a questionnaire was mailed to all 285 respondents of the pre-debate sample. As approximately 30 letters were returned unclaimed, or no such address, the total expected return was 255. The actual return was 79 or 31 percent.

A natural or expected bias must be expected in the answers to the fourth debate. This bias will appear in the exercising of an option to return the questionnaire or not. A person who had not seen the debate might not elect to return it if he thought it would not be helpful, or that he would appear not to have participated in an exercise important to the author. Upon examination of the data, however, it

appears that the percentage of respondents who indicated they had watched the debate closely approximates the estimate of the national audience, and a legitimate spread of educational levels is represented in the group that returned the questionnaire.

Having thus set forth the basic rationale, purpose, and method, and a brief review of testimony, we move to a consideration of the data resulting from the Charleston Study. This information will be divided into four parts. The first will provide detail concerning the effect of education, family size, political preference, and media index¹⁹ on the pre-debate audience, (2) detail concerning the effect of these same criteria on the audience in transition, that is during the debates, (3) a comparison of the value judgments of the respondents between the pre-debate audience and the post-debate audience, (4) value judgments as expressed in the comments of the respondents as to their perceptions of candidates, subjects, issues, and their estimate of the value of the debate idea.

The procedure by which the households studied were selected was spelled out in the Preface. It should be pointed out at this time that the audience was composed of 62 families where the respondent had a grade school education, 132 families where the respondent had a high school education, and 91 families where the respondent was

¹⁹Media index refers to a numerical sum of the points at which the respondent attempted media activity such as: multiple radio or television receivers, newspaper and news magazine subscriptions, ability to identify specific radio or television news and public affairs programs.

college-oriented.²⁰ These basic groups should be kept in mind when evaluating their responses to the questions. In order to be as accurate as possible, percentages are used throughout in order that a breakdown into categories within the broader concepts of education, family size, political preference, and media index could be contained for each contact period, and only for those who did respond. Where the result cannot be projected to the whole population, it is so indicated. Also, percentages can be used to compare group with group inasmuch as an equal number of respondents was not forthcoming.

While we are interested in the total audience reaction to the debates, our primary interest is in the emerging patterns of influence which our four criteria play in such events.

The response to telephone calls to half of the original sample on the second and third debates was very low due to special circumstances. On the second debate, only 42.9 percent of the audience was even reached during the calling period, thereby indicating they were not at home during the broadcast. The reason for this phenomenon, which placed the viewing audience for Charleston well below the national average for this debate, was the day of the week, Friday, and the hour, 6:30 CST, and the stores in Charleston are open on Friday night. A vast majority of the people, 69.6 percent, apparently chose to do their week-end shopping or engage in some other activity on Friday night, thereby ignoring the debates.

²⁰ The term "college-oriented" is used to denote a respondent who has attended college, is now attending (married or graduate student) or is a college graduate.

The audience for debate number three was correspondingly small. However, more than 65 percent of those who were home watched the debates. The major reason again was the hour, 6:30 p.m. CST, and the playing of the first home high school football game. For this debate, the audience appeared to attend the football game or attend to some other activity rather than attend to the debates.

The Pre-Debate Television Audience

The composition of the television audience in Charleston is important as a background to the study of the impact of the Great Debates. This analysis is divided into five parts: breakdown by education level, family size, political preference, media index, and a summary.

Education

Media activity. The effect of education on media activity is plainly discerned, but no significance may be attached to television or radio ownership by educational level. The ownership level is very high for all groups. (See Tables 1 and 2.)

More than half of the families in Charleston do not take a news magazine of any type, and just over sixteen percent subscribe to a clearly defined news magazine (Time, Newsweek, U.S. News & World Report). The college group ranks highest in subscription of this type of magazine, and also ranks highest in the percentage of people who subscribe to the local paper and a metropolitan paper.

TABLE 1

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Radio Ownership</u>								
One set	38	61.2	75	58.6	43	45.3	156	54.8
Two or more	21	34.0	52	40.6	48	50.5	121	42.4
No set	3	4.8	1	.8	4	4.2	8	2.8
<u>News Magazines</u>								
<u>Newsweek, Time</u> <u>U.S. News &</u> <u>World Report</u>	3	4.8	18	13.6	27	30.0	48	16.8
Other	7	11.4	19	14.4	16	17.5	42	14.8
None	49	79.0	85	64.4	36	39.4	170	59.6
Two or more	3	4.8	10	7.6	12	13.1	25	8.8
<u>Newspaper Subscription</u>								
Courier (only)	39	62.9	77	58.3	33	36.3	149	52.2
Dec. or Mtt.	0	0	2	1.5	3	3.2	5	1.8
Metropolitan (only)	1	1.6	2	1.5	2	2.2	5	1.8

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TABLE 1 (Continued)
EFFECT OF EDUCATION ON MEDIA ACTIVITY

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Newspaper Subscription (Continued)</u>								
None	8	12.9	8	6.1	1	1.2	17	6.0
Courier & Metropolitan	14	22.6	43	32.6	52	57.1	109	38.2
<u>Television News Programs</u>								
Identified*	33	53.2	96	72.7	82	91.1	211	74.6
Not identified	29	46.8	36	27.3	8	8.9	73	25.4
<u>Radio News Interest</u>								
All Programs	8	12.7	14	10.7	14	15.4	36	12.6
Local programs	17	27.0	56	42.7	30	33.0	103	36.2
None	38	60.3	61	46.6	47	51.6	146	51.2
<u>Public Affairs Programs on Television</u>								
Identified*	17	27.4	68	51.5	61	67.0	146	51.2
Not identified	45	72.6	64	48.5	30	33.0	139	48.8

* Respondent mentioned by name one or more public affairs programs (or newscasters or channels at specific times).

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TABLE 2
EFFECT OF EDUCATION ON INTEREST IN POLITICS

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Convention Watching</u>								
Watched:								
Both	42	67.8	107	80.5	86	95.6	235	82.5
Republican	0	0	2	1.5	0	0	2	.7
Democratic	1	1.6	2	1.5	1	1.1	4	1.4
Neither	19	30.6	22	16.5	3	3.3	44	15.4
<u>Participation in Politics (Family)</u>								
Participation	4	6.5	12	8.7	9	9.9	25	8.6
No participation	58	93.5	126	91.3	82	90.1	266	91.4

Throughout the analysis, level of education appears to be a valid determinant of media activity or access. There is one abrupt break in the pattern. The high school group indicated more interest in local news programs than the college-oriented group. In general, however, the higher the education level of the respondent, the higher the media activity level that may be expected.

Interest in politics. It is very difficult to assess interest in politics on the basis of viewing the national political conventions, because we have no basis for judging whether the viewing is done: (1) because nothing else was on, (2) because the conventions are of the nature of a "spectacular," or (3) because of an avid interest in political programs.

The data (Table 2) indicate that eighty-two percent of the audience watched both national conventions. A greater percent of the college group watched both conventions than did the other two groups. As far as actual participation in politics is concerned, all groups report an overwhelming negative response.

Knowledge about debates. The great majority of the respondents did not know very much about the debates. (See Table 3.) Only twenty-one percent knew when the first debate was scheduled, six percent knew the schedule of the other debates, seven percent knew any of the conditions of the debates, and only four percent knew the subject of the first debate. Again, however, the level of education has a direct relationship to knowledge of the debate in every case.

TABLE 3
EFFECT OF EDUCATION ON KNOWLEDGE ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Schedule of First Debate</u>								
Knew	5	8.2	24	18.2	33	36.3	62	21.8
Did not know	56	91.8	108	81.8	58	63.7	223	78.2
<u>Schedule of Other Debates</u>								
Knew	0	0	5	4.3	12	14.1	17	6.0
Did not know	59	100.0	111	95.7	73	85.9	268	94.0
<u>Conditions of Debates</u>								
Knew	1	1.7	6	4.5	13	14.3	20	7.0
No answer (0)	59	98.3	126	95.5	78	85.7	265	93.0
<u>Subject of Debate</u>								
Knew	1	.6	4	3.0	7	7.7	12	4.2
Did not know	61	98.4	128	97.0	84	92.3	273	95.8

Interest in debates. Apparently there was only nominal interest in the debates before they began. Sixty percent of the viewers planned to see the debates (80 percent actually did). Education is a valid indication of level of interest. (See Table 4.)

Very few intended to ask outsiders, and only fifteen percent had talked about the debates. Level of education again was closely related to level of interest.

This information is somewhat surprising since all the print media, and all the broadcast media had devoted much time and space to the forthcoming event. Also, the interviews were conducted just two days before the first debate.

Opinion about debates. A positive correlation is revealed between level of education and willingness to suggest a purpose for the debates. Although more than half of the audience did not suggest a purpose, the college group was by far the highest in response, followed by the high school group, then the grade school group. (See Table 5.)

Almost half the viewers felt that the debates would make no difference in voting, and less than twenty percent of all viewers were able to identify the networks as paying for the debates. The highest percentage, group-wise, was for the college group. Two-thirds of the viewers thought the debates were a good idea, and again level of education was a significant criterion.

Lincoln-Douglas Debate knowledge. In order to provide a test of another dimension, the respondents were asked two questions in

TABLE 4
EFFECT OF EDUCATION ON INTEREST IN DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Intended Watching</u>								
Yes	21	33.9	77	68.3	75	82.4	173	60.7
No	18	29.0	25	19.0	8	8.8	51	17.9
Not sure	23	37.1	30	22.7	8	8.8	61	21.4
<u>Intended to Ask Outsiders</u>								
Yes	1	.7	7	5.3	11	12.0	19	6.7
No	61	98.3	125	94.7	80	88.0	266	93.3
<u>Talked about Debates</u>								
Yes	2	3.3	17	12.9	26	28.5	45	15.8
No	60	96.7	115	87.1	65	71.5	240	84.2
<u>Read about Debates</u>								
Some	7	11.3	21	15.9	32	35.2	60	21.1
Little	8	12.9	41	31.0	26	28.6	75	26.3
None	47	75.8	70	53.1	33	36.2	150	52.6

TABLE 5
EFFECT OF EDUCATION ON OPINION ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>What is Purpose of Debates</u>								
Answer	13	21.0	59	44.7	67	73.6	139	48.8
No answer	49	79.0	73	55.3	24	26.4	146	51.2
<u>Difference in Voting</u>								
Yes	6	9.7	10	7.6	6	16.7	23	8.0
No	25	40.3	56	42.4	42	46.1	123	43.2
Maybe	7	11.3	27	20.5	17	18.7	51	17.9
Doubtful	7	11.3	13	9.8	13	14.3	33	11.6
Did not know	17	27.4	26	19.7	12	13.2	55	19.3
<u>Payment for Debates</u>								
Candidates	0	0	2	1.5	0	0	2	.7
Parties	4	6.5	26	19.7	17	18.7	47	16.5
Networks	6	9.7	15	11.4	34	37.3	55	19.3
<u>Debate Idea</u>								
Good	29	46.8	88	66.6	72	79.1	189	66.3
Not good	8	12.9	16	12.2	4	4.4	28	9.8
Did not know	25	40.3	28	21.2	15	16.5	68	23.9

regard to the Lincoln-Douglas debates. In response to both questions, two-thirds of the respondents were able to give a correct answer. On both questions, the college group exceeded the gross average, whereas the other two groups fell below it. (See Table 6.)

Voting intention. Thirty-seven percent of the audience declared themselves to be undecided, and thirteen percent refused to answer. The undecided group was the largest group in each educational category, followed in descending order by Nixon supporters, Kennedy supporters, and the refusees.

Half of the respondents were either undecided or refused to divulge their affiliation. (See Table 7.) Since, relatively, it is more likely the college-oriented group would be pro-Kennedy, and since the college group is probably in a higher income group thereby pro-Nixon, cross-pressures may exist, therefore producing a high percentage of those who were undecided or refused to divulge their affiliation.

Media Index (Table 8). An index level of 5-6 is reported for the largest number of viewers. The 7-8 group is close behind, but the percentage of persons in the other groups break sharply away. The break point appears to be between indices of 6 and 7. From indices 1 through 6, level of education as an indication is inverted, and from indices 6 through 11, it changes completely; however, in both cases, level of education is importantly related to media index. The higher the educational level of the respondent, the higher his media index will be.

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TABLE 6
EFFECT OF EDUCATION ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Different</u>								
Yes	33	53.2	82	62.1	73	80.2	188	66.0
No	7	11.3	19	14.4	8	8.8	34	12.0
Did not know	22	35.5	31	23.5	10	11.0	63	22.0
<u>Held Here</u>								
Yes	40	64.5	89	67.4	84	92.3	213	74.7
No	7	11.3	5	3.8	3	3.3	15	5.3
Did not know	15	24.2	38	28.8	4	4.4	57	20.0

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TABLE 7
VOTING INTENTION

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	<u>Per</u>		<u>Per</u>		<u>Per</u>		<u>Per</u>	
	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>
<u>Voting Intent</u>								
Nixon	18	29.0	41	31.0	26	28.6	85	29.9
Kennedy	8	13.0	22	16.7	23	25.3	53	18.6
Undecided	28	45.0	52	39.4	28	30.8	108	37.8
Refused	8	13.0	17	12.9	14	15.3	39	13.7

TABLE 8
EFFECT OF EDUCATION ON MEDIA INDEX

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	<u>Per</u>		<u>Per</u>		<u>Per</u>		<u>Per</u>	
	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>
<u>Index Level</u>								
One-two	5	8.1	3	2.3	0	0	8	2.8
Three-four	18	29.0	25	19.0	6	6.6	49	17.2
Five-six	28	45.1	45	34.0	20	22.0	93	32.6
Seven-eight	8	13.0	43	32.6	37	40.6	88	30.9
Nine-ten	3	4.8	14	10.6	22	24.2	39	13.7
Eleven plus	0	0	2	1.5	6	6.6	8	2.8

Family Size

Media activity. There does not appear to be any basis to assume an effect of family size on media activity. A similar, high-saturation level for radio and television ownership appears for all groups, and again, more than half do not take any news magazine. (See Tables 9 and 10.)

Knowledge about debates. The data support the previous findings in the matter of knowledge about debates. The audience did not know very much about the debates, or appear to be much interested in them. There is no correlation between family size and knowledge about the debates. (See Table 11.)

Interest in the debates. There is no correlation between interest in the debates and family size. There appears to be nominal interest in the debates for all groups. (See Table 12.) A decline in viewing intention is noted, however, within the larger families.

Opinion about debates. There is some indication that family size does have an effect on opinion about the debates. The highest (by more than twenty percent) percentage of persons who gave a purpose for the debates fell in the six-or-more family size group. Also the six-or-more group had the highest percentage of those who were able to identify the networks as paying for the debates. This same group had the highest rating of those who thought the debates were a good idea.

It is suggested that the larger the family, the more likely the childrens' age may encompass the grade levels where the debates were

TABLE 9

EFFECT OF FAMILY SIZE ON MEDIA ACTIVITY

	1		2		3		4		5		6	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Television Ownership</u>												
1 set	18	81.8	80	96.4	54	91.5	55	96.5	34	91.9	27	100.0
2 or more	0		0		0		0		0		0	
None	4	18.2	3	.6	5	4.5	2	3.5	3	8.1		
<u>Radio Ownership</u>												
1 set	12	54.5	55	66.3	32	54.2	28	49.1	17	45.9	12	44.4
2 or more	9	41.0	25	30.1	27	45.8	29	50.9	18	48.7	13	48.2
None	1	4.5	3	3.6	0		0		2	5.4	2	7.4
<u>Newsweek, Time, U.S. News & World Report</u>												
Other	6	27.3	11	13.3	11	18.6	8	14.0	7	19.0	5	18.5
None	4	18.2	9	10.8	6	10.2	10	17.5	10	27.0	3	11.1
Two or more	11	50.0	53	63.9	40	67.8	35	61.5	16	43.2	15	55.5
	1	4.5	10	12.0	2	3.4	4	7.0	4	10.8	4	14.9

(Continued)

TABLE 9 (Continued)
EFFECT OF FAMILY SIZE ON MEDIA ACTIVITY

TABLE 9 (Continued)
EFFECT OF FAMILY SIZE ON MEDIA ACTIVITY

	1		2		3		4		5		6	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Newspaper Subscription</u>											
Courier	8	36.3	38	45.8	32	54.2	36	63.1	20	54.1	15	55.6
Dec. or Mett.	0		0		2	3.4	2	3.5	1	2.7	0	
Metropolitan	1	4.5	0		2	3.4	1	1.8	1	2.7	0	
None	2	9.2	8	9.6	2	3.4	1	1.8	3	8.1	1	3.7
Courier & Metro-politan	11	50.0	37	44.6	21	35.6	17	29.8	12	32.4	11	40.7
	<u>Television News Programs</u>											
Identified	12	54.5	64	77.1	42	71.2	43	75.4	29	78.4	22	81.5
Could not identify	10	45.5	19	22.9	17	28.8	14	24.6	8	21.6	5	18.5
	<u>Radio News Programs</u>											
All programs	2	9.1	12	14.5	8	13.6	5	8.8	4	10.8	4	15.3
Local programs	6	27.3	31	37.3	21	35.6	25	43.9	13	35.1	7	27.0
None	14	63.6	40	48.2	30	50.8	27	47.3	20	54.1	15	57.7
	<u>Public Affairs Programs</u>											
Identified	10	47.6	44	53.0	26	44.1	32	56.1	17	46.0	17	63.0
Not identified	11	52.4	39	47.0	33	55.9	25	43.9	20	54.0	10	37.0

TABLE 10
EFFECT OF FAMILY SIZE ON INTEREST IN POLITICS

	1		2		3		4		5		6	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Convention Watching</u>												
Both	18	81.8	66	79.6	45	76.3	52		28	75.7	26	96.3
Republican	0		2	2.3	0		0		0		0	
Democrat	1	4.5	1	1.2	0		0		2	5.4	0	
None	3	13.7	14	16.9	14	23.7	5		7	18.9	1	3.7
<u>Political Participation</u>												
Yes	1	4.5	8	9.6	5	8.5	4	6.9	3	8.3	4	14.8
No	21	95.5	75	90.4	54	91.5	54	93.1	33	91.7	23	85.2

TABLE 11
EFFECT OF FAMILY SIZE ON KNOWLEDGE ABOUT DEBATES

		1		2		3		4		5		6	
		No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Schedule of First Debate</u>													
Knew	5	22.2		26	31.3	8	13.6	10	27.5	7	18.9	6	22.1
Not know	17	77.8		57	68.7	51	86.4	47	82.5	30	81.1	21	77.8
<u>Schedule of Other Debates</u>													
Knew	1	4.8		7	8.4	0		3	5.2	4	10.8	2	7.3
Not know	20	95.2		76	91.6	58	100.0	54	94.8	33	89.2	25	92.6
<u>Debate Conditions</u>													
Knew	3	13.5		4	4.8	3	5.0	3	5.1	2	5.4	5	18.5
Not know	19	86.4		79	95.2	56	95.0	54	94.8	35	94.6	22	81.5
<u>Debate Subject</u>													
Knew	0			5	6.0	2	3.3	3	5.3	2	5.4	0	
Not know	22	100.0		78	94.0	57	96.7	54	94.7	35	94.6	27	100.0

TABLE 12

EFFECT OF FAMILY SIZE ON INTEREST IN DEBATES

	1		2		3		4		5		6	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Viewing Intention</u>												
Yes	12	54.5	49	59.0	35	59.3	39	51.4	19	45.2	19	39.6
No	4	18.1	20	24.1	13	22.0	3	5.3	1	2.4	0	
Not sure	6	27.4	14	16.9	11	18.7	15	26.3	22	52.4	29	60.4
<u>Ask Outsiders</u>												
Yes	4	18.1	14	16.9	4	6.8	12	21.0	6	16.2	5	18.5
No	18	81.8	69	83.1	55	93.2	45	79.0	31	83.8	22	81.5
<u>Read About</u>												
Some	5	22.7	25	30.1	9	15.3	13	22.4	5	13.5	4	14.8
Little	5	22.7	15	18.1	18	30.5	15	25.9	9	24.3	13	48.1
None	12	54.6	43	51.8	32	54.2	30	51.7	23	62.2	10	37.1

discussed at school and shared at home. Also, since there were probably a greater number of opinions regarding the pre-empting of regular programming, there was a greater willingness to express an opinion concerning them.

There is no clear-cut indication of the effect of family size on voting intention, but there are some interesting indications of preference; (See Table 15.)

<u>Orientation</u>	<u>Family Size</u>
Nixon (38%)	Four
Kennedy (37%)	Six or more
Undecided (48%)	Five
Refused (18.9%)	Five

(in order of highest percentage)

Political Preference

Media activity. More Democrats take news magazines and local and metropolitan newspapers than do any other group. They would appear to be more print media minded than other groups.

Republicans could identify more television news programs than other groups. The Refused group was second, Independents third, and Democrats last. In radio news, however, the Democrats led in general news orientation, followed by Republicans, Independents, and Refused. The Refused group led in interest in local news, followed by Democrats, Independents, and Republicans. (See Table 16.)

TABLE 15
EFFECT OF FAMILY SIZE ON VOTING INTENTION

	1		2		3		4		5		6	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Voting Intent</u>											
Nixon	6	28.6	23	27.7	17	28.8	22	38.6	7	18.9	9	33.4
Kennedy	4	19.0	15	18.1	9	15.3	10	17.5	5	13.5	10	37.0
Undecided	9	42.9	30	36.1	27	45.8	19	33.3	18	48.7	5	18.5
Refused	2	9.5	15	18.1	6	10.1	6	10.6	7	18.9	3	11.1

TABLE 16[illegible]

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TABLE 16 (Continued)
EFFECT OF POLITICAL PREFERENCE ON MEDIA ACTIVITY

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Newspaper Subscription (Continued)</u>								
None	5	5.9	3	5.5	10	10.2	4	7.8
Courier & Metropolitan	34	40.0	25	45.4	34	34.7	16	31.4
<u>Television News Programs</u>								
Identified	63	74.1	44	51.8	70	71.1	35	71.4
Not identified	22	25.9	9	48.2	28	28.8	14	28.6
<u>Radio News</u>								
All programs	13	15.5	8	25.1	10	11.7	4	8.2
Local programs	27	32.1	20	37.7	36	36.7	20	40.8
None	44	52.3	25	47.2	51	52.6	25	51.0
<u>Television Public Affairs Programs</u>								
Identified	46	54.1	38	71.7	51	47.2	21	42.9
Not identified	39	45.9	15	28.3	57	52.8	28	57.1

The Democrats showed more interest in public affairs programs, in the print media, and generally in broadcast media.

Interest in politics. The Independent group reported a higher percentage of their number who did not watch either national political convention, followed by Republicans, Refused, and Democrats. Fewer Independents participate in politics than do other groups. (See Table 17.)

Knowledge about debates. As indicated before, a great majority of the viewers were unable to report much knowledge about the debates. The percentage difference was too small to be useful. The Democrats show a slight edge over the Republicans in general knowledge about the debates. (See Table 18.)

Interest in the debates. The Democrats showed considerably more interest than other groups in the debates. They were followed by the Republicans in viewing intent and intention to ask outsiders, but below the other groups in talking and reading about the debates. (See Table 19.)

Opinion about debates. The Democrats ranked considerably higher than all the other groups in offering an answer to a question concerning the purpose of the debates. Also, the Democrats ranked highest of those who believed the debates would have no effect on voting. They also ranked highest in the percentage of those who knew who was paying for the debates, and in those who thought the debates

TABLE 17

EFFECT OF POLITICAL PREFERENCE ON INTEREST IN POLITICS

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Convention Viewing</u>								
Both	75	88.2	46	86.8	73	74.5	41	83.7
Republican (only)	1	1.2	0	0	1	1.0	0	0
Democratic (only)	1	1.2	3	5.7	0	0	0	0
None	8	19.4	4	8.5	24	24.5	8	16.3
<u>Political Participation</u>								
Yes	9	10.6	6	11.3	4	4.1	6	12.2
No	76	89.4	47	88.7	94	95.9	43	87.8

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TABLE 18
EFFECT OF POLITICAL PREFERENCE ON KNOWLEDGE ABOUT DEBATES

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Schedule of First Debate</u>								
Knew	19	22.4	16	30.2	13	13.3	14	28.6
Did not know	66	77.6	37	69.8	85	86.7	35	71.4
<u>Schedule of Other Debates</u>								
Knew	4	4.7	6	6.6	2	3.9	5	10.2
Did not know	81	95.3	47	93.4	96	96.1	44	89.8
<u>Debate Conditions</u>								
Knew	4	4.7	8	5.1	3	3.1	5	10.2
Did not know	81	95.3	45	84.9	95	96.9	44	89.8
<u>Subject of Debate</u>								
Knew	5	5.9	4	7.5	2	2.1	1	2.1
Did not know	80	94.1	49	92.5	96	97.9	48	97.9

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TABLE 19
EFFECT OF POLITICAL PREFERENCE ON INTEREST IN DEBATES

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Viewing Intent</u>								
Will watch	59	69.4	43	81.1	47	48.0	24	49.1
Will not watch	11	12.9	1	1.7	27	27.6	11	22.4
Are not sure	15	17.7	9	17.2	24	24.4	13	26.5
<u>Ask Outsiders</u>								
Yes	6	7.1	7	13.2	5	5.1	1	2.0
No	79	92.9	46	86.8	93	94.9	48	98.0
<u>Talked About</u>								
Yes	12	14.1	12	22.6	16	16.3	5	10.2
No	73	85.9	41	77.4	82	83.7	44	89.8
<u>Read About</u>								
Some	17	20.0	14	26.4	27	24.1	16	32.7
Little	25	29.4	14	26.4	23	20.5	13	26.5
None	43	50.6	25	57.2	62	55.4	20	40.8

were a good idea. (See Table 20.) A very large majority of all viewers did not know who was paying for the debates.

Lincoln-Douglas knowledge. There are no significant differences among the four groups as far as knowledge about the Lincoln-Douglas debates is concerned. Approximately two-thirds of all respondents were correct in their answers. (See Table 21.)

Media Index

Interest in politics. There is a direct relationship between media index and watching the conventions. The higher the index, the greater the percentage of viewers for the conventions.

The great majority of viewers do not participate in politics. There is some indication that the higher index rating is related to the degree of participation, but it is not consistent throughout the entire audience. (See Table 24.)

Knowledge about debates. There is a direct relationship between the index rating and knowledge about the date of the first debate, the schedule of the other debates, and knowledge of the debate conditions. There is some mixture of the two highest index groups, but the other groups fall far below. More than ninety percent of the respondents did not offer an answer to a question concerning the subject of the debate. (See Table 25.)

Interest in debates. There is a direct relationship between index rating and interest in the debates. The higher the index rating

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TABLE 20
EFFECT OF POLITICAL PREFERENCE ON OPINION ABOUT DEBATES

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Purpose</u>								
Answer	40	49.2	36	67.9	41	41.8	21	46.9
No answer	44	51.8	17	32.1	57	58.2	26	53.1
<u>Difference in Voting</u>								
Yes	7	8.2	3	5.7	12	12.4	1	2.0
No	41	48.2	33	62.3	21	21.6	27	55.1
Maybe	13	15.4	7	13.2	25	25.8	6	12.2
Doubtful	12	14.1	8	15.1	8	8.2	5	10.3
Do not know	12	14.1	2	3.7	31	32.0	10	20.4
<u>Debate Payment</u>								
Candidates	0	0	1	1.9	1	1.0	0	0
Parties	21	24.7	9	17.0	8	8.2	8	16.3
Networks	14	16.5	13	24.5	19	19.4	9	18.4
Any other	2	2.4	2	3.8	0	0	0	0
Do not know	48	56.4	28	52.8	70	71.4	32	65.3
<u>Debate Idea</u>								
Good	59	69.4	40	75.4	62	63.3	28	57.1
Not good	8	9.4	2	3.8	9	9.2	9	18.4
Do not know	18	21.2	11	20.8	27	27.5	12	24.5

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TABLE 21
EFFECT OF POLITICAL PREFERENCE ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Different</u>								
Yes	57	67.1	39	73.6	61	62.2	31	63.3
No	7	8.2	8	15.1	13	13.3	5	10.2
Do not know	21	24.7	6	11.3	24	24.5	12	24.5
<u>Lincoln-Douglas Debate Held Here</u>								
Yes	65	76.5	41	77.4	70	71.4	37	75.5
No	4	4.7	1	18.8	9	9.2	1	2.0
Do not know	16	18.8	11	20.8	19	19.4	11	22.5

TABLE 24
EFFECT OF MEDIA INDEX ON INTEREST IN POLITICS

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Convention Watching</u>												
Both	2	22.3	39	81.3	77	81.9	82	93.2	38	97.4	7	100.0
Republican	0		0		1	1.1	1	1.1	0		0	
Democrat	1	11.1	1	2.1	1	1.1	1	1.1	0		0	
None	6	66.6	8	16.6	15	15.9	4	4.6	1	2.6	0	
<u>Participation in Politics</u>												
Yes	0		5	10.4	6	6.4	8	9.1	5	12.8	1	12.5
No	8	100.0	43	89.6	88	93.6	80	90.9	34	87.2	7	87.5

TABLE 25
EFFECT OF MEDIA INDEX ON KNOWLEDGE ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Schedule of First Debate</u>												
Knew	0		3	6.2	16	17.0	24	27.3	16	41.0	3	37.5
Did not know	8	100.0	45	93.8	78	83.0	64	72.7	23	59.0	5	62.5
<u>Schedule of Other Debates</u>												
Knew	0		1	2.0	6	6.4	3	3.4	6	15.4	1	12.5
Did not know	8	100.0	47	98.0	88	93.6	85	96.6	33	84.6	7	87.5
<u>Debate Conditions</u>												
Knew	0		0		5	5.3	5	5.7	8	20.5	2	25.0
Did not know	8	100.0	48	100.0	89	94.7	83	94.3	31	79.5	6	75.0
<u>Subject of Debate</u>												
Knew	0		0		6	6.4	5	5.7	1	2.6	0	
Did not know	8	100.0	48	100.0	88	93.6	83	94.3	38	97.4	8	100.0

the higher the intent to view, to ask outsiders, to talk and read about the debates. There is some fluctuation in the 7-8 and 9-10 group. (n of 1-2 and 11 too small.)

When the intent to view is compared with actual viewing of the first debate, the following information is revealed:

	1-2	3-4	5-6	7-8	9-10	11
Intent	x	22.9%	52.1%	78.4%	92.3%	x
Actual	<u>x</u>	<u>85.0</u>	<u>82.1</u>	<u>88.0</u>	<u>100.0</u>	<u>x</u>
Change	x	+62.1	+30.0	+ 9.6	+ 7.7	x

Again, a direct relationship may be established in this dimension. The higher the index, the greater the intent to view the debates. (See Table 26.) Also, the higher the index, the lower the discrepancy between intended and actual viewing.

Opinion about debates. A direct relationship may be established between index level and perception of a purpose for the debates. The higher the index, the greater the response to statement of purpose. The percentage of persons who thought the debates would make a difference in voting is very small. Other judgments are scattered and no special effect may be assessed for index.

No clear pattern was observed in knowledge of payment for the debates, although there is some indication that the three upper groups had greater knowledge than lower groups. (See Table 27.) The greatest percentages are found in each category for those who did not know.

TABLE 26

EFFECT OF MEDIA INDEX ON INTEREST IN DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Intent to View</u>											
Yes	0		11	22.9	49	52.1	69	78.4	36	92.3	8	100.0
No	6	75.0	18	37.5	20	21.3	6	6.8	1	25.6	0	
Don't know	2	25.0	19	39.6	24	25.6	13	14.8	2	51.3	0	
	<u>Ask Outsiders</u>											
Yes	0		2	4.2	4	4.3	6	6.8	5	12.8	2	25.0
No	8	100.0	46	95.8	90	95.7	82	93.2	34	87.2	6	75.0
	<u>Talked About</u>											
Yes	1	12.5	3	6.2	13	13.8	29	28.7	8	21.0	4	45.0
No	7	87.5	45	93.8	81	86.2	72	71.3	30	79.0	5	55.0
	<u>Read About</u>											
Some	2	33.0	4	8.3	17	18.1	19	21.6	14	35.9	5	62.5
Little	0		9	18.8	21	22.3	30	34.1	12	30.8	3	37.5
None	7	77.0	35	72.9	56	59.6	39	44.3	13	33.3	0	

TABLE 27

EFFECT OF MEDIA INDEX ON OPINION ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Purpose</u>												
Answer	1	12.5	11	22.9	37	39.8	51	58.0	31	79.5	7	87.5
No answer	7	87.5	37	77.1	56	60.2	37	47.0	8	20.5	1	12.5
<u>Make Difference in Voting</u>												
Yes	0		0		10	10.9	11	12.5	1	2.3	0	
No	6	75.0	19	39.6	41	44.6	32	36.3	19	43.2	6	75.0
Maybe	0		8	16.7	13	14.1	19	21.6	9	20.5	2	25.0
Doubtful	0		4	8.3	9	9.8	13	14.8	11	25.0	0	
Don't know	2	25.0	17	35.4	19	20.6	13	14.8	4	9.0	0	
<u>Payment for Debates</u>												
Candidates	0		1	2.0	0		0		1	2.6	0	
(Continued)												

TABLE 27 (Continued)

EFFECT OF MEDIA INDEX ON OPINION ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Payment for Debates (Continued)</u>												
Parties	0		4	8.4	19	20.2	14	16.0	7	18.4	3	33.3
Networks	0		5	10.4	12	12.8	27	30.6	9	23.7	2	22.2
Any other	0		0		2	2.1	2	2.3	0		0	
Don't know	8		38	79.2	61	64.9	45	51.1	21	55.3	4	44.5
<u>Debate Idea</u>												
Good idea	2	25.0	19	39.6	63	67.0	66	75.0	32	68.1	7	87.6
Not good	3	37.5	10	20.8	6	6.4	8	9.1	9	19.1	0	
Don't know	3	37.5	19	39.6	25	26.6	14	15.9	6	12.8	1	12.4

However, the higher the index, there appears to be less willingness to admit lack of knowledge, even when they didn't know.

The greatest majority of the respondents thought the debates were a good idea, and there is some indication that media index is a valid predictor of such a judgment. Groups 7-8, and 9-10 are reversed in the pattern, but the upper three levels are consistently higher than the lower three.

Lincoln-Douglas Debate knowledge. There is a direct relationship between knowledge about the Lincoln-Douglas Debate and media index. The higher the index, the greater the percentage of correct answers. (See Table 28.)

Voting intention. There is no direct relationship between media index and voting intention for Nixon. There is, however, a definite "bunching" in the group who indicated they would vote for Kennedy. The higher the index, the greater the percentage of those who indicate a Kennedy orientation. The Undecided group is exactly the opposite. The lower the index, the greater percentage who are undecided. (See Table 29.) These data appear to suggest a hypothesis that the greater the amount of information sought, (higher index) the less indecision there will be in matters of alternative courses of action or opinion, or in other words, an increase in information reduces the conflict between two alternatives.

TABLE 28
EFFECT OF MEDIA INDEX ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Different</u>												
Different	0		20	41.7	61	64.9	61	69.3	37	94.8	9	100.0
No different	1	14.3	13	27.1	10	10.6	9	2.3	1	2.6	0	
Don't know	6	85.7	15	31.2	23	24.5	18	20.4	1	2.6	0	
<u>Debate Held Here</u>												
Yes	5	62.5	33	68.8	63	67.0	72	81.8	33	84.6	7	87.5
No	0		3	6.2	8	8.5	2	2.3	2	5.1	0	
Don't know	3	37.5	12	25.0	23	24.5	14	15.9	4	10.3	1	12.5

TABLE 29
EFFECT OF MEDIA INDEX ON VOTING INTENTION

1-2		3-4		5-6		7-8		9-10		11+	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Nixon	1 12.5	16 33.3	29 30.9	24 27.3	13 33.3	2 25.0					
Kennedy	0	3 6.3	19 20.2	15 17.0	12 30.8	4 50.0					
Undecided	6 75.0	20 41.7	39 41.5	33 37.5	9 23.1	1 12.5					
Refused	1 12.5	9 18.7	7 7.4	16 18.2	5 12.8	1 12.5					

Summary

This summary of the data concerning the pre-debate audience is divided into two parts. First the composition of the audience without special reference to the debates and secondly, the composition of the audience as related to the debates.

The audience in Charleston.

1. Education plays a significant role in media activity. The higher the educational level of the viewer, the greater attempt he will make to procure information from the media. The break-point between educational levels and index levels is apparently when print media activity is added.

2. There is no basis for a theory of the effect of family size on media activity.

3. Political preference, even aside from the debates, has a significant effect on media activity. Democrats are more active in seeking information than are the Republicans, and appear to be more interested in matters which surmount local interests.

4. Media index is a valid concept for analysis. The index is a significant factor in predicting or assessing interest in, and knowledge of, mass media content. Also, it is apparent that a higher index reduces the level of indecision and produces a greater tendency for participation.

Of the four criteria studied, only family size is without a basis for assessing an effect on media activity. There do not seem to be significant patterns related to family size.

The Charleston audience as related to the debates.

1. The over-all audience, pre-debate, were not well-informed on the schedule or purpose of the debates. Also, the audience did not know the basis for payment of the debates. The audience was only moderately motivated to watch the debates, to ask outsiders, to talk or read about the debates. Education was a direct factor, however.

2. Almost half the viewers felt that the debates would have no effect on voting. The college-oriented group had the highest percentage in this judgment.

3. Twenty-nine percent of the audience were Nixon supporters, eighteen percent were for Kennedy, thirty-seven percent were undecided, and thirteen percent refused to answer. Therefore, we did not know the voting intention of half the viewers.

4. Two-thirds of the viewers thought the debates were a good idea.

5. The media index factor is a highly reliable predictor of interest in and knowledge of the debates. An index of 5-6 is reported for the greatest number of viewers.

6. There is only one indication of the effect of family size on the debate audience. The largest family size (six or more) had the highest percentage of those who gave a purpose for the debate, could identify the networks as paying for them, and who thought the debates were a good idea.

7. The Democrats were more interested in the debates, and had more knowledge concerning them. Therefore, it is difficult to provide

a rationale for the fact that the Democrats also ranked highest in percentage of those who thought the debates would not affect voting, in other words, a combination of interest and doubt. This combination would probably spell out curiosity if analyzed fully.

8. The higher the index rating, the better the knowledge of the debates. The great majority, however, did not have the correct answers to the questions regarding it. Also, the higher the index rating, the greater the interest in the debates.

9. There is a direct relationship between index and voting intention for Kennedy. The higher the index, the greater the percentage who planned to vote for him. The index rating for Nixon supporters and persons who refused is scattered and inconclusive.

The Undecided group clearly indicates that the lower the index level, the higher the percentage who are undecided. This gives rise to the speculation that increased communication or activity in the mass media, especially with the addition of the print media, reduces indecision in matters of controversy or courses of action.

The most interested and motivated person, (fictional) for the debates was a Democrat, with a high media index rating, college-oriented and least important, a large family. With the audience just described before us, let us examine the data which were gathered during and at the conclusion of "THE GREAT DEBATES."

The Audience in Transition

The Effect of Education

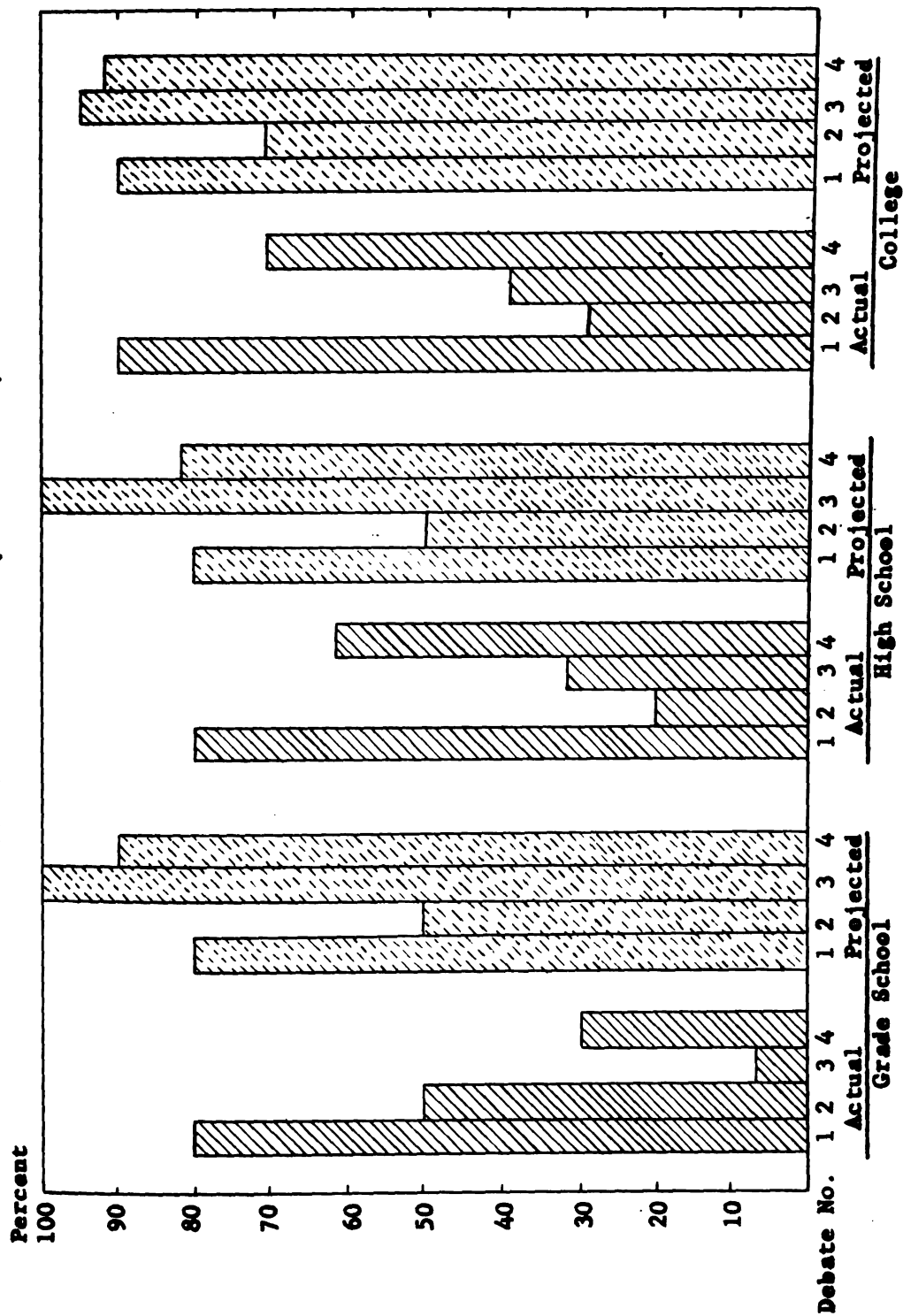
Viewing. The educational attainment of the viewer appears to be a significant factor in the number viewing the debates. In all debates, except for the second, where the grade school group slightly exceeded the others, a direct relationship may be established, with the college-oriented group leading, the high school group following closely behind, and the grade school group last. These factors may be seen in Figure 1.

Knowledge about debates. Education, again, appears to be a significant factor in having the most knowledge about the debates. There are a few displacements in the pattern such as found in the first debate, where the grade school group ranked second (above high school) in knowledge of the origination of the debate, and in the fourth, where the high school group ranked highest. Similar displacements occur in the knowledge of first speakers. (No data on the fourth debate.) The grade school group ranked just below the college group on the first and second debates, and outranked both high school and college on the third debate.

A direct educational relationship is evident in knowing the subject of the debate. Again, the rank is from the college group as the highest correct percentage and the grade school group as lowest.

Estimate of "best job." There appear to have been major shifts in the grade school and high school groups in their estimates of which

FIGURE 1
VIEWS OF THE DEBATES (BY EDUCATION)



Actual: Percentages of people actually reached by telephone.

Projected: Percentages of people viewing the debate, based on comparison of audience reached with potential audience.

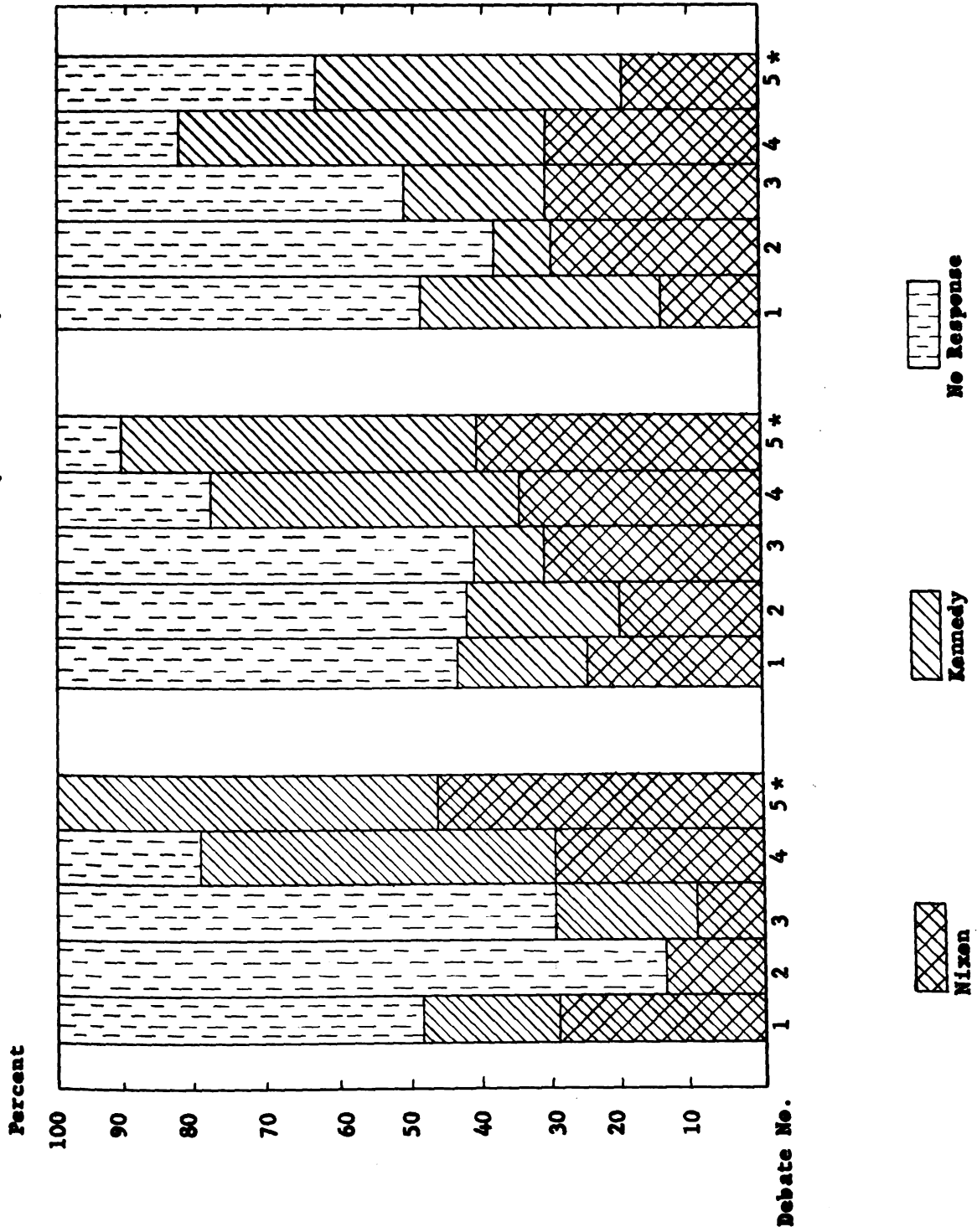
speaker had done the better job. In the grade school group, an abrupt change was noted after the third debate, when the group shifted from a Nixon orientation to a Kennedy orientation. A similar shift was noted for the high school group, but occurred at the fourth debate and was more gradual. The college group estimates closely the opinions of the SAA committee. The first and fourth debate were given to Kennedy, and the second and third to Nixon.

In all groups, Kennedy was perceived as having done the best over-all job. The grade school group had the highest percentage favoring Kennedy (sixty-one percent), and the college group had the greatest divergence (forty-four percent for Kennedy and twenty percent for Nixon).

It would appear that the college group were less susceptible to change than either of the other two. The greatest shift took place in the grade school group, and the least in the college group. This information may be seen in Figure 5.

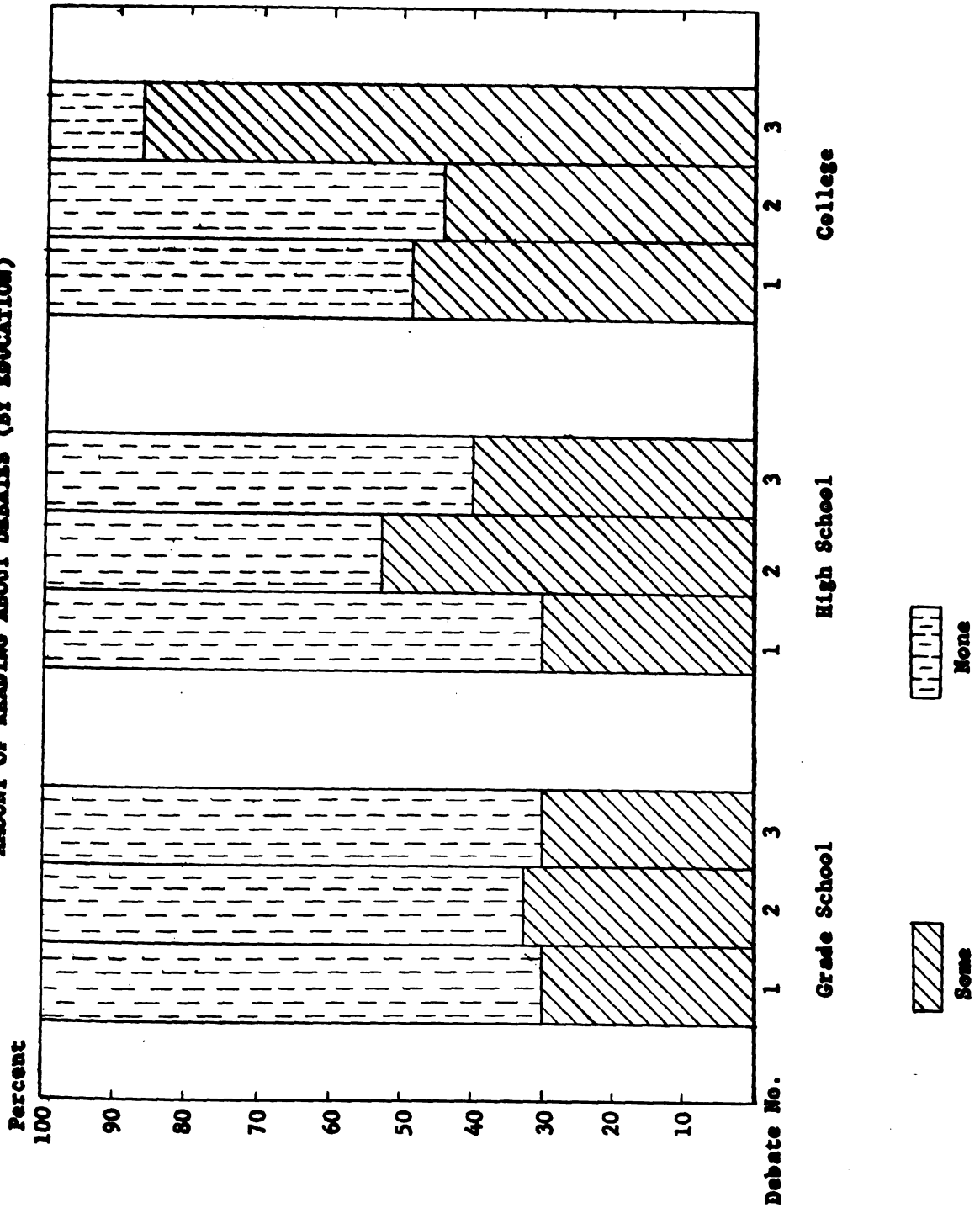
Reading about debates. In evaluating the impact of education on reading about the debates, we must assume that the reading reported was done before the time of actual contact, in other words, before the debate in question. Upon examination of the results, (Figure 6) we find again, that education plays an important role in the amount of reading about the debate. The respondents with grade school education remained virtually unchanged, with approximately seventy-percent reporting no reading about the debate. The high school group increased from thirty-five percent to fifty-four percent for the second debate, but dropped again to forty percent for the third debate.

FIGURE 5
ESTIMATE OF "BEST JOB" (BY EDUCATION)



*Overall evaluation.

FIGURE 6
AMOUNT OF READING ABOUT DEBATES (BY EDUCATION)



The college group, with the exception of falling behind the high school group in debate two, maintained an over-all highest percentage of reading about the debates. Eighty-six percent of the college group reported reading about the debates at the time of the third debate. Again, education is apparently a significant factor in reading about the debates.

Viewing intent. When the data concerning viewing intent are compared with actual practice in viewing, some interesting patterns of attrition become apparent. When compared, the attrition pattern appears as follows:

	<u>Grade School</u>			<u>High School</u>			<u>College</u>		
	<u>Int.</u>	<u>Act.</u>	<u>Change</u>	<u>Int.</u>	<u>Act.</u>	<u>Change</u>	<u>Int.</u>	<u>Act.</u>	<u>Change</u>
Second Debate	75%	50%	- 25%	82%	22%	- 60%	93%	29%	- 64%
Third Debate	72%	7%	- 65%	72%	32%	- 40%	95%	40%	- 55%
Fourth Debate	40%	30%	- 10%	72%	60%	- 12%	72%	72%	- 0

This pattern of attrition suggests that in the time between the intent to view, following the stimulus of the just completed debate, and the time of the actual debate, a diminishing interest took place. Again, however, education appears to be a significant factor. The attrition rate for the grade school group increased sharply between the second and third debate, but decreased sharply between the third and fourth debate. For the high school group, the attrition rate diminished steadily, (20 percent and 28 percent) and the rate for the college group dropped even more steadily.

It must be concluded then, that education played a highly significant role in attention to and interest in the debates. The higher the education orientation of the respondent, the greater his attention to the debates. In addition, although all groups perceived that Kennedy had done a better "over-all" job, the college group gave him the highest percentage.

The Effect of Family Size

Viewing the debates. It appears to be virtually impossible to assess a usable pattern for viewing the debates by family size. There are some similarities in the patterns set by families of two, four, and six, and by families of one and three. Data were not available for family size for the first debate. (See Figure 8.)

Except for families of one and five, the fourth debate was the one with the largest audience. (Data on family size was not available for the first debate.) Families of three members ranked highest for viewing the third debate. But again, the pattern is not clear; and no special significance may be attached to family size.

Knowledge about debates. There is some suggestion of a pattern of change in knowledge about the debates, but it does not seem to be significant. There appears to be a gain in knowledge of the point of origination of the debates in all family groups except persons living alone. (See Figure 9.)

In knowledge of the first speaker, for which data are available only for debates two and three, there is a definite gain of knowledge.

FIGURE 8
VIEWING THE DEBATE (BY FAMILY SIZE)

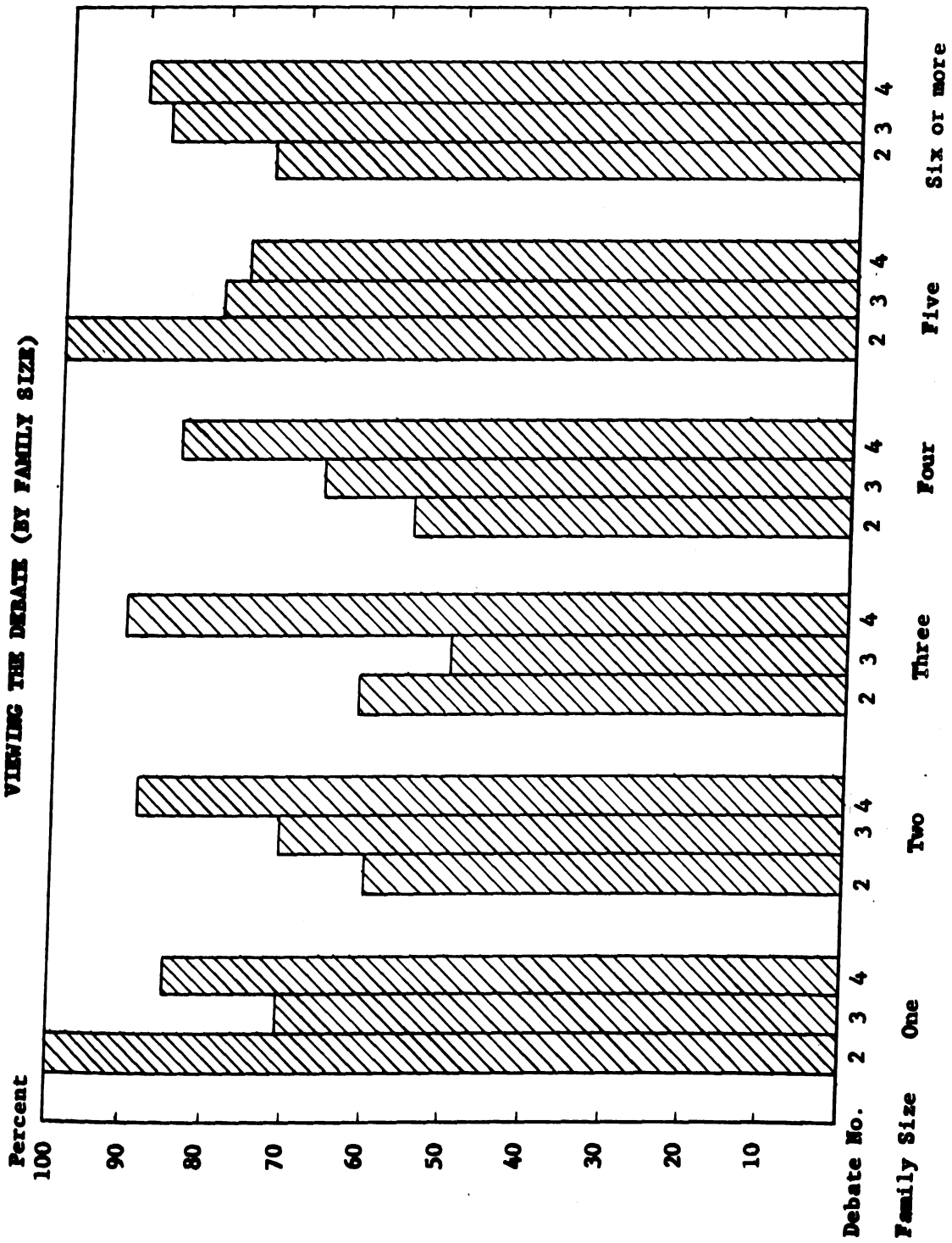
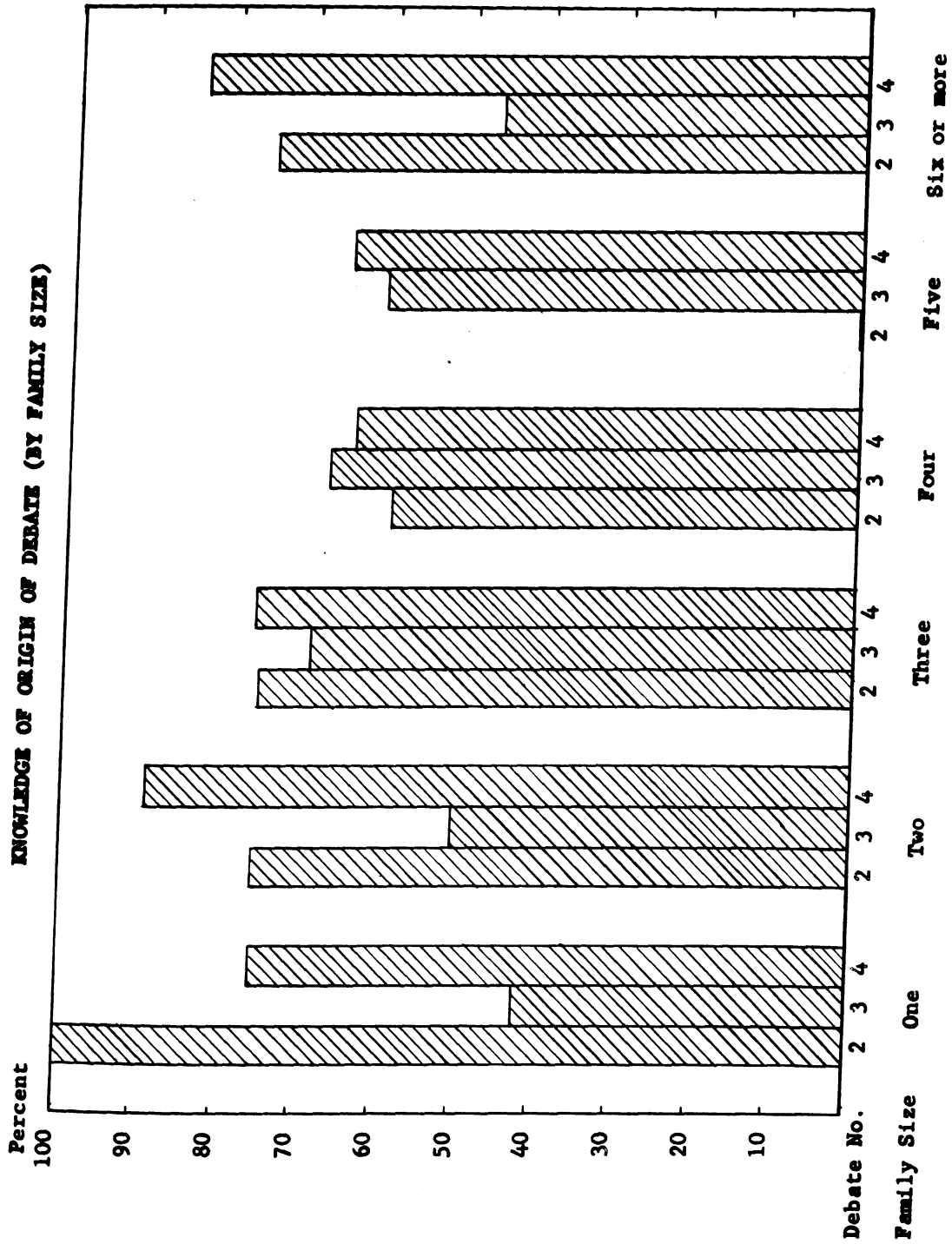


FIGURE 9
KNOWLEDGE OF ORIGIN OF DEBATE (BY FAMILY SIZE)



Persons living alone and in families of five are disjunctive. (See Figure 10.) In knowledge of the subject of the debate, a similar pattern of change exists for all families, although persons living alone appeared to have had a better knowledge of the second debate. There is, however, no pattern which would support a hypothesis of the influence of family size. (See Figure 11.)

Estimate of "best job." The effect of family size on estimate of "best job" is difficult to discern. Families of one, two, and five thought that Nixon had done a better job on each debate, but families of four and six changed their evaluation in favor of Kennedy.

The most significant factor in this particular analysis is that the majority of viewers either called the debates a draw, or had no opinion concerning them. This phenomenon lends some support to a theory that many persons in the audience looked upon them as a "show," or did not become emotionally involved in the tensions and controversy which evolved, or did not have close identification with either candidate. (See Figure 12.)

Reading about debate. Reading either increased from the second to the third debate or at least stayed constant at each family size. There was no attrition for any family size. (See Figure 13.)

Viewing intent. The pattern with regard to intent to view is, again, erratic. There are, however, some interesting patterns in the amount of attrition by each group, and a suggestion of an effect of family size. The attrition pattern appears as follows:

FIGURE 10
KNOWLEDGE OF FIRST SPEAKER (BY FAMILY SIZE)

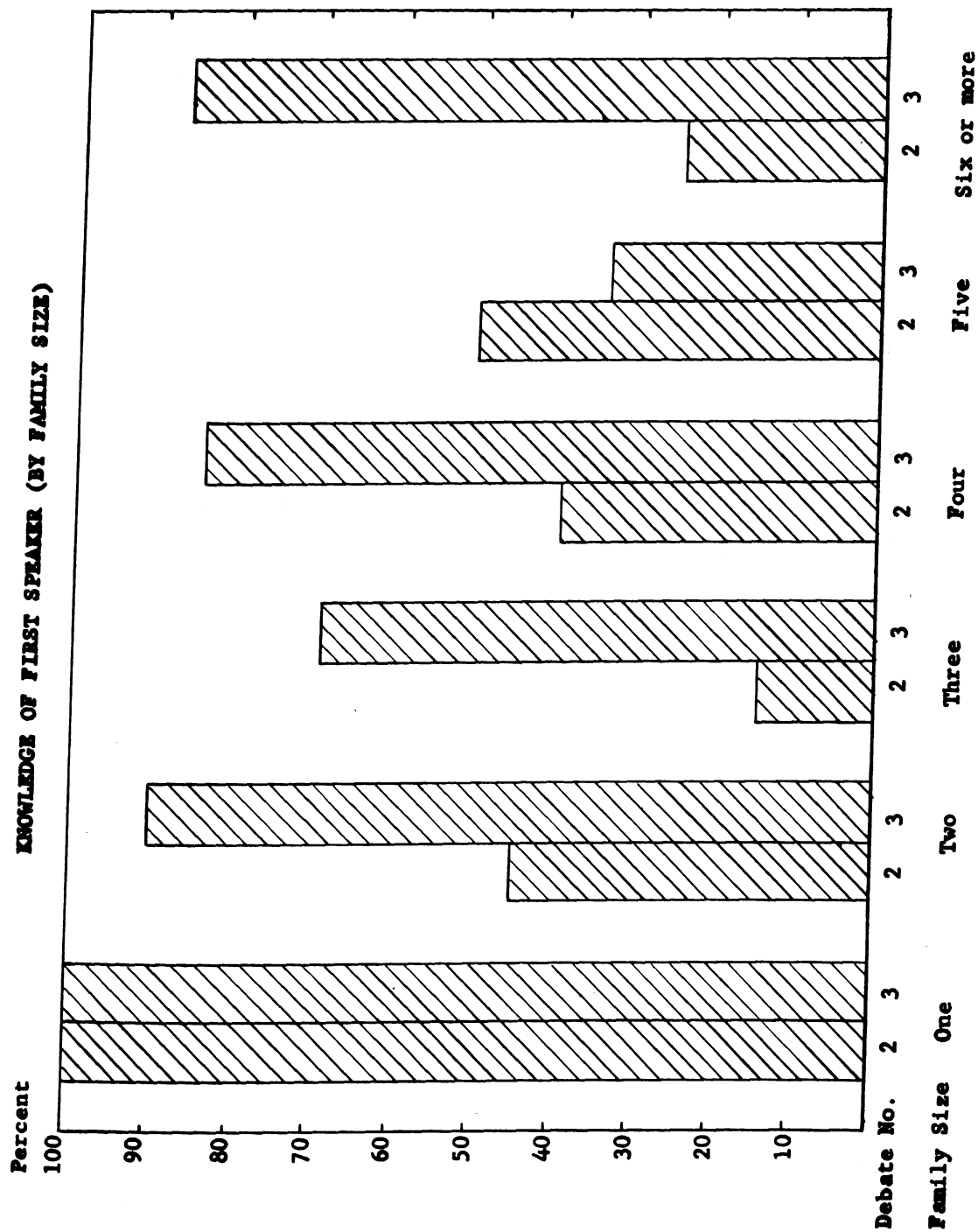


FIGURE 11
KNOWLEDGE OF SUBJECT OF DEBATE (BY FAMILY SIZE)

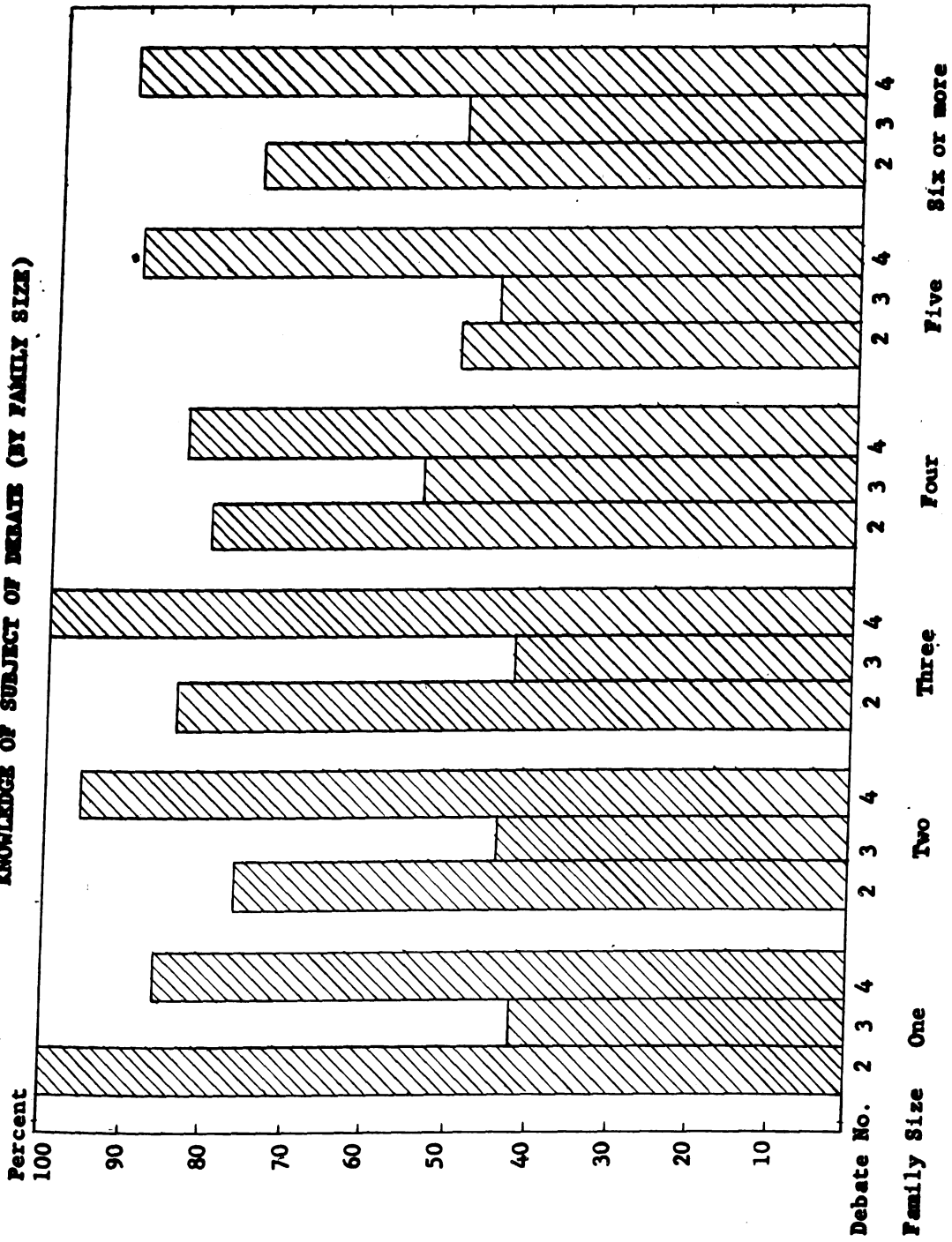


FIGURE 12
ESTIMATE OF "BEST JOB" (BY FAMILY SIZE)

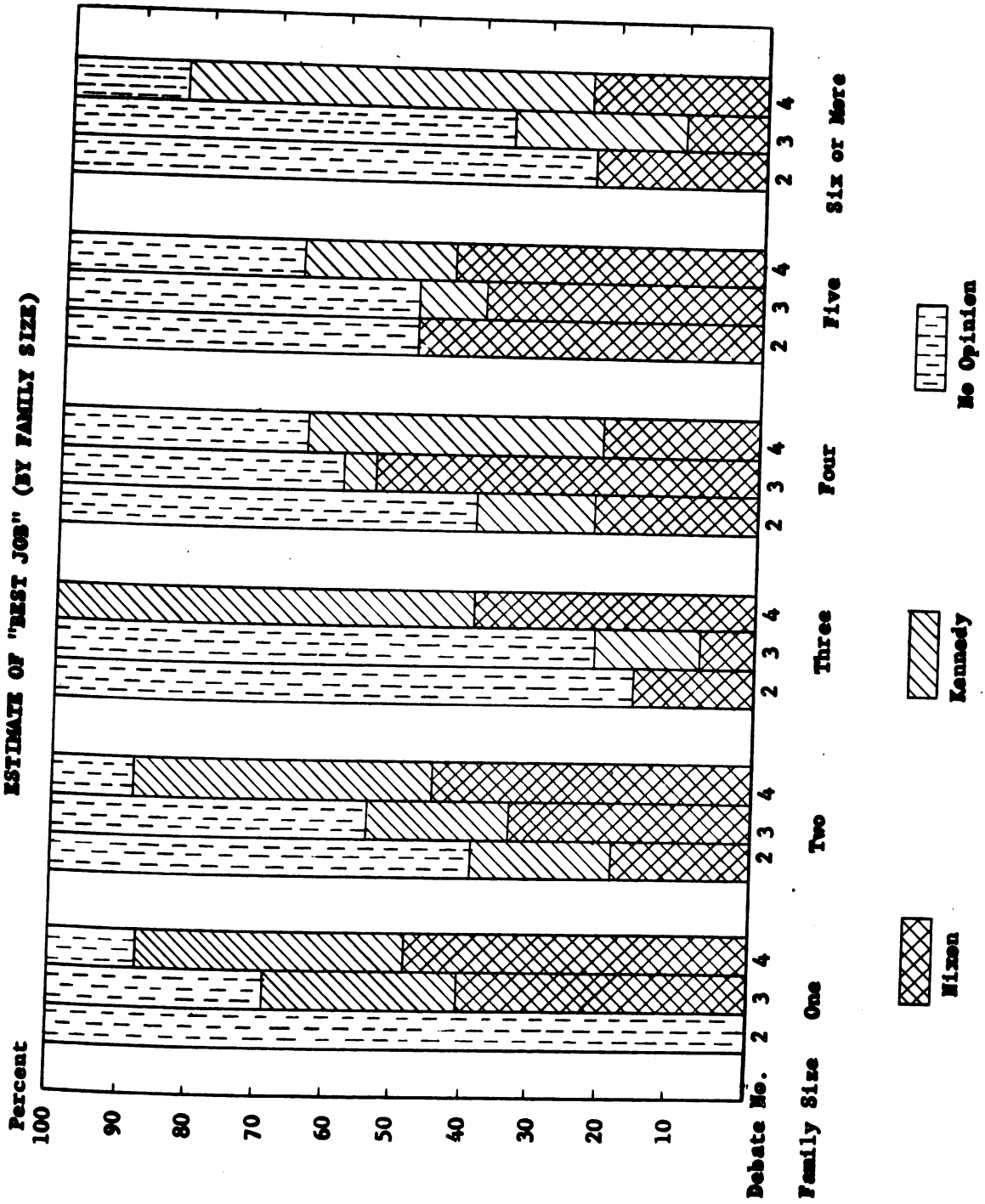
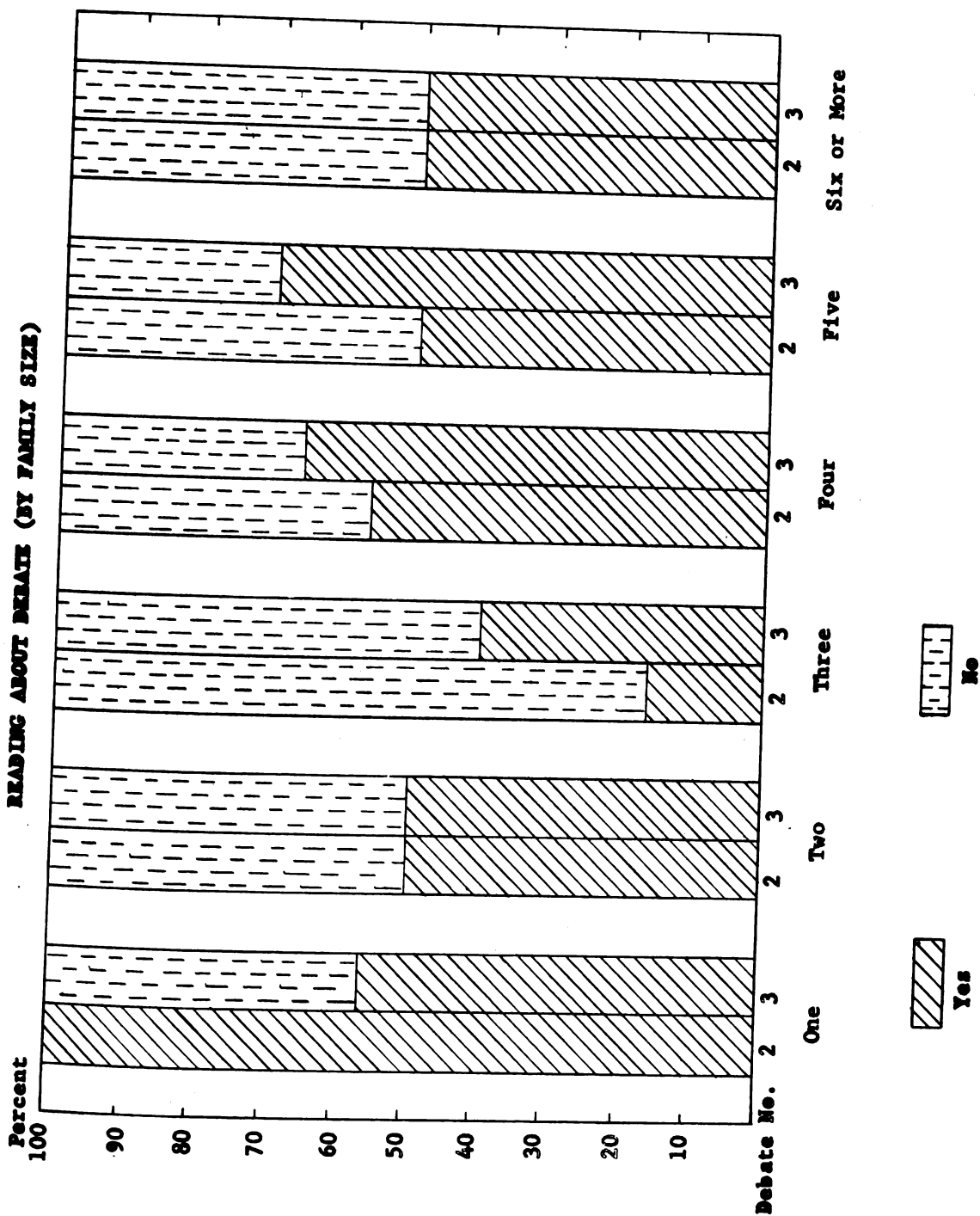


FIGURE 13
READING ABOUT DEBATE (BY FAMILY SIZE)



<u>Family Size</u>	<u>Third debate</u>		<u>Fourth debate</u>
One	Intent	100%	70%
	Actual	<u>70%</u>	<u>86%</u>
	Attrition	-30%	+16%
Two	Intent	71%	50%
	Actual	<u>71%</u>	<u>90%</u>
	Attrition	0	+40%
Three	Intent	68%	75%
	Actual	<u>50%</u>	<u>90%</u>
	Attrition	-18%	+15%
Four	Intent	82%	55%
	Actual	<u>66%</u>	<u>85%</u>
	Attrition	-16%	+30%
Five	Intent	100%	70%
	Actual	<u>80%</u>	<u>75%</u>
	Attrition	-20%	+ 5%
Six	Intent	100%	88%
	Actual	<u>87%</u>	<u>90%</u>
	Attrition	-13%	+ 2%

Upon examination of these data, some rather surprising factors emerge. First, between the second and third debates, a decided attrition took place, except for families of two. Secondly, in every case, all groups reported a substantial increase of those who actually saw the debate over those who had intended to. This rather unexpected result suggests either a computation or interviewer error, or the presence of motivational factors which came into play in the time period between the debates. These may have been school activity, print media activity, promotional material on the debates, or general awareness that this was the last debate. (Note day of week and time factors in preface.)

This writer, however, is unable to assess any significance to the effect of family size on attention to, and interest in, the debates.

Effect of Political Preference

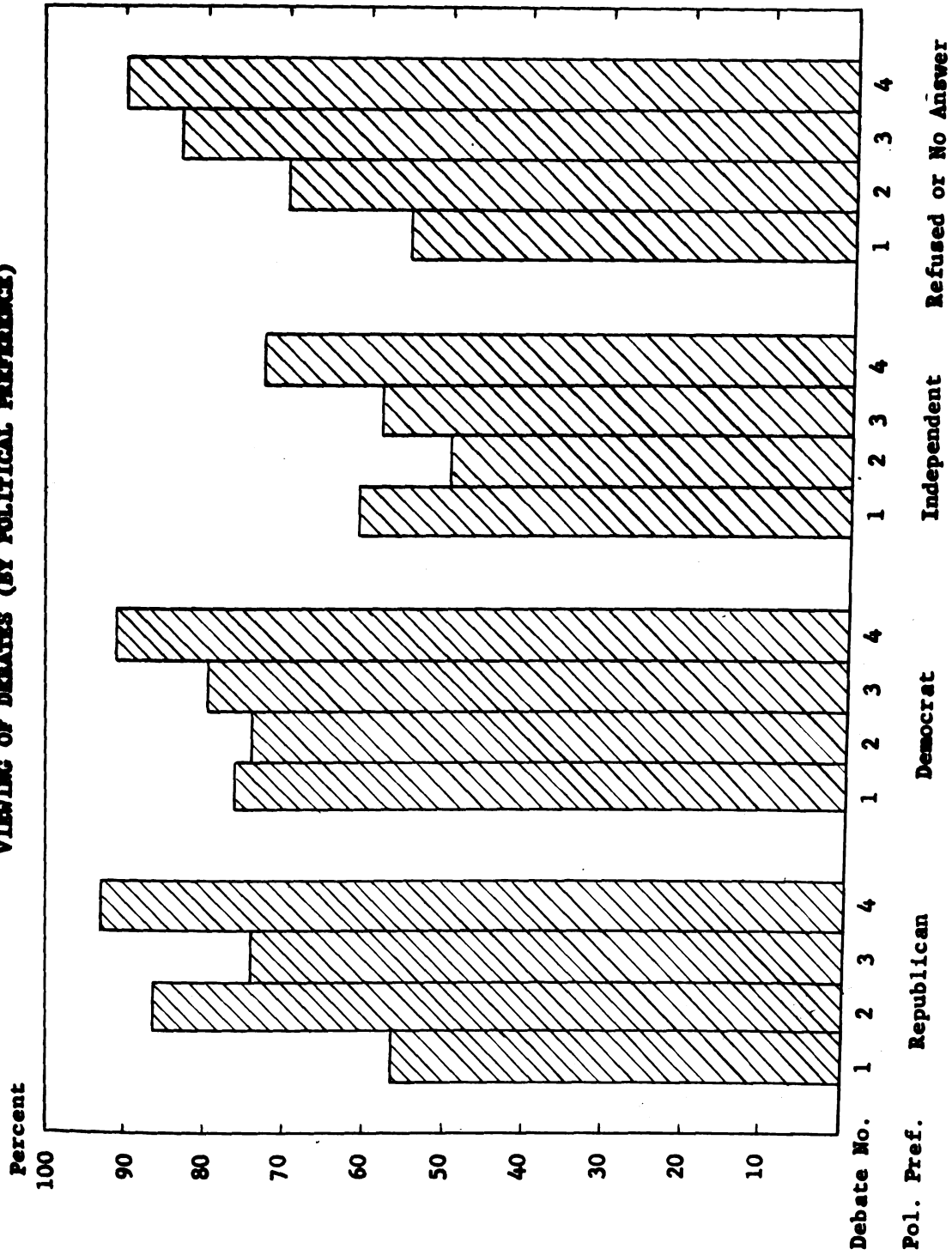
The over-all viewing pattern of Republican, Democrat, and Independent viewers is not very symmetrical. The pattern of those who refused to reveal their political preference, however, is very symmetrical, indicating a steady gain in audience.

There are some very clear-cut shifts of viewing, however. Seventy-six percent of those expressing a Democrat preference, saw the first debate, whereas only fifty-six percent of those expressing a Republican preference saw it. Sixty-two percent of the Independent viewers were in the audience, and fifty-five percent of the Refused group saw the debates. (See Figure 15.)

This composition of the audience could appear to mean that to the Democrats, their candidate, Mr. Kennedy, was an unknown quantity and they had a greater desire to observe the debate in which "their man" was matched with the Vice-President. The Republicans, on the other hand, appear to have been fairly certain of the ability of their candidate to win, and therefore were watching not from fear or apprehension, but merely to take a look at the opponent. The Independent group, interested in making a judgment, outnumbered the Republicans.

For the second debate, a reversal took place. The Republican viewers outnumbered the other groups by a large margin, whereas the Democratic viewers and Independent viewers actually had a decrease.

FIGURE 15
VIEWING OF DEBATES (BY POLITICAL PREFERENCE)



(See Figure 15.) This is also closely associated with the amount of reading done by these groups.

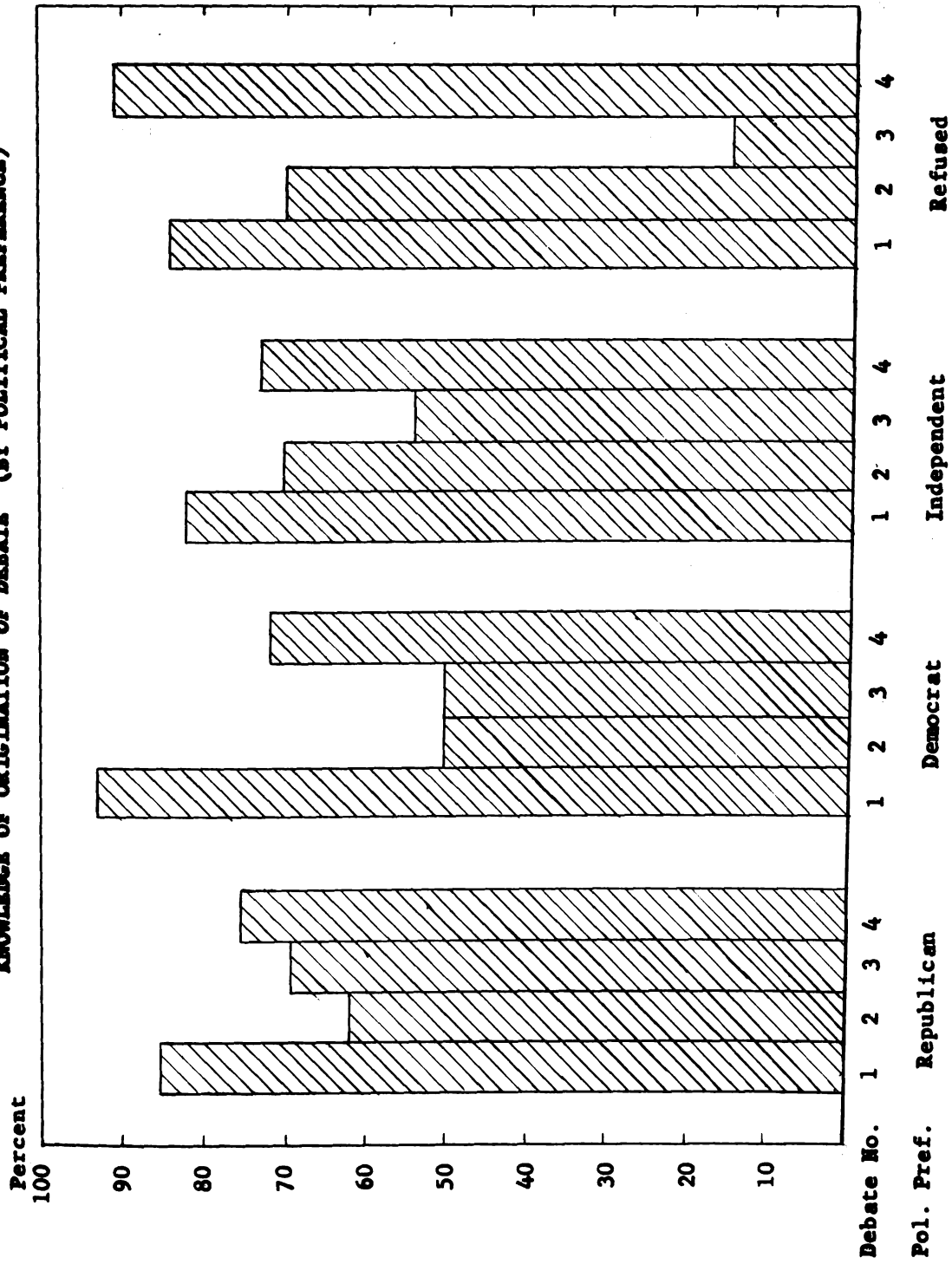
Knowledge about debates. The Republican group had the highest average in percentage of those who correctly knew the point of origination of each debate. The Independent group was second, and the Democrats and those who refused to tell were tied for last. The place of origination of the third debate was least known, except for the Republicans.

Over-all, the Republican group showed the least amount of decline of knowledge of place or origin and a smaller amount of change throughout the debate. Independent group followed closely. (See Figure 16.)

The pattern of knowledge of the first speaker is quite clear. A marked majority of observers in each category could correctly identify the first speaker in the first debate (Kennedy). For the Democrats, Independents, and Refuseds, the pattern for the second and third debate is practically identical. There was a decrease of correct identification of more than fifty percent for each of the three between the first and second debate, and a gain between the third and fourth debate.

The Republicans show a disjunctive pattern. The first decline, between debates one and two is fifty percent; but, there is an additional decline for debate number three. The Republicans did not recover their interest to the point of having greater knowledge of the first speaker after the first debate.

FIGURE 16
KNOWLEDGE OF ORIGINATION OF DEBATE (BY POLITICAL PREFERENCE)



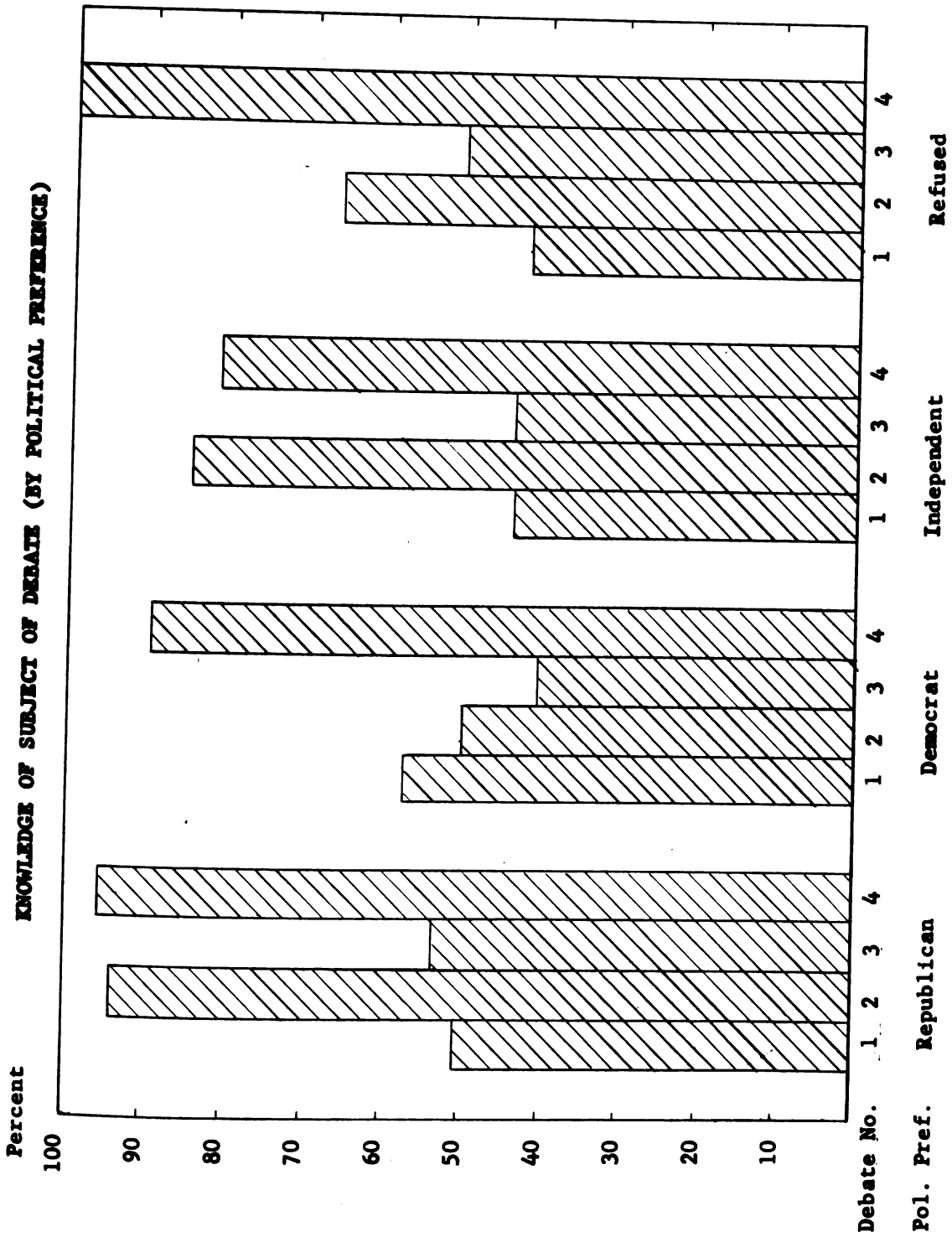
The subjects of the second and fourth debate were more clearly perceived than the subjects of the first and third debate. Also, the Republicans appear to be more clearly identified with their candidate than were the Democrats. The Independents and, to some extent, the Refused group approximate the Republican pattern. There are sizeable increases in knowledge of the subject on debates two and four, where Nixon was the first speaker. In all groups, a marked increase in knowledge of subject was noted for the fourth debate. (See Figure 18.)

The subjects for the debates were: FIRST: domestic issues, social legislation, cost of running the government, farm programs, national security; SECOND: Cuba, U-2 flights, civil rights, cold war-Berlin, unemployment, depressed areas, China, Quemoy and Matsu; THIRD: Quemoy and Matsu, summit conference, Truman's profanity, race-bigotry, labor unions, economic growth; FOURTH: foreign policy, Quemoy and Matsu, America's prestige abroad, test bans.

One may recall that the print media carried a great deal of information and opinion concerning debate number four. Such increased activity could be a very important factor in the increased viewing percentage for the fourth debate.

Estimate of "best job." Party identification is clearly the most important consideration in the perception of the better job. There are some important factors of shrinkage of opinion, however. The Republicans began with a higher rating for Nixon and continued for the duration, but a great deal of shrinkage (or decrease) in the strength

FIGURE 18
KNOWLEDGE OF SUBJECT OF DEBATE (BY POLITICAL PREFERENCE)



of this conviction was noticed. The Democrats, on the other hand, changed very little. This shrinkage was as follows:

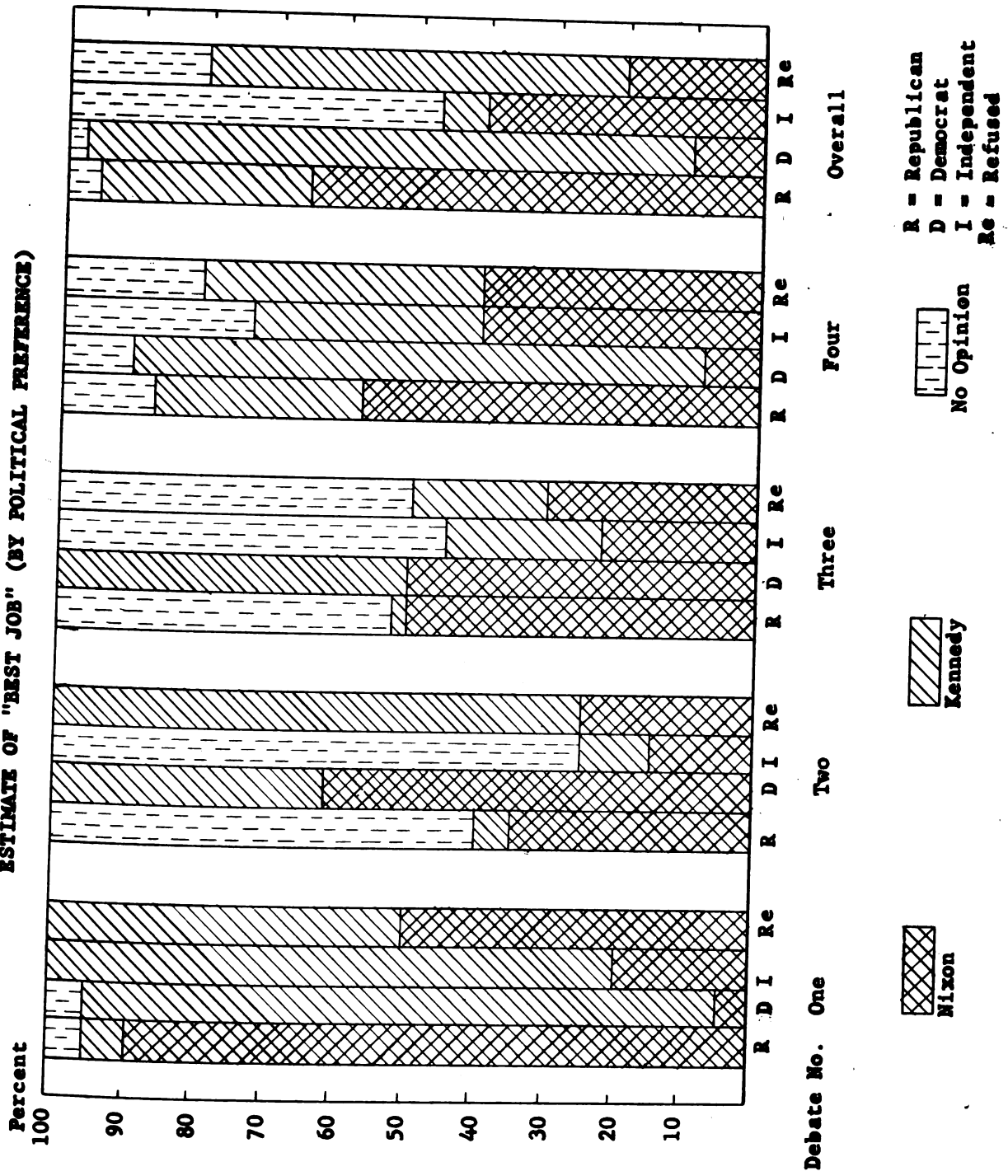
	Republican		Democrat	
	Nixon	Kennedy	Nixon	Kennedy
First	87%	8%	5%	90%
Second	32% - 55%	7% - 1%	0 - 5%	62% - 28%
Third	52% + 20%	2% - 5%	0 - 0	50% - 12%
Fourth	66% + 14%	28% + 26%	10% + 10%	82% + 32%
Over-all	67%	28%	20% + 20%	88% - 2%
	(20% less than at beginning)		(2% less than at beginning)	

The crucial Independent voter, after an initially strong Kennedy identification, changed to a cautious Nixon stand, although each candidate gained steadily in percentage. The Refused group indicated that Kennedy had performed better than Nixon in general, but reached plateaus on the first and fourth debate.

The Republicans gave Kennedy increased credit for his performance, a net gain of 20%, and the Democrats gave Nixon an equal gain on an over-all basis, although they gave him only a five percent gain during the debates. (See Figure 19.)

Although the Independent support dropped from eighty percent to ten percent for Kennedy, there was a corresponding drop in viewing and reading. It may be that the Independents, after the initial stimulus of debate activity, either did not feel the need to make a judgment, (seventy-five percent did not) or the members of the group

FIGURE 19
ESTIMATE OF "BEST JOB" (BY POLITICAL PREFERENCE)



that was reached were the ones who had not made up their minds to the point of making a judgment. Here again, though, it is apparent that party identification is a major factor in perception of the performance of the candidates.

Reading about debates. The amount of reading done by the audience appears to vary according to his need for reinforcement and his political affiliation. The Republicans, for example, (see Figure 20) had not done very much reading (thirty percent) for the first debate, but increased greatly (to sixty-two percent for the second debate and to sixty-seven percent for the third). Perhaps they began to read, seeking reinforcement concerning their candidate from other sources, or seeking information with which to interpret the performance of their candidate.

For the Democrats throughout the testing period, those who did not read about the debates outnumbered those who did. This indicates that they did not feel a need to seek such reinforcement. The Independents increased their reading sharply at the time of the third debate, and the Refused group, at the time of the second debate.

It would be useful to observe that much of the reading about the debates was done in order to support or seek support a particular view of a candidate held by the viewer. Political preference is an observable factor in this process.

Viewing intent (see Figure 21). Viewing intent, coupled with actual practice, appears to be the most valid determinant of continuation of interest. The least gross change between viewing intent and

FIGURE 20
READING ABOUT DEBATE (BY POLITICAL PREFERENCE)

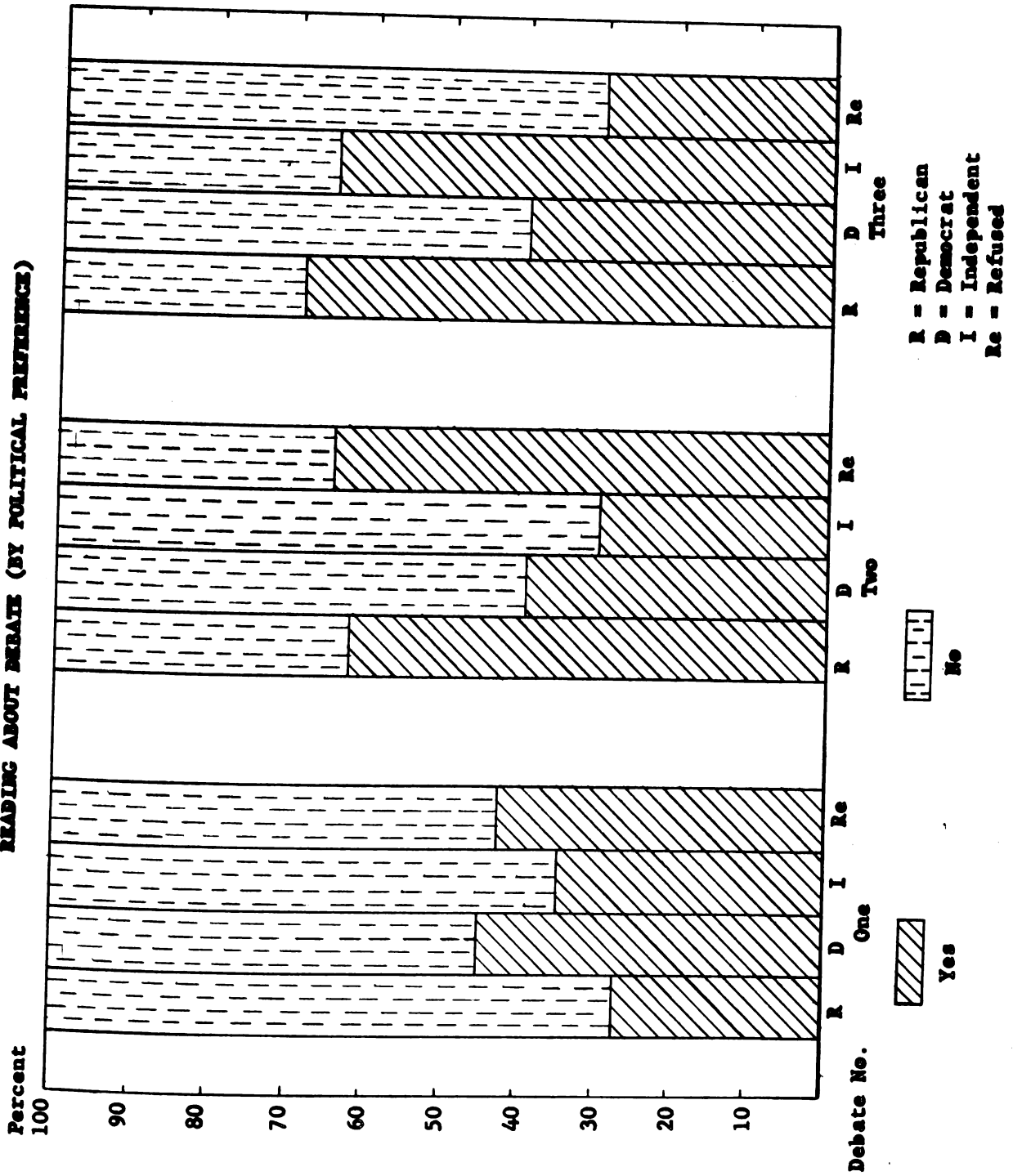
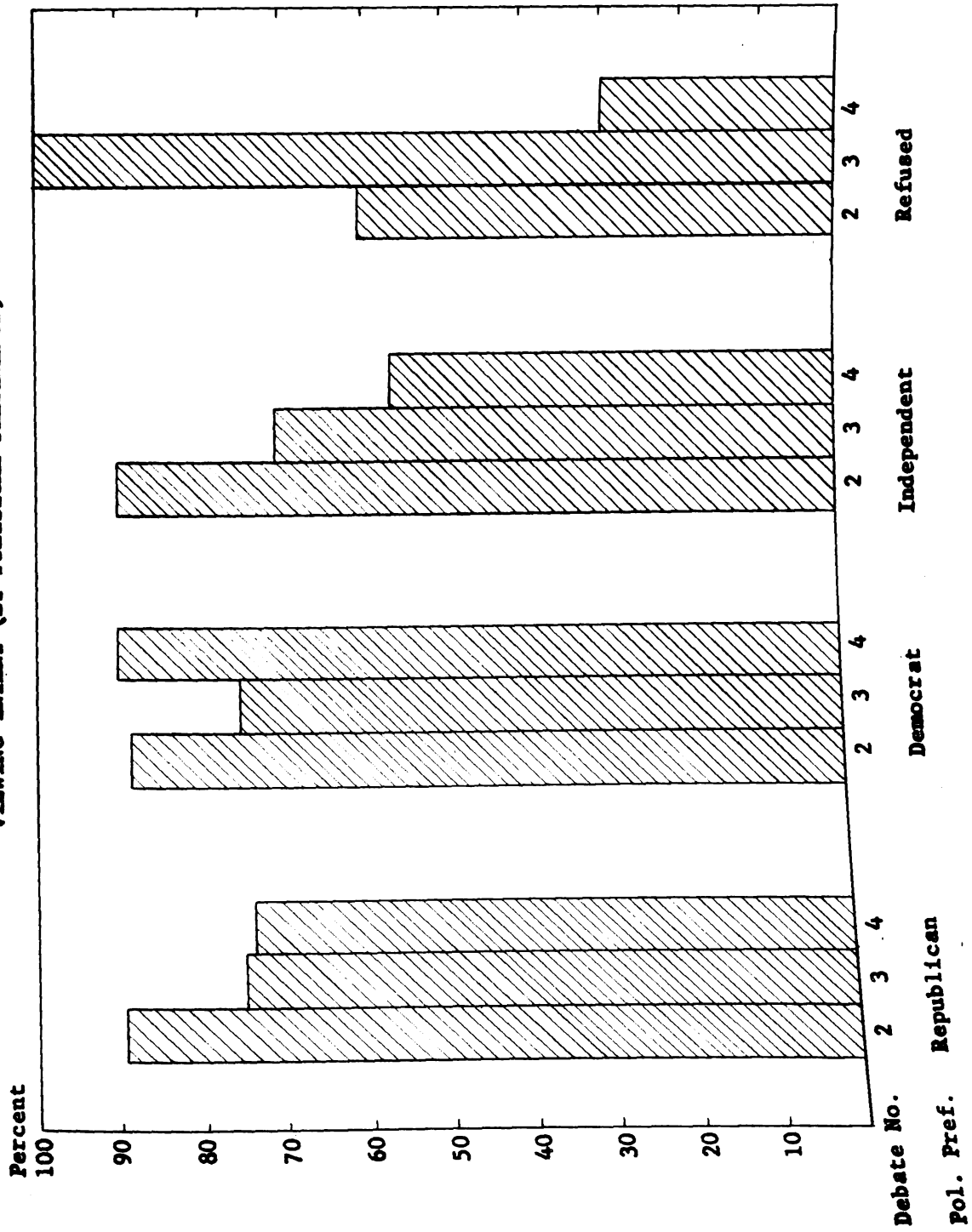


FIGURE 21
VIEWING INTENT (BY POLITICAL PREFERENCE)



viewing practice is that achieved by the Democrats (twenty percent). Next were the Republicans, with twenty-four percent, next the Independents (sixty-nine percent) and last the Refused group (eighty-seven percent). The coupling is as follows:

	<u>Second</u>	<u>Third</u>	<u>Fourth</u>
Republican	Intent 90	75	74
	Actual <u>86</u>	<u>74</u>	<u>93</u>
	Change - 4	- 1	+19
Democrat	Intent 89	75	90
	Actual <u>74</u>	<u>80</u>	<u>90</u>
	Change -15	+ 5	0
Independent	Intent 90	70	56
	Actual <u>50</u>	<u>58</u>	<u>73</u>
	Change -40	-12	+17
Refuseds	Intent 60	100	30
	Actual <u>70</u>	<u>83</u>	<u>90</u>
	Change +10	-17	+60

An evaluation of these data suggests that avowed interest may not be a completely accurate determinant of action or might not be dependable as a legitimate basis for forecasting behavior or interest in television activity of this kind. Intervening variables, such as community or family activities and media activity, appear to play an important role. This judgment, of course, is based on collective percentages, and is not, therefore, stated as an absolute premise. Further research in this important area is needed.

Effect of Media Activity

An index was established for each respondent by assigning one point for each channel through which the family sought information

from the mass media. For example, one point each for owning a TV set, for each radio set, for newspaper subscription, both local and metropolitan, for subscription to news magazines, and for identification of specific TV news or public affairs programs.

The following pattern may be observed, when analyzed by media index:

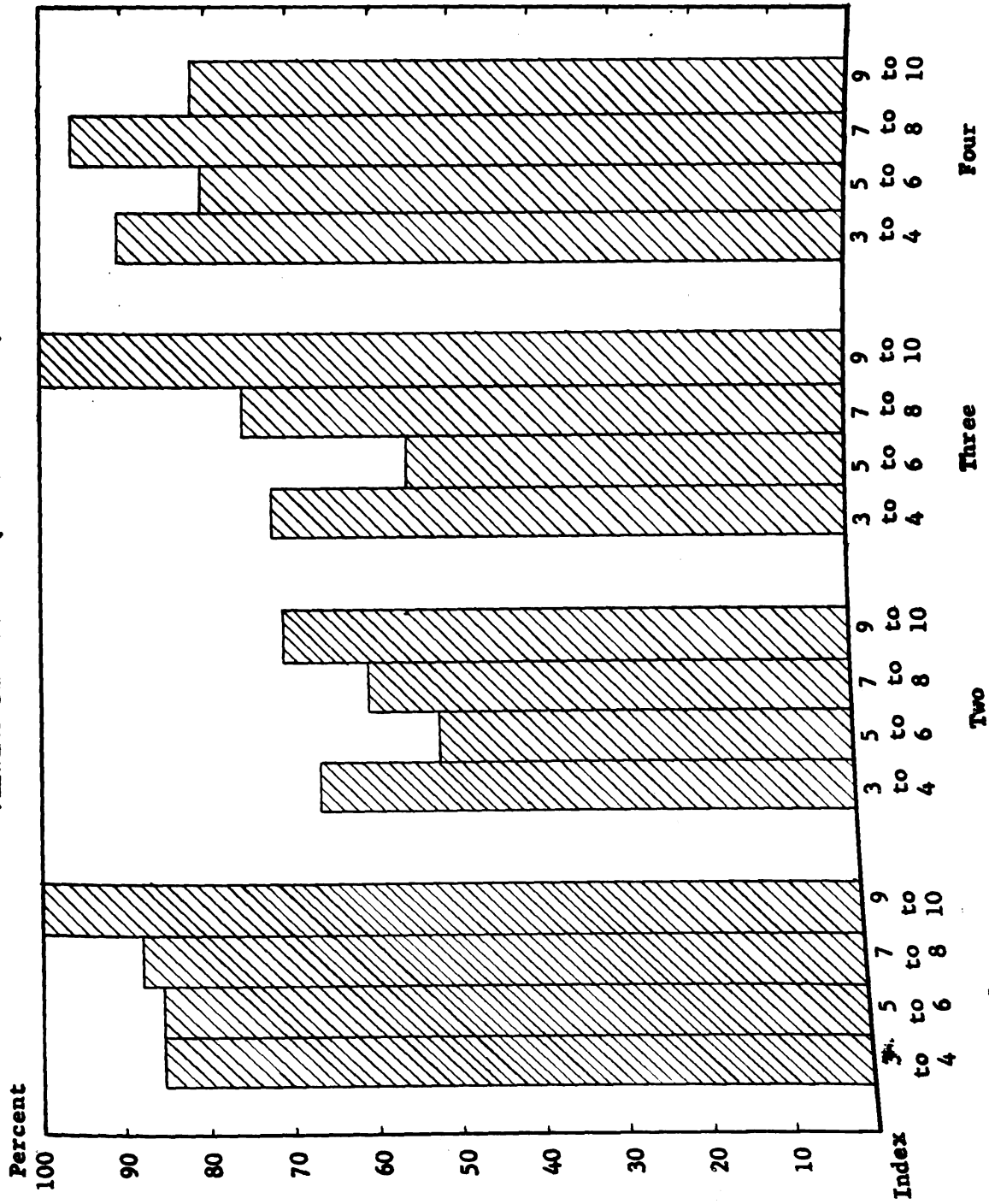
<u>Percent Viewing*</u>				
<u>Index</u>	<u>First debate</u>	<u>Second debate</u>	<u>Third debate</u>	<u>Fourth debate</u>
9-10	100	70	100	82
7-8	87	60	74	96
5-6	83	53	53	80
3-4	85	67	72	90

*(See Figure 22.)

In general, families in the 9-10 index bracket had an equal interest in the print media as well as in the broadcast media. Almost everyone in the 9-10 group subscribes to a metropolitan paper and a newstype magazine. Persons in the 3-4 group are users of television and local radio and newspaper, but do not seek information as a general rule from outside the community.

There are three aspects of this pattern which appear to be significant. First, the 9-10 group is most interested, or at least has the highest percentage of viewers in the audience for the first three debates, but dropped to third place for the fourth. A possible explanation for the change might be that this audience had become

FIGURE 22
VIEWING THE DEBATES (BY MEDIA INDEX)



Note: The response in 1-2 and 11+ categories were too small to be indicated.

saturated to the point of a reducing interest or their greater amount of reading had reduced their need for reinforcement from the debates themselves.

The second aspect is that the level of interest as shown in the percentage of viewers is maintained at the highest general level in the 9-10 group. The level for the 9-10 group never drops below 70 percent for any debate, whereas the 7-8 group drops to 60 percent on the second debate and the 3-4 group dropped to 66 percent and the 5-6 group dropped to 52 percent.

The third aspect is that the 5-6 group remained in the lowest category on all debates. Even a group with a lower index ranked higher.

Knowledge about debates (see Figures 23-25). There was a similar pattern of change for all groups except 9-10 in the matter of origination of the debates. High interest in the first debate was replaced by a lower interest in the second, and a yet lower one for the third. Also in these other groups, there is a return to a high interest in the fourth debate. The 9-10 group indicated a very high interest in the first debate, but this interest declined radically (by 55 percent) for the second. Moreover, instead of receding further for the third debate, the knowledge of place of origination gained forty percent and was the highest for all groups. It may be recalled that the third debate was the split-screen debate, and this high-index group may have been motivated to greater attention than the other groups and simply because of the nature of the innovation.

FIGURE 23
KNOWLEDGE OF ORIGINATION OF DEBATE (BY MEDIA INDEX)

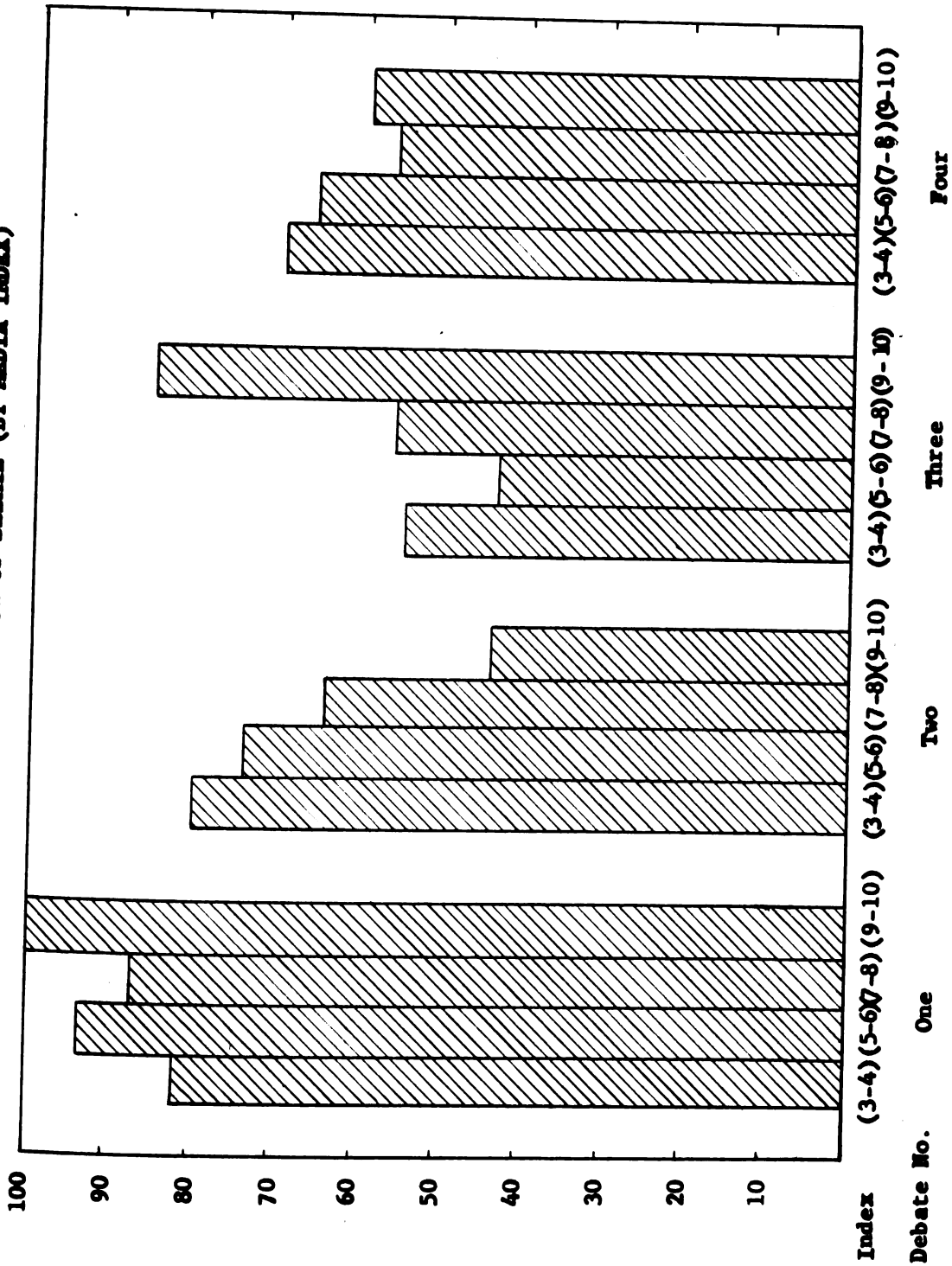


FIGURE 24
KNOWLEDGE OF FIRST SPEAKER (BY MEDIA INDEX)

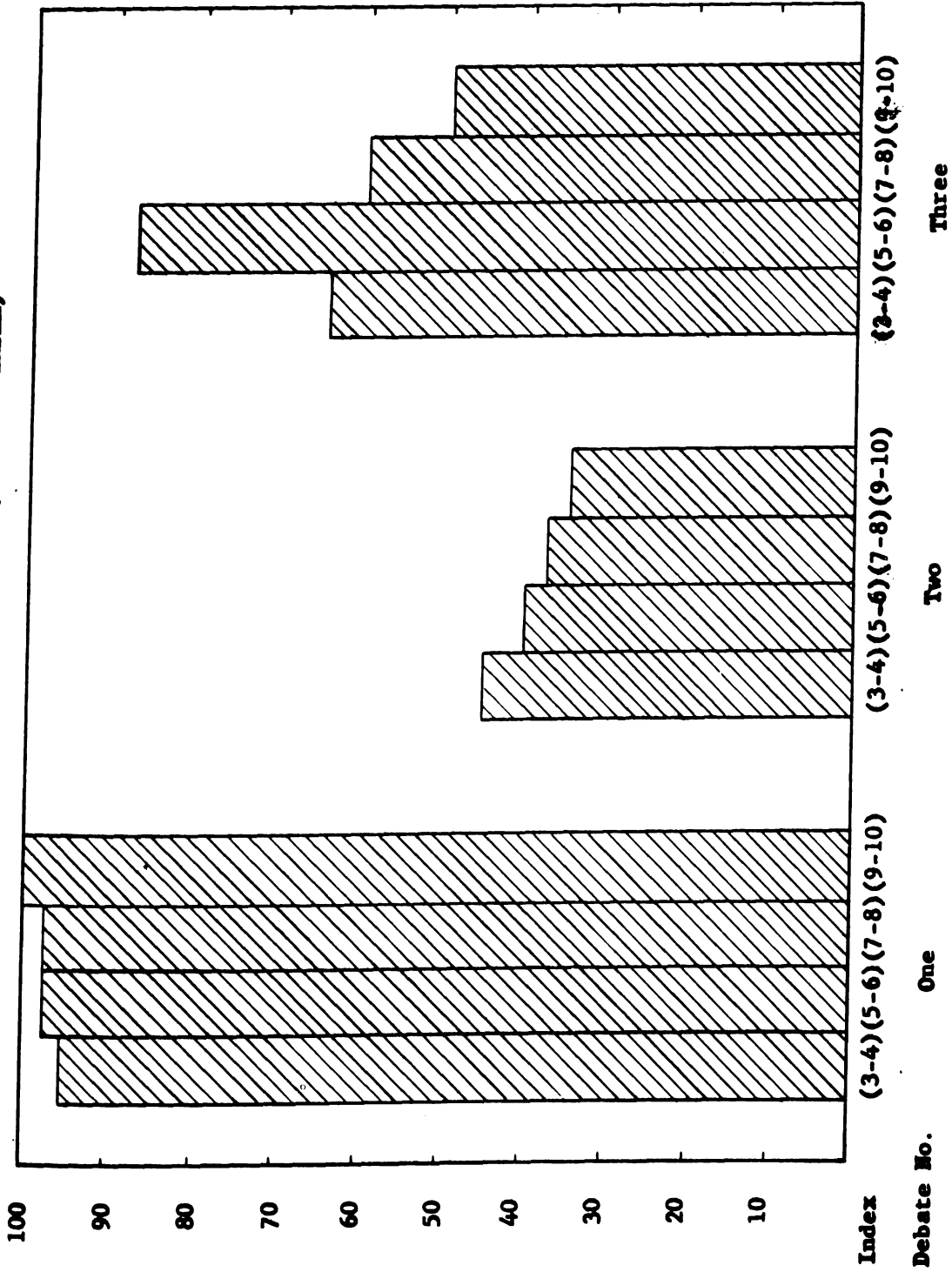
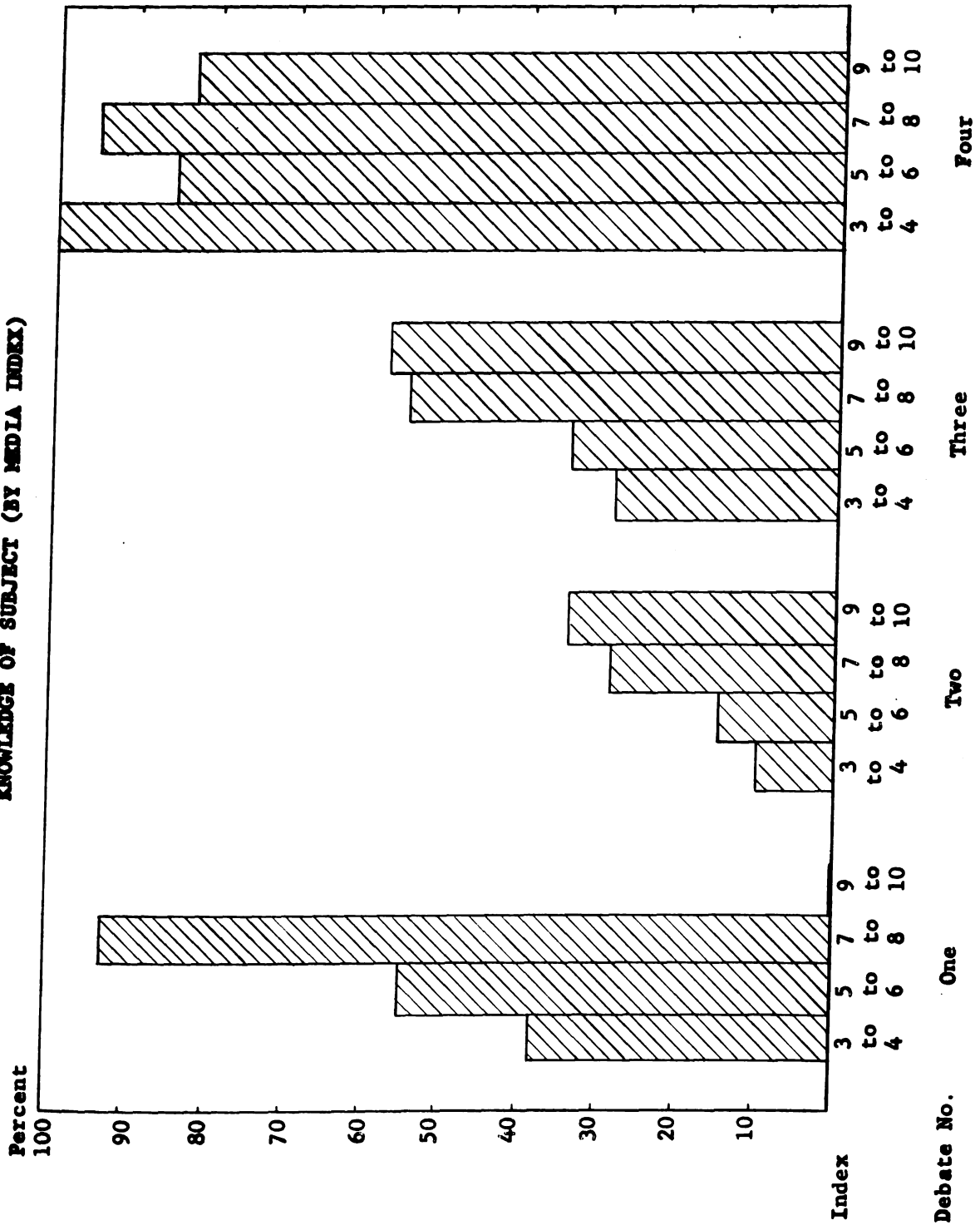


FIGURE 25
KNOWLEDGE OF SUBJECT (BY MEDIA INDEX)



There is no apparent difference in the pattern of knowledge of the identify of the first speaker for the different indices. Perhaps at this point we should make observation concerning the data received for the second and third debate.

In most of the groups in all levels, there is a general tendency for the data to reveal a marked disinterest for the second and third debates, on the part of those who did see the debates. The usual pattern of interest is up-down-up-up. In some cases the gain from the second to the third debate is small; but aside from the disjunctive thrusts we have noted, it is upward gain. There is, moreover, a gain from the second to the fourth debate, in interest, attention, and knowledge. In general, however, these do not reach the level of the first debate.

This writer believes that the data so far indicates the presence of an inaugural effect which cuts across all lines of interest and all levels of education, etc., and the presence of a terminal effect. These effects, that of firstness and lastness, heighten motivation, interest, and perception, and desire to participate in an event. The degree of firstness and lastness is important also. In the case in hand, the concept of the first Presidential Debate, with its attendant publicity, and the announced "last" debate, (since the much-touted fifth debate did not materialize) enhanced the programs for the viewing public. These motivations appear to be mitigated by factors of education and political preference in this study, and, as shall be shown, to some extent by media index. They do not appear to be affected by factors of family size.

The pattern of change in the matter of knowledge of subject for each debate is one of consistent gain. All groups indicate an increased ability to recall the subject of the debate. The 3-4 group reports the greatest gain. It may be observed in Figure 25 that this group also had the greatest accumulation of a deficit of knowledge. In other words, they had the longest way to go!

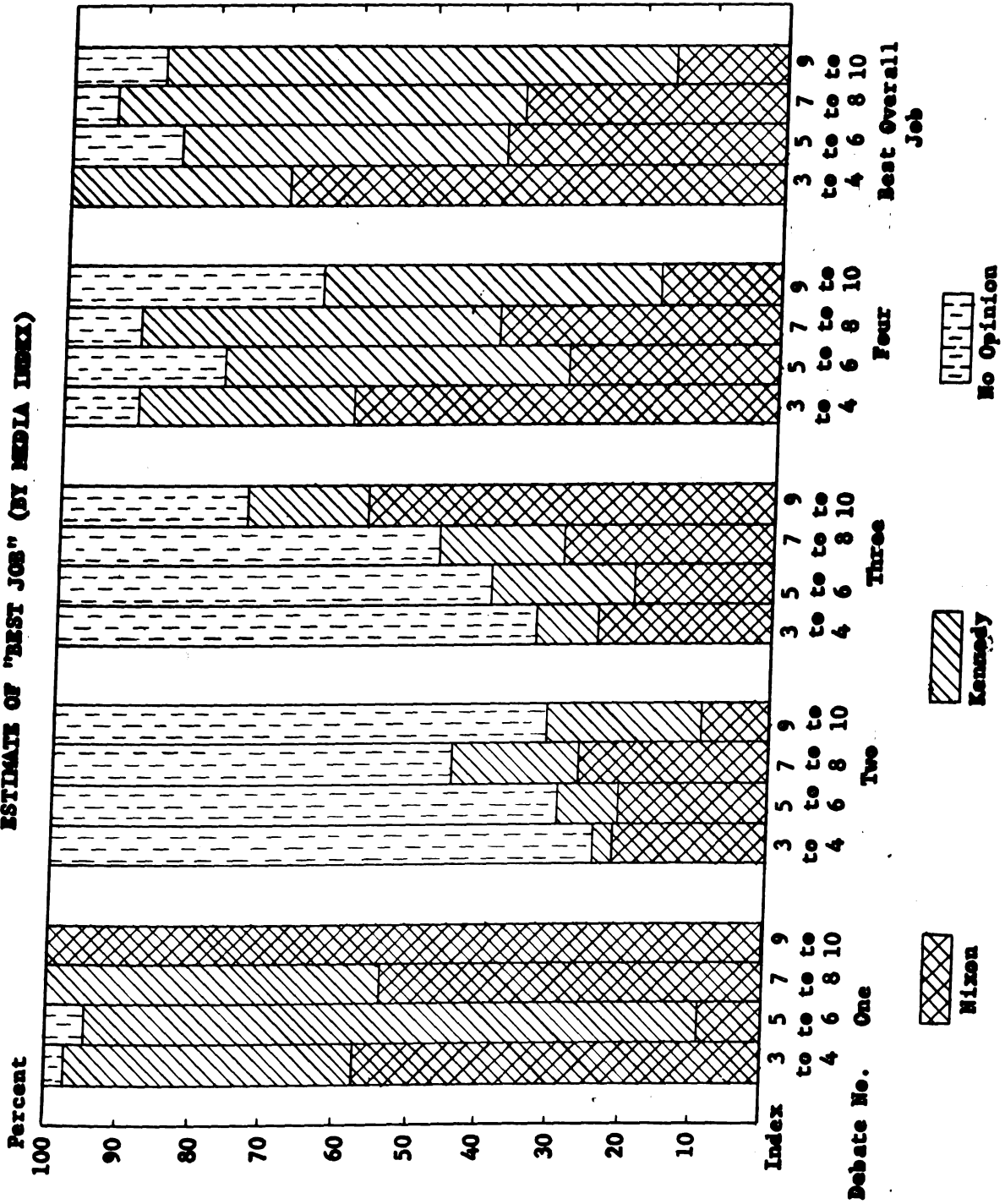
Estimate of better job. There appear to have been major shifts of opinion within index grouping in the matter of estimating a better job, except for the 3-4 group, which perceived Nixon as doing the better job on all four debates. This 3-4 group, however, had a changing strength of evaluation for Mr. Nixon. This may be observed in Figure 26. For groups 5-6 and 7-8 the fourth debate appears to have been the deciding factor. This debate appeared to be most decisive for all groups.

By way of comparison, the four index groups in their over-all evaluation of "best-job" indicated the following:

<u>Index</u>	<u>Nixon</u>	<u>Kennedy</u>	<u>Change</u>
3- 4	70%	30%	-40%
5- 6	40%	48%	8%
7- 8	36%	60%	24%
9-10	16%	70%	54%

Here we may see a direct relationship between index and indication that Kennedy had done a better job. The higher the index the higher the tendency to change opinion.

FIGURE 26
ESTIMATE OF "BEST JOB" (BY MEDIA INDEX)



Reading about debates (see Figure 27). Index groups 7-8 and 9-10 read more than the lower groups, and the 9-10 group read much more. The identification of the 3-4 group with Nixon may also be noted, here also, as there was an increased rate of reading after the first debate, as reinforcement of explanation was sought. The 5-6 group, however, stayed on the same level, then declined.

Viewing intent (see Figure 28). Let us compare viewing intention with actual practice:

<u>Group</u>		<u>Second Debate</u>	<u>Third Debate</u>	<u>Fourth Debate</u>
3-4	Intent	82%	76%	80%
	Actual	<u>67%</u>	<u>72%</u>	<u>90%</u>
	Change	-15%	- 4%	10%
5-6	Intent	87%	74%	72%
	Actual	<u>52%</u>	<u>54%</u>	<u>80%</u>
	Change	-35%	-20%	8%
7-8	Intent	90%	84%	67%
	Actual	<u>60%</u>	<u>74%</u>	<u>96%</u>
	Change	-30%	10%	29%
9-10	Intent		90%	85%
	Actual		<u>100%</u>	<u>80%</u>
	Change		10%	- 5%

In all cases, except for the fourth debate, the actual practice was lower than the estimate. All groups except the 9-10 exceed the estimate, and the 9-10 group came close. The greatest average error was in the 7-8 index group.

FIGURE 27
READING ABOUT DEBATE (BY MEDIA INDEX)

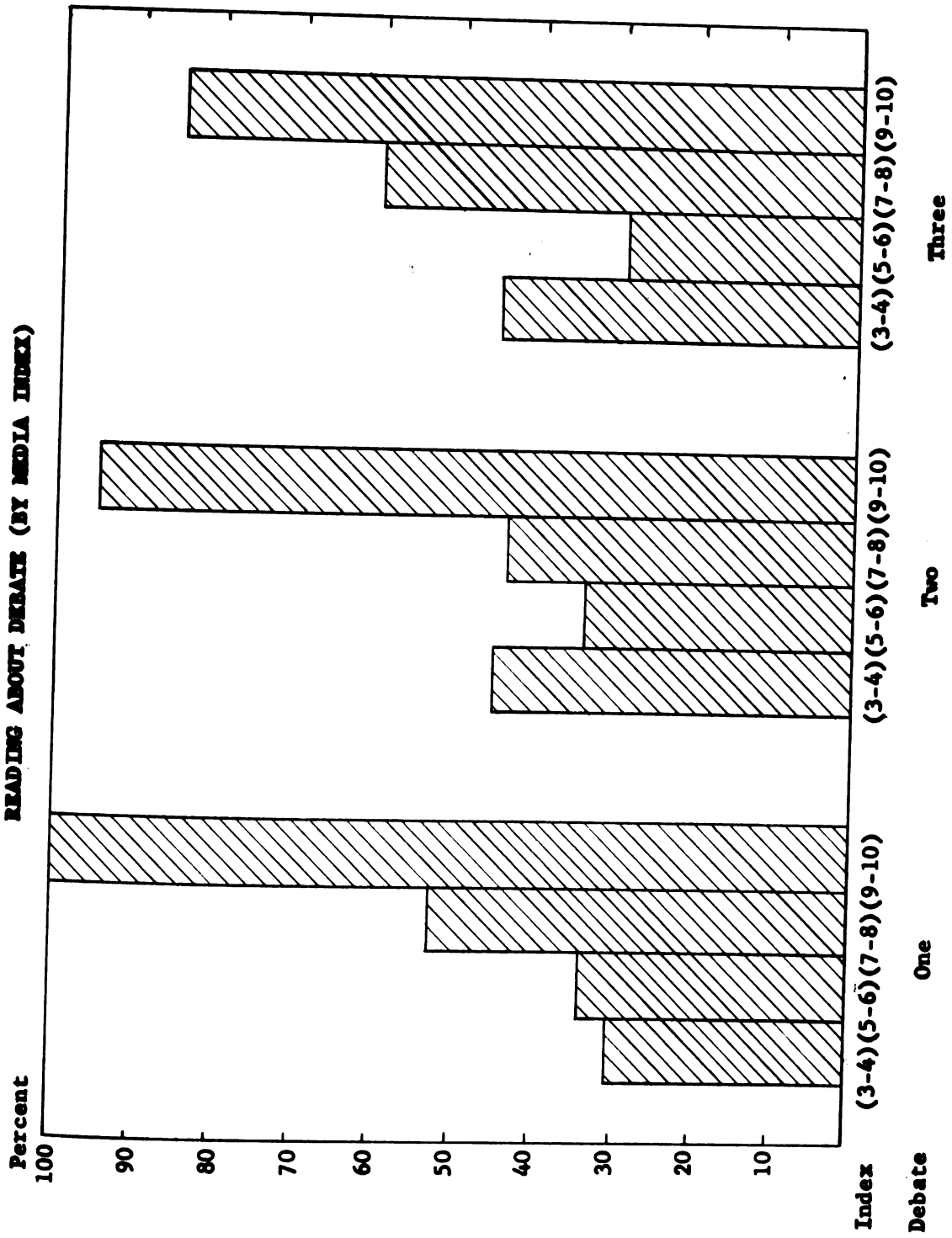
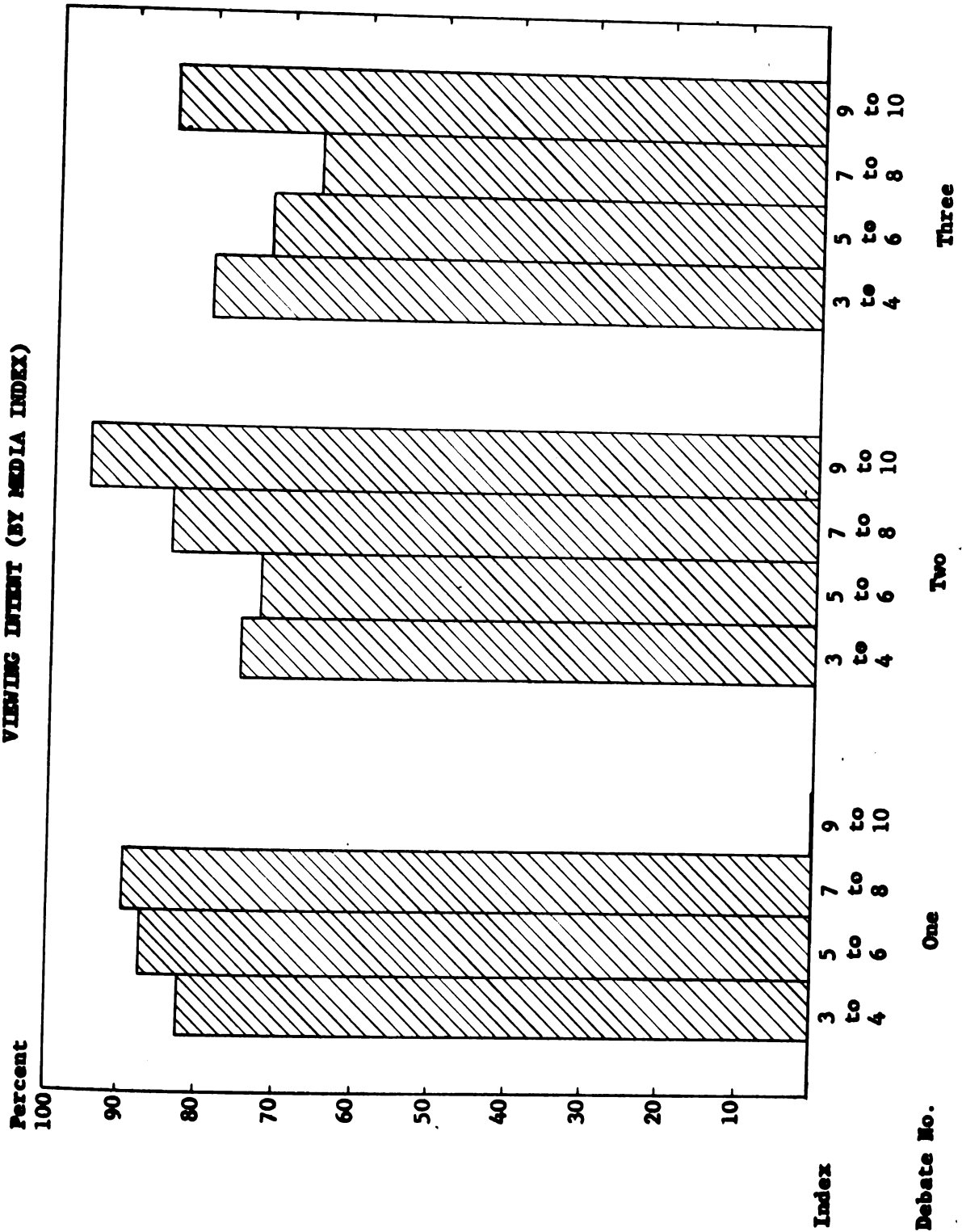


FIGURE 28
VIEWING INTENT (BY MEDIA INDEX)



Influence of the Debates on Voting

By Education

All groups completely reversed their opinions regarding the effect of the debates on voting, and by quite large margins. The amount of change was most significant in the college group, closely followed by the high school group, and last by the grade school group. (See Figure 29.) Education, therefore, appears to be a significant factor in change of opinion.

By Family Size (See Figure 30.)

All groups completely reversed their opinions regarding the effect of the debates on voting. The rank order of the extent of change is as follows:

<u>Family Size</u>	<u>Percent of Change</u>
Six or more	65
Five	40
Four	35
Three	50
Two	47
One	17

There is no observable pattern which would indicate an effect of family size on opinion about the effect of the debates on voting.

FIGURE 29
ESTIMATE OF INFLUENCE ON VOTING (BY EDUCATION)

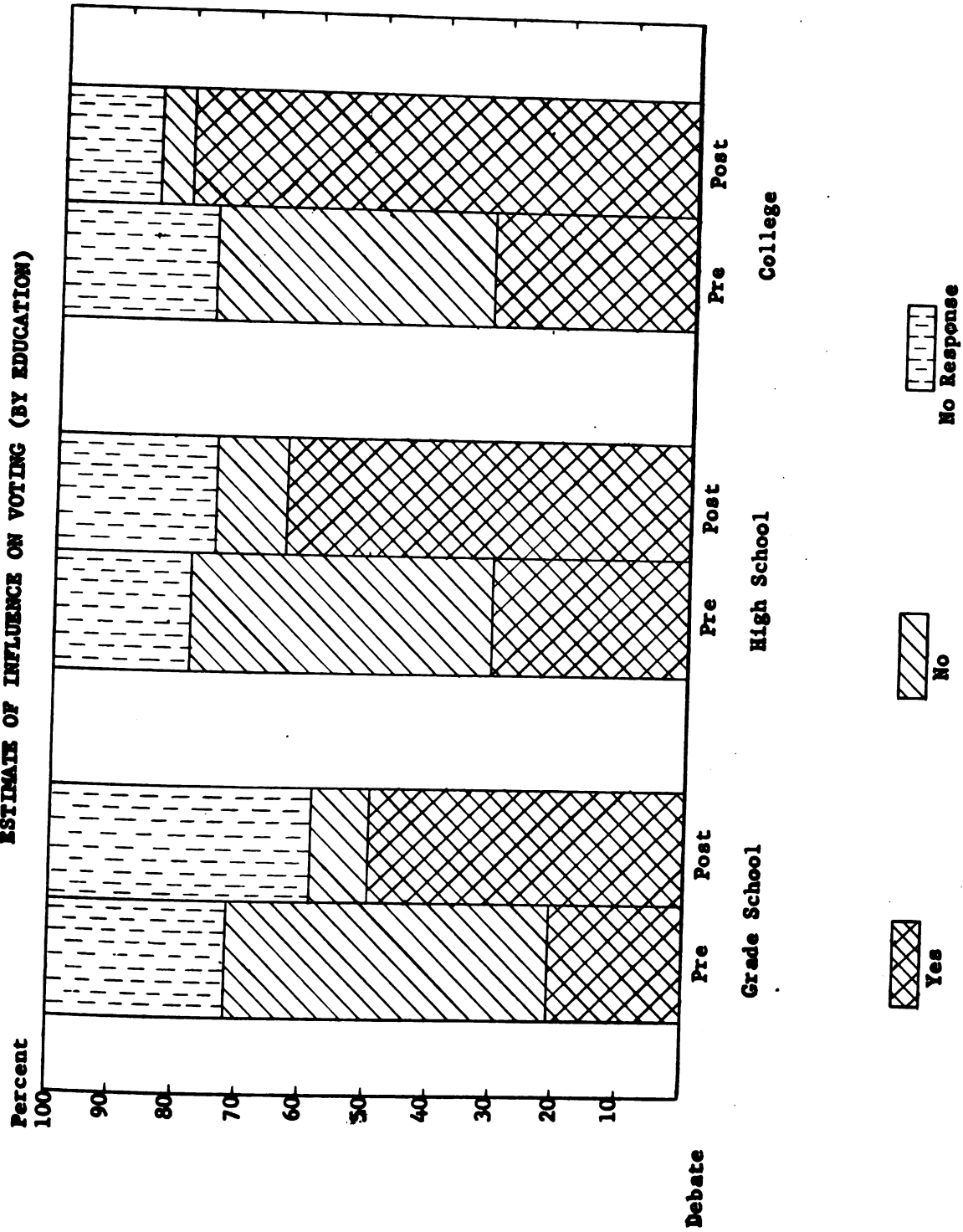
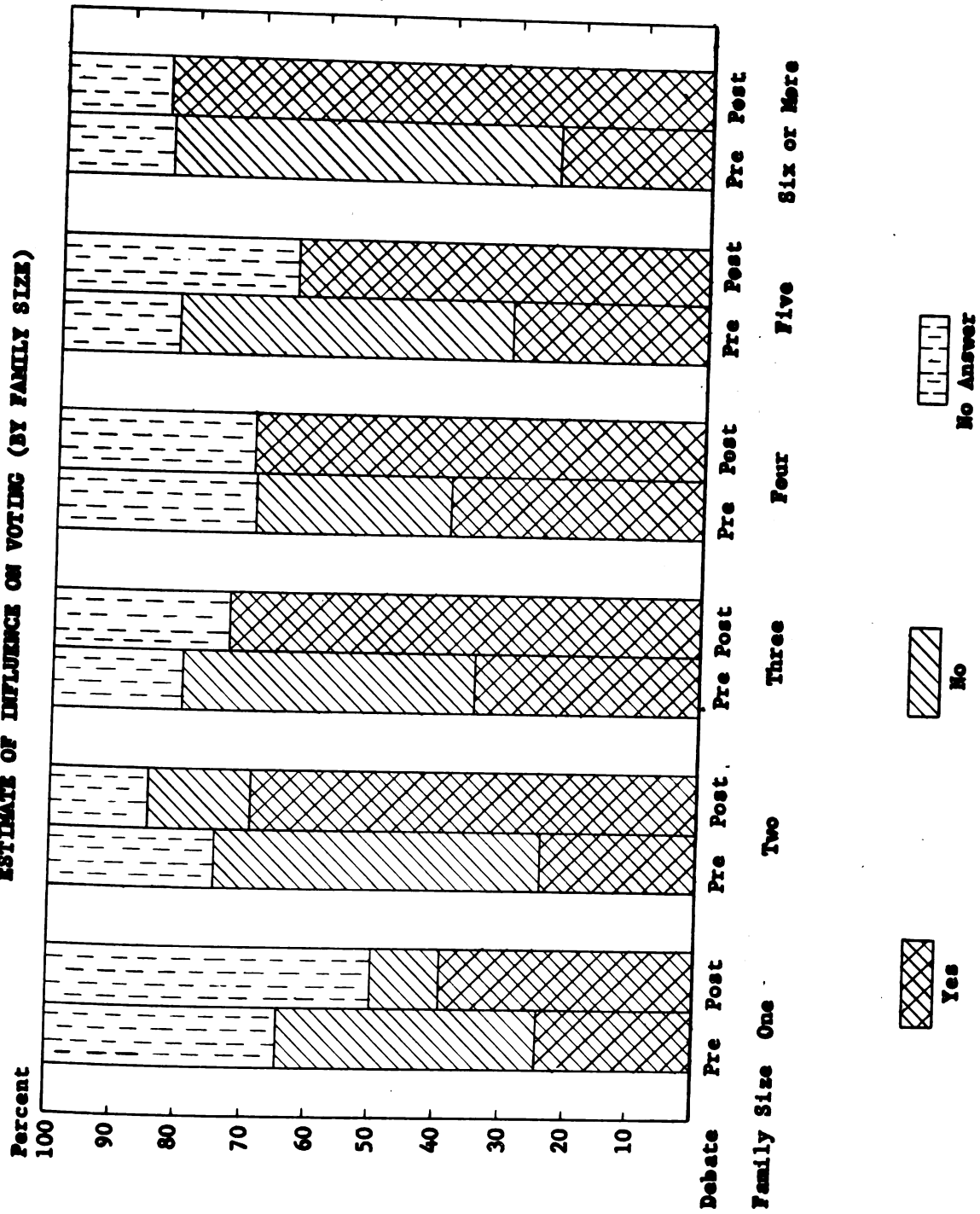


FIGURE 30
ESTIMATE OF INFLUENCE ON VOTING (BY FAMILY SIZE)



By Political Preference (See Figure 31.)

All groups completely reversed their opinions regarding the effect of the debates on voting. The rank order of the extent of change is as follows:

<u>Political Preference</u>	<u>Percent of Change</u>
Democrat	65%
Refused	55%
Republican	36%
Independent	25%

We may observe the closeness of the Democrat-Refused groups (ten percent) and the Republican-Independent groups (nine percent).

By Media Index (See Figure 32.)

All groups completely reversed their opinions regarding the effect of the debates on voting. The rank order of the extent of change is as follows:

<u>Index</u>	<u>Percent of Change</u>
9-10	58%
11 (small n.)	50%
1- 2 (small n.)	50%
7- 8	45%
5- 6	45%
3- 4	20%

FIGURE 31
ESTIMATE OF INFLUENCE ON VOTING (BY POLITICAL PREFERENCE)

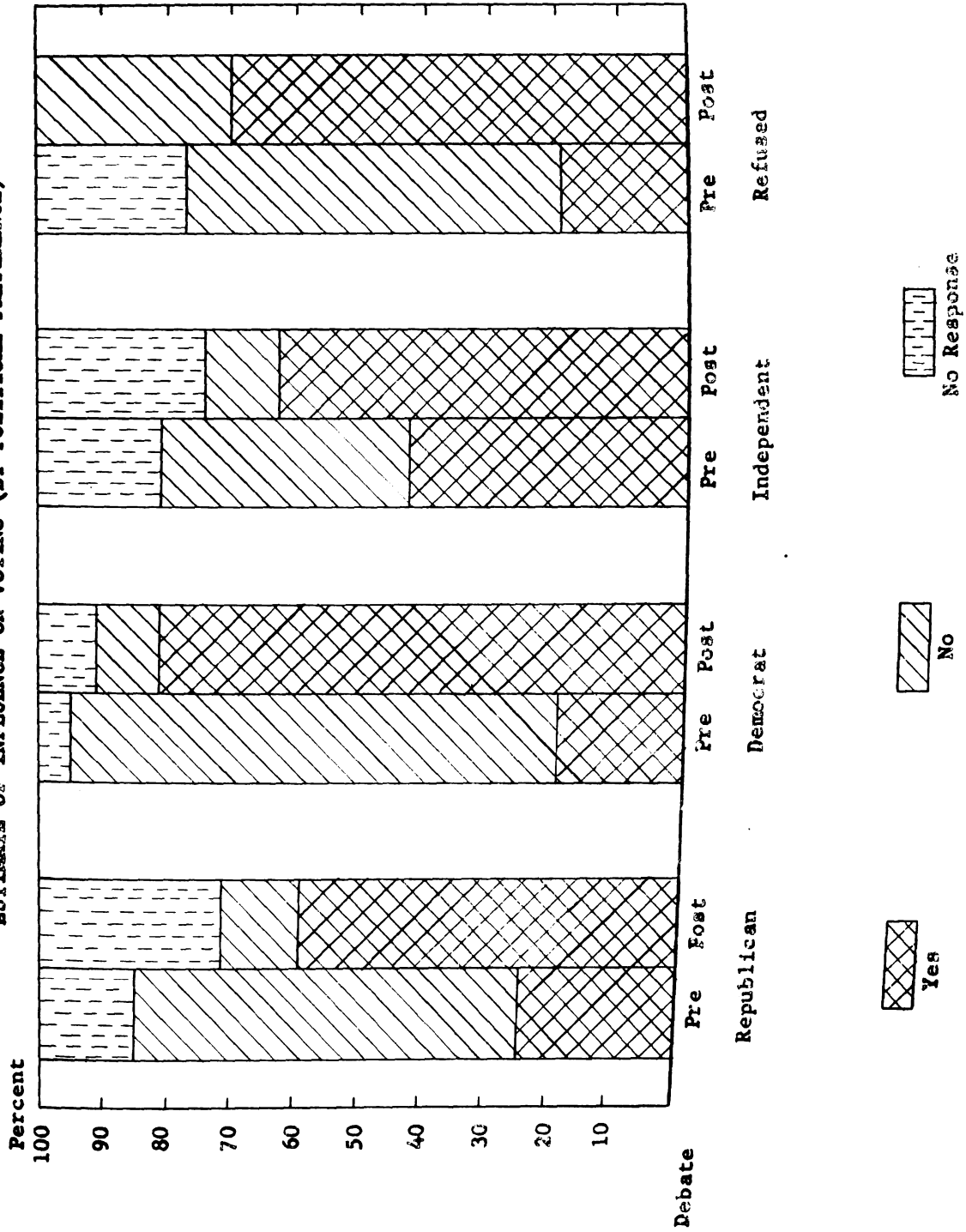
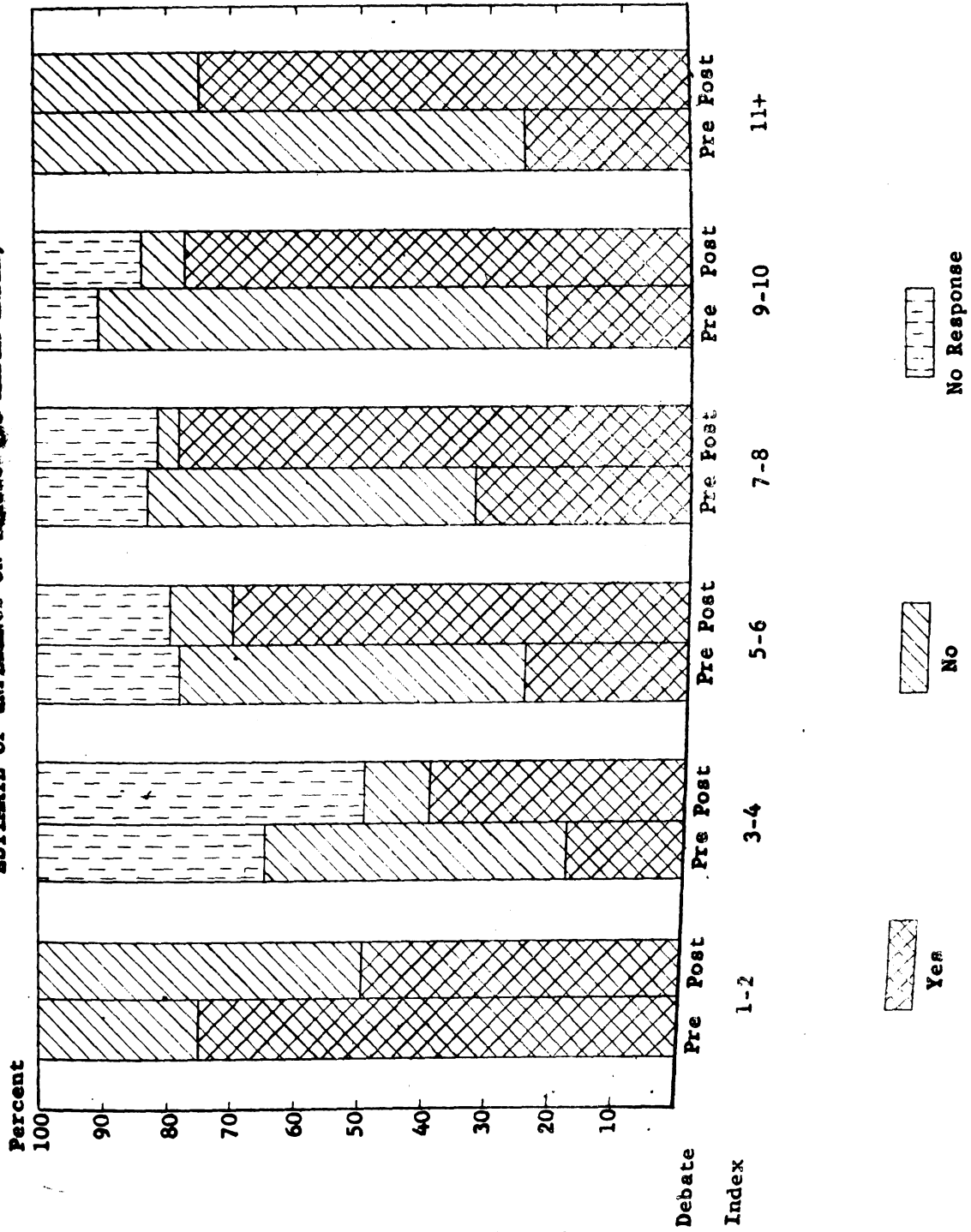


FIGURE 32
ESTIMATE OF INFLUENCE ON VOTING (BY MEDIA INDEX)



The evidence seems to indicate that there is relationship between heavy use of the media and the degree of change of opinion of the effect of the debates on voting. Let us be aware, again, however, that the breakpoint of the addition of the print media is about the 5-6 group. We may observe that the breakpoint of change comes between the 3-4 group and the 5-6 group. This relationship, added to the relationship and patterns already established, seems clearly to indicate a basic theory which may be applied to similar television programs of the kind we have observed.

This theorem or postulate is as follows:

1. Change of opinion in political broadcasting is directly related to the amount of use the viewer makes of the mass media.
2. Television programs, by themselves, are not as effective in changing opinions, as are television and print media used together.
3. The print media and television, where controversy is concerned, are equally valuable, and used together, are much stronger than either the print media or television alone.
4. The use of print media serves as an interpretive agent, or in some cases as a reinforcing agent for the viewer.

This theorem touches on other concepts such as amount of exposure and its relation to effective communication, credibility factors of the different media, and reinforcement patterns. We have set about, however, to study change of opinion and impact on a particular audience at a particular time in history, under the stimulation of the GREAT DEBATES.

Conclusions

- I. The Great Debates had only nominal interest for the Charleston audience at the time of the first contact two days before they began.

Rationale

There was no precedent for the Great Debates on television. Presidential candidates had appeared singly on an equal but separate time basis, and no direct, face-to-face controversy had taken place. It was an entirely new concept.

Support for Rationale

The lack of knowledge about the debates, lack of persuasion of media announcements and promotion about the debates, lack of definite plan to watch the debates.

Comparison with other Studies

The Charleston study does not agree with the Lang study (see page 9) that respondents "looked forward to the exchange and news;" neither does it support the Gallup poll, which found 55 percent of the audience looking forward to the debates with "a lot of interest."

- II. At the actual time of the first debate there was high interest in the debates, but this interest declined for the second and third debates. Community activities--football games--and well-set social patterns (shopping on Friday evening) were

among the intervening variables which contributed to the decline.

The interest increased substantially for the fourth debate, although not so high as for the first.

Rationale

An inaugural effect is an important determinant of interest of television programs. It may also be called a "firstness" effect.

Also, a terminal effect is an important determinant of interest. It may also be called a "lastness" effect.

Support for Rationale

1. The high number of viewers for the first and last debate, and the low number of viewers for the second and third debate.

2. The greater percentage of those who had greater knowledge of, and interest in, the first and last debates, and the lower percentage of those who had knowledge of, and interest in, the middle two debates.

3. The increase in the number and completeness of answers to specific questions concerning the debates at the time of the first debate and the fourth debate and lesser amount for the second and third debates.

III. Education and media index were valid determinants of interest in and knowledge of the debates. The general rule is: The higher the level of education and media activity, the higher the attention to, interest in, and knowledge of the object of the program. This cannot be projected to programs of other types on the basis of this study.

1

Rationale A

The viewers with the most education are basically most interested in programs where "important" issues are at stake, or where the level of participants is very high, or where they feel the decisions and discussion will affect their lives or standards. The higher the education, the greater the evaluative aspects of their academic experience.

Support for Rationale A

1. The data indicate that the knowledge of, and interest in, the debates varied directly with the educational orientation of the viewer.

2. The number and completeness of the answers to specific questions concerning the debates varies directly with the level of education.

Rationale B

The viewers with the highest index rating are basically more interested in programs where publicity or information has been multiplied (radio, TV, newspapers, news magazines, etc.). The stimuli to view accumulate to produce a high motivation to view.

Support for Rationale B

1. The greater percentages of higher index respondents viewing the debates and doing greater reading about the debates. The percentages in each of these categories are directly related to media index.

The pattern is not consistent, (the fourth is different) but net interest over all the debates, supports the rationale.

IV. Family size is not a valid determinant of interest in, and knowledge of, the debates.

Rationale

Other factors are more important than family size. Also it indicates that viewing of programs of this type is not a family affair, and the adult members of the family are more interested in programs of this kind, regardless of the number in the family.

Support for the Rationale

1. There was no consistent pattern of effect for families of different sizes for any aspect of the debates.

2. The viewing situation of highest incidence was a husband and wife situation. Very few families viewed the debates together.

V. Political Preference is a valid determinant of interest in, and knowledge of, the debates. Stated preferences indicate a partisan, selective perception of the performance of the candidate. Independent voters, for this event, were largely Democratic-oriented or moved to the Democratic side. There is no indication of pattern change for those who refused to divulge their political affiliation.

Rationale

Party affiliation or pre-conceptions outweigh an objective view of the opponent. Rationalization took place ("Better job" answers) when negative perception came into play.

Support for the Rationale

1. In all cases, the Republicans were Nixon-oriented on "best job" answers, and in "didn't likes" and in "additional comments." And the same is true for the Democrats.

2. The independent voter group changed their views toward a Kennedy identification in greater numbers than did the Refused or Republican group.

3. Both Republicans and Democrats indicated a drop in their evaluation of their candidates from the first debate. The Republicans indicated a greater drop than the Democrats. Each group indicated a twenty percent gain in the estimates of the opponent. The Republicans' gain came earlier in the debate sequence than did the gain of the Democrats.

The major portion of this study was being conducted, evaluated, and written at the same time as those studies which are reported in The Great Debates.²¹ Of those studies, Katz and Feldman say: "Most of

²¹The Great Debates, Sidney Kraus, ed. (Bloomington, Indiana: University of Indiana Press, 1962).

the studies . . . were designed almost accidentally, as a by-product of continuing reports on campaign developments. All were designed in a hurry."²²

The research methods used in The Great Debates were as varied as the results. Samples of all types and sizes were drawn, studies were conducted by phone, personal interview, and self-administered interview. (All three were used in The Charleston Study.)

To compare and contrast The Charleston Study with each research project in The Great Debates would consume a great amount of time and paper, and would yield little in the way of comparison. Of the studies reported in The Great Debates, The Charleston Study was the only one conducted in a small midwestern community, and which was based on interviews with a randomly selected panel of respondents.

There are some basic points at which comparison may be fruitful. In terms of difference, the Charleston audience: (1) did not have as much interest in the debates as others have reported, (2) changed their perception of the opponent to a larger degree than others have reported, while changing their voting intention less.

The Charleston Study does agree with these other studies, however, at other points. In Charleston: (1) the debates played a supporting role rather than serving as an agent of change, (2) education and media activity were closely related, (3) the majority of viewers thought the debates were a good idea, and (4) the debates

²² Ibid., p. 213.

presented the images of the candidates more clearly than the issues.

As an overall evaluation of the results of The Charleston Study, it seems that the differences which have evolved may well be a function of the type of community in which the study was conducted. It may be, for example, that when the respondents chose to attend to some other community activity rather than attend to the debates, they did so because communities of this size and composition are more closely-knit, more cohesive, more dependent on those functions for their social existence. In larger communities, this inter-relatedness is less apparent and important. Also, because the political affiliation of the adult population is subject to greater scrutiny in small communities, overt expression of change, and a weakening of one's political stand are less likely to occur.

Also, with one community newspaper, a common factor in communities like Charleston, the great majority of its citizens are subject to only one source of printed information. Where the respondent of The Charleston Study subscribed to a metropolitan newspaper and or news magazine, he also indicated a greater interest in and had a greater knowledge of the debates.

It would appear that there are some "hints" or suggestions now available for future debates. First, there appears to be a strong relationship between the print media and the broadcast media for programs of this kind. It would probably behoove an aspirant for the office of President, (and perhaps for other offices) to time carefully

his public pronouncements on matters which might be a part of debates, in order that they may reach the general population as near the time of broadcast as possible. It seems that this is doubly important for communities where local political issues and candidates are more easily discerned than national issues and candidates. The "ward heeler" would find it hard-going to motivate his constituents to pay attention to the messages of one candidate to the exclusion of the other, when both are appearing on the same program. In other words, the impartial (setting aside the editorial stance) report of the news pages of the local newspaper, which has been prepared from wire copy, has a greater effect on national issues and political personalities, in small, relatively isolated communities.

Secondly, the debates should be promoted in a non-partisan sense. Public schools should be supplied with non-partisan promotion material such as colored posters for classroom and bulletin boards, take-home brochures, and classroom projects, based on the issues of the debates, should be begun. (Several classes at Charleston High School under the direction of Mr. Pierce Pickins, prepared more than 30 scrapbooks of material on the debates for the author.)

Third, the debate topics should be known in advance; and factual material should be available for wide distribution. In order to get the widest possible viewing audience, the debates should be released at different times in different time zones. There should also be a re-play by video-tape during the interim between debates.

Above all, the debates should be promoted as an American community activity. In fact, a nationwide program should be established whereby citizens are invited to send in suggestions for the subjects of the debates. An impartial organization could evaluate these suggestions and distill the agenda for the debates. In addition to making possible the guidance of the population in this manner, such a program would provide a mailing list of interested citizens.

The Great Debates were a phenomenon in America political activity. In Charleston, Illinois, the television audience was curious, but not highly motivated to view them for intrinsic reasons. Persons with higher education and higher media activity received more from the debates. As far as political effect can be assessed, the debates played a supporting role rather than a role of change. The debates, after Klapper, had a "phenomonistic" effect, rather than a "hypodermic" effect. This is supported in some measure by the following breakdown of voting patterns in Charleston.

1952	Eisenhower	3099	Stevenson	2035
1956	Eisenhower	3229	Stevenson	1973
1960	Nixon	3220	Kennedy	2338

We may observe that whereas the Republican vote (in a 60-40 Republican bias situation) shrank by only nine votes, the Democratic vote gained by 365. Therefore, since no significant switch-over is apparent, we are led to assume that more Democrats voted, and beyond that opinion, that they did so because of their new (or renewed)

enthusiasm on behalf of their candidate. The Great Debates apparently had a "phenoministic effect" on this dramatic change.

Acknowledgments

Grateful appreciation is extended to Mr. Charles Harper, Executive Director of the Charleston Chamber of Commerce, Mr. Wayne Shuey, attorney, and Mr. Ben Weir, publisher of the Charleston Courier for their great help in the early stages of the study; to Carol Reeves, Eleanor Howland, and Dewey Flaughter for technical assistance, to the students at Eastern Illinois and MacMurray who did the leg work, and to Dr. Donald Olmsted, Department of Sociology and Anthropology, Michigan State University for his kind and generous assistance and advice in the evaluation of the manuscript. Also, grateful appreciation is extended to Dr. Walter Emery and Dr. Kenneth Hance, the co-chairmen of the doctoral committee, who were helpful at every step of the way.

The acknowledgments for The Charleston Study would not be complete without an expression of my personal gratitude to my wife, Louise, who understood my need, and had faith in my darker hours; my son, Jeff, who waited with patience beyond his years, and to my daughter, Carol, who came along as the grand prize. It is to them, that this work is affectionately dedicated.

APPENDIX A

PERSONAL RESPONSES

Purpose of Debate (Pre-Debate)

<u>Grade School</u>	<u>High School</u>	<u>College</u>
Inform (2)	Inform (12)	Inform (11)
Facts	Facts	
Views (2)	Views (5)	Views (9)
	Get votes (2)	Get votes (5)
	Issues (7)	Issues (6)
Get countries together	Better world (3)	Enlighten men
Understanding	Political	Hire president
Clear thinking	Elect president (3)	Match wits
Know candidates	Enlighten men (2)	See both sides
Get people to vote	Platform policies	Determine standing
See stands (2)	Decision making	To win (2)
Better lives	Know candidates	Acquaint public
Foolishness	Knowledge (2)	Education
See them side by side	Best man (2)	Foreign policy
	See both sides (2)	Promotion
		Ideas (2)
		Foolish
		Public Service
		Stands (3)
		Preparation
		Philosophies
		See attitudes

SUBJECT OF DEBATES
(Terms suggested by respondents)

First Debate

	<u>Grade School</u>	<u>High School</u>	<u>College</u>
Domestic	1	8	25
Internal	0	1	7
Education	3	2	4
Federal aid	0	0	1
Social Security	2	2	1
Old age	2	1	3
Farm	0	1	3
Medical	0	1	2
Others: defense, program, economy			

Second Debate *

Argue

Condition of cold war

Budget

Civil rights

Economic Recession

Foreign & Domestic

Foreign policy

Promotion

Farm

Formosa

Quemoy (3)

* Not available
by education.

Third Debate

Disarmament

Economic problems (3)

Farm (2)

Foreign policy (6)

Formosa (5)

Islands (4)

Matsu (3)

Old age (1)

Quemoy (5)

Red China (1)

Religion (1)

Taxes (2)

Note: Foreign policy, islands, Quemoy, Matsu, Formosa, and Red China lumped together totals twenty-four.

Fourth Debate

Foreign policy (69)

Domestic affairs (2)

Prestige

The two islands (2)

World relations

Cuba (3)

Red China

Latin America

First Debate

"Was there anything you did not like about the debate tonight?"

NixonGrade School

Nervous

High School

Smiled too much

Temper

Republicans taking
credit for new
schools

College

Not poised

Nervous

Grammar

Poor story

Not positive

More conscious (self)

Mudslinging

Kennedy

Moved too fast

Kennedy

Looks

Immature

Attitude toward
Nixon

Catholic

Platform

Told to stand up

Too critical

Not sound

Kennedy

Eyes blazed

Cocky

Cocky

Hair

After Second Debate

"Why have you changed your minds?"

"Issues clearer"

"Borderline"

"Personality"

"Might" (Change their minds, I
think)

"Think more"

"Made think"

"Maybe"

At the conclusion of the debates, the respondents were asked a series of questions concerning their reactions to debates. Their personal responses are presented in the following pages:

"Who did the better over-all job in the debates?"

(Respondents with a Nixon Orientation)
(28 responses)

"Nixon more sincere. Better summing up."

"I agree with him."

"More sure."

"Slight edge, but debate number four did it for him."

"More sensible."

"Seems better prepared."

"Didn't have to make issues."

"Seemed closer informed on immediate problems of country."

"The cat is letting the mouse talk himself to death."

"Because I have always taken the Republican side after Eisenhower was elected."

"More emotional appeal."

"Better informed."

"Answered more clearly and better versed on every question."

"Kennedy has to attack, and when he does, he makes mistakes in his assumptions."

"More aggressive, better informed, better appearance."

"His points were much clearer."

"He is better qualified to answer the questions."

(Nixon Continued)

"He had good answers and did not make up things like Kennedy did."

"Answered questions where Kennedy just talked, but failed to give direct answers."

"Shows more depth of reasoning."

"He conducted himself in a more natural way."

"Party platforms and he answered any question directed to him."

"Was more level-headed."

"Direct to the point on all answers."

"Calmer and seemed more sure of his facts."

"Displays more background."

"More knowledge."

"Kennedy answered questions without explaining how he could accomplish what he could do."

(Persons with a Kennedy Orientation)
(37 responses)

"Seemed more at ease."

"More direct and firmer in his convictions, not waivering or charging."

"He has been concise and answered every question head-on."

"Better speaker."

"States facts with accuracy and never backs up about anything he said."

"More sincere."

"New ideas."

"More explicit."

"Made a better appearance."

(Kennedy Continued)

"Answers more pertinent, and more factual."

"Seemed more at ease."

"Consistency."

"Quicker to reply."

"I believed he gained the most."

"About even. Slight edge to Kennedy. It's easier to charge than to defend."

"National poll agrees that Kennedy did better job."

"Lots of reasons."

"Nixon sounded like IBM machine. Don't like statistics. They can be made to say whatever you want them to."

"Kennedy gives more facts."

"Knew his facts."

"More self assured . . . clear in statements."

"More direct, good delivery, good facts."

"Smarter acknowledgement."

"The nature of the situation. If he were the incumbent, Nixon would be more aggressive in his attacks."

"He hasn't seemed so tense as Nixon. Talks as though he is better educated, more intelligent."

"More sure of himself. At ease."

"Straight forward--did not create issues. Better informed."

"Less conservative."

"Gives and tells more . . . definite stand."

"More specific."

"More expressed."

(Kennedy Continued)

"Secure understanding."

"Quick to answer, forceful, well informed."

"He is working for the working people."

"I just like his answers better."

"His answers were expressed better."

"Better discussion of issues."

(Other)

"Both have done excellent job."

"Both displayed keen minds and knowledge of subjects discussed."

"Will the debates affect your vote?" (Why or why not?)

Nixon Orientation

"Nixon best qualified for the job."

"I agree mostly with Nixon."

"Mr. Nixon more qualified in his experience."

"Cannot vote for both . . . am a Republican."

"Knew well stand of both candidates through other communication . . .
mostly newspapers. Also am a Republican, but not 'dyed in the wool.'"

"Thought Nixon to be better man. Debates proved this."

"My decision made after the conventions."

"Nixon better qualified, more experienced."

"I'm for Mr. Nixon and President Eisenhower's programs."

"Mind made up in the beginning."

"I stick to my party in the national election."

"Already decided."

"Debates did not put forth real issues and generalities."

"Felt all along Nixon was stronger."

"Believe in the principles of my party, therefore it has my support."

"I am Republican . . . Nixon better man for president."

"Nixon best qualified before debates and still is."

"Kennedy lacks the responsibility."

"Just in line with my way of thinking."

"Favor restraint of conventions. Making allowances for the locale of the Democratic convention. I still feel Republicans more serious and solid."

"Was undecided, now will vote for Nixon. (Not for personal appeal, but platform.)"

"After carefully examining both men's platforms, Nixon is only logical choice."

"Ancestors came from Ireland to escape Catholic reign. Want to be free."

"Had already made up my mind."

"Lodge and Nixon have little more experience on government issues."

"Still think Nixon has more experience."

"Because of reading and hearing about them."

"Still like candidate I picked."

Kennedy Orientation

"Had given Kennedy a lot of thought, but will definitely vote for him."

"Democrat-Protestant . . . have always liked Kennedy."

"Made me happier about selection of Kennedy rather than Stevenson."

"Brings more immediate facts to consider . . . weigh each issue carefully."

"Going to vote for Kennedy, and we need a change of parties."

"I liked Kennedy before and like him better now."

"Had not made up my mind before the debates."

"Democratic party stands for what I believe. Kennedy is good representative."

"Since 1950, I have considered Nixon an evil force, and I never could decline an opportunity to vote against him."

"Feel and convinced the Democratic way is best."

"Strengthens previous conviction."

"Makes me more sure of my decision."

"Undecided before. Born a Democrat."

"I believe in the Democratic platform."

"Since I believe Kennedy did a better job, see no reason to change."

"The man I chose has definitely shown interest in our great American culture and keeping this a free country is his first and main purpose regardless of all other tasks."

"I have learned which one will become best president."

"I have read and heard what Mr. Kennedy stands for and I have always felt that Mr. Nixon is an opportunist."

"Was for Democratic platform before debates."

"Subjects discussed in shortest and most factual manner."

"We've gotten to evaluate each candidate better."

"Always preferred Kennedy. He will help people here at home and abroad."

"Get to see and hear how Republicans act when questions of truth are put to them."

"Still liked candidate I picked."

No specific orientation

"Same subject at same time and you got each opinion."

"A talk is something you listen to but cannot always believe."

"Already decided before debate, but it did not bear out my judgment."

"Have you changed your mind about either candidate?" "Why?"

"Except in minor ways."

"In my mind, Nixon is the only qualified man for President. Kennedy is young, immature, not consistent or concise."

"Feel Nixon is better qualified."

"Feel strongly about the religious issue. I don't want a Catholic for President."

"Do not like Kennedy's economic position."

"Both men are good and I don't know what to say."

"Still believe in Kennedy. I think change is good for country. Hope change doesn't lead to war."

"Thought I knew who was best suited for president . . . and I still think same."

"Because of reading and hearing about both."

"Kennedy is smarter of the two."

"Still like the candidate I picked."

"Have Debates been valuable to you?" "How or in what way?"

"Only in getting a look at Kennedy."

"Pointed up fundamental action or lack of action on candidates."

"By both candidates answers--same question at same time."

"Made me sure I picked the right candidate."

"Enabled America to see and hear who otherwise would not hear the politics of each party."

"Comparison."

"Advantage of knowing more about each candidate than ever before."

"Better trend in TV. More to educational level."

"Both capable intelligent. Good grasp of information at fingertips and can think on their feet."

"Interested in our politics."

"Amusing counting times Kennedy mentioned years of Navy service."

"Gave me a clearer picture of each."

"I am more aware of details of issues."

"Studied their accomplishments--better than talk."

"Saw candidates 'face to face' and able to study personalities, sincerity, etc."

"Perhaps to help size up candidates."

"Helped to watch their reactions to questions."

"Gave picture of both men and what they believe in."

"Enjoyed them . . . better idea what candidates are like."

"Learned more about the questions in the elections."

"Saved reading the papers to get the facts."

"Gives me opportunity to make immediate comparison of what they are saying."

"Better informed on candidates qualifications."

"Now I know the score on world affairs and will be a more educated voter."

"Learned more concerning world affairs, Castro problem, what countries are Communist."

"Dangerous thing to judge presidential candidates merely on his ability to debate."

"Better understanding of issues, both at home and abroad and their influence on each other."

"Lets Americans know and realize chance to see what each candidate plans to do about today's problems."

"Gained answers to questions which probably I wouldn't have read about."

"Know both much better than I ever could possibly hope to without TV."

"Had a chance to see them and draw my own conclusion."

"We have been able to see and hear what they really stand for."

"Brought candidates closer to public for a better understanding of their personalities and platforms."

"Followed with greater interest--not history to read about later but something we had a part in."

"Expect to show how shallow Mr. Nixon is, to reaffirm conclusions . . . Heaven help us if we are influenced by the way candidates look."

"Many unanswered questions made clearer and shows the honesty of the candidates."

"Proven to me Kennedy is the best candidate."

"Brought out many issues which I hadn't thought too much about in connection with election."

"Chance to watch each candidate in action under pressure."

"First time I paid much attention to politics."

"You feel you know the candidate better."

"Because better acquainted with candidates, their views and ideas."

"Crystallized my opinions; better insight into both candidates."

"Reassured of the latter's ability for better president."

"I can straighten out first hand, newspaper double talk and opinionated articles on the issues."

"Offered nothing new . . . repeated things said before."

"Their statements were complete on the issues."

"Heard candidates say things. Didn't have to take newspaper reports."

"Kennedy 'happy go lucky' . . . Nixon, sincere, deeper, stronger man."

"Understand qualities that make up the personality of each man."

"Cleared up numerous ideas."

"Makes possible a personal comparison that newspapers and magazines couldn't."

"Judging personality and character revealed by voices."

"Understood each candidate's politics better."

"Better acquainted with policies of each."

"Hear both candidates give their views of country."

"Better idea of some of campaign issues."

"Interesting but not particularly valuable."

"Interesting for both parties and to air their views."

"Equal to contact with personalities which to those interested in 'people' as such is revealing."

"Assisted me in deciding which candidate would make most able leader for our country."

"Honest attempt has been made to inform the electorate."

"I felt better informed."

"A confirmation of previously established conceptions."

"Direct information from candidates. No go-between."

"Explaining candidates stands on issues."

"No . . . too much tommy-rot. Immorality and atheism in Kennedy and his supporting speakers--Truman."

"By the information I received from them."

"Explained the issues."

"Presented both candidates to public under pressure."

"Learned more about foreign and local policy than I ever knew in other elections."

"Gave people of U. S. more chance to know important facts facing government in today's crises."

"Get to know both candidates better, I think."

"Clarification at several points."

"You feel you know more about the candidates."

"It clarified the issues for me."

"Learned more about affairs of country and what Congress was trying to do. What bills to get through . . ."

"I feel I know more about my country."

"Let us know what each would do about today's problems if he became president."

"Opinion of candidates."

Additional Comments

"I hope a precedent will not be now established. If so, a new presidential qualification will be instituted. He will not be required to debate effectively--a doubtful asset."

"I now answer no. 12. It showed the great difference in personalities of the two candidates." (Question 12. . . . Either candidate angry?)

"Kennedy ease and confidence in speaking did not in any way detract from Nixon's sincerity in answers."

"Some newsmen had better learn how to ask more informative questions. They tended to pick out tiny questions that larger issues were lost. I didn't like candidates having to take so much time explaining what they had said or done at some other time."

"Such media of mass communication certainly should help every voter to vote more intelligently."

"Were not debates. Commentators handing questions like Quemoy. Asked nothing about others equally vital."

"Is a good way for undecided to make up their minds."

"Some questions asked were not too important and kept 'harping' on same issue."

"They are good because a lot of people will watch TV who would not read up on politics."

"There should have been no disputes about conditions after they started."

"Too bad they didn't arrange some kind of debates for vice-presidential candidates."

"Kennedy shouldn't have been allowed notes on debate number three."

"I would have liked for each candidate to have had a chance to comment on the comments made after the answer to a question."

"A debate like this may show a drawing personality rather than what he really is."

"A truly wonderful political procedure and could only happen here. High respect should be had for both candidates for pressure they were under was tremendous, with 60 to 65 million people viewing them."

"I enjoyed them and wished that every voter could have heard them."

"Keep them up."

"Would rather see debatable issue instead of questions and answers or have both."

"Too many arguments were designed for political appeal and vote-getting and remained on the level of generalities. Men of this caliber should be more independent thinkers and have more penetrating arguments. Too much of the campaign manager's techniques were evident."

"Who chose debate topics? People still have questions which are unanswered."

"I have been quite enthused. My interest in talking with others grew. I looked forward to the fourth debate. Wish there were to be more."

"I feel that this kind of display is deceptive. Real issues were not illuminated. Emotional appeal on generalizations can be harmful. People have taken these debates more seriously than most political speechmaking. It is therefore, imperative that such programs be worthy of the importance people are placing on them."

"Seems politics of newsmen should have been half and half."

"I have enjoyed them very much. It helps to know these men can think well on their feet."

"Should get together more on setting of the scenery."

"Would like to see the two teams (p & vp) debate against each other."

"I think we have really seen history in the making, and it is something young people won't forget by the time they vote."

"I noticed that Mr. Kennedy took time to answer, (on a rebuttal) when expected to answer a direct question."

"I think the debates have given the people a more clear understanding of candidates and I have truly enjoyed them."

"Will go down in history as an excellent media for reaching the voters and acquainting all ages with both men."

"Great step forward--new approach in campaign--given everyone a chance to feel as if he has had a more personal relation with candidates. . . . therefore a greater interest for the election."

"I can't help but be pleased at the way Kennedy 'whittled down' the Great Debater myth around Nixon. But I think Nixon's slow deliberate speech and his limited vocabulary probably appealed more to people as a whole and I honestly believe Kennedy is too sharp for him mentally. Nixon is shrewder and will use any tactics to win. He couldn't have done anything better than to come out for 'motherhood and God.' But if this is presidential timber, God help us."

"I have enjoyed the debates. But we have no way of really telling the winner."

"Greatest thing in election history since rights for women to vote. Gave Americans chance to see and get to know candidates more thoroughly than any newspaper account could. 'Grass Roots' is terrific."

"Debates were most wonderful things I have ever seen on TV. I hope they have the fifth one."

"Continue them in '64."

"Whether changed any votes, they have aroused greater interest in election, and people listened to opposition who otherwise would not have done so."

"Their debates have created more interest in the election."

"Tapes of the debates should not be used by either candidate without a replay of the complete program."

"I don't think a president should be drawn into this type of debate."

"It has brought both men before more voters."

"More people took an interest in the campaign and registered to vote."

"I think it should be carried on in coming campaigns."

"They helped to tell the people how each candidate felt about different problems."

"It's wonderful to see two candidates face each other and the nation with their platforms."

"I am the mother of three small children and it is hard to keep them quiet until you are able to hear entire debate. I do very little reading at this time."

"Debate probably reached many people and will stimulate and interest the desire to vote."

"Suggest three debates only. One each in 3 weeks prior to election. First one a direct debate between 3 men on dangerous affairs, second direct debate on foreign affairs, final one a panel of really important newsmen. Questions should be screened to leave out Quemoy and Matsu."

"Debates have created lot of interest in 1960 election. Cause more people to be aware of problems in government. Result in more eligible voters."

"They fall short of being 'great.'"

"Debates give public opportunity to observe candidates and form personal opinions. Shows reaction of candidates 'under fire.'"

"Nixon's open and close speeches were worthy of a Lincoln. Positive side . . . building up flavor. Kennedy started on negative approach and gave little that was constructive or inspiring. Good points later."

"Not fair Kennedy has to defend his religion. Religion should never enter into politics. Vote for man best qualified regardless of race or creed."

"More on actions than talk of what would do. I wished information could have been more on how each had voted on difficult issues and why. For instance, Nixon said he voted on one federal school aid bill because it would possibly bring dictation as to what to be taught."

"Kennedy grew in stature, Nixon shrank."

"Get young, pleasant appearing, quick-thinking moderators. Demand order among candidates and fewer restrictions."

"Allow more time."

"Brings the candidates closer to the public."

"Nixon made a political mistake by holding the debates."

"Just that I enjoyed them immensely."

"Due to debates, more people have studied things over before they go to polls to vote in this election."

"Good procedure . . . but this would penalize the intelligent but poor speaker."

"I think most people enjoyed them. I thought it was much easier for Kennedy than for Nixon, but maybe anything would be easier for Kennedy. Much strain on the candidates. Much easier to criticize than to defend. If the candidates both want to, it would be o.k."

"There were too many."

"After watching debates I feel I will be able to vote in the future for the best candidate."

"Have you changed your mind about either candidate?"

"Why or why not?"

Nixon Orientation

"Kennedy has not changed his mind or his views."

"Country will be in better hands and much safer under leadership of Nixon."

"Undecided before. Feel more confidence in Nixon."

"I have liked Nixon. I think the debates strengthened me."

"It confirmed my former opinions."

"I thought Mr. Kennedy to be more of a gentleman than he showed himself to be."

"Studied both candidates and consider Nixon-Lodge best qualified."

"Read and followed their philosophies, believe Republican party has sounder views over years."

"Feel more sure of Mr. Nixon and less of Mr. Kennedy."

"Nixon still best qualified. You can't promise so many things without paying for them in some way or another."

"I still think Nixon better qualified."

"Had best man from the start."

"I prefer the character of Mr. Nixon."

"I still think Nixon the most qualified."

"I have felt all along Nixon is the stronger of the two candidates."

"Can't see that other candidate was convincing enough."

"To my thinking."

"My bias was supported."

"Like Nixon better than before."

"Difficult to accept a Catholic as president for I am not convinced that there would not be church interference."

"Appraisal of Kennedy less favorable than originally."

"Debates confirm fact that Kennedy is less dependent on propaganda than Nixon."

Kennedy Orientation

"Kennedy isn't trying as hard to build an image. He's more interested in being honest."

"Perhaps more respect for both."

"Nixon seemed less informed."

"Because of the honesty of Mr. Kennedy's statements."

"Bears out what I've known all along. Nixon doesn't have any substance to what he says or believes."

"For Kennedy from the beginning."

"Nixon too slow and repeats continually. Nothing new with him."

"Kennedy is much more qualified for president than at first."

"When I started watching I was simply Anti-Nixon. Now I am Pro Kennedy as well."

"One has better grasp and understanding of the total world situation."

"Kennedy is just as well qualified as Nixon."

"Nixon kept saying religion shouldn't enter. It shouldn't, but why bring it up."

"Kennedy has consistently been better informed."

"Improved opinion of Nixon because learned more about him."

Other Comments

"Their positions were known to me before the debate. They did not change."

"Either might make good president. Both can think on feet. Have excellent fund of knowledge, are well-educated and disciplined."

"They seemed exceptionally well informed on the conditions of this country."

"I feel this is a party policy issue rather than a personality contest."

"I think they both have done a good job."

"I don't think there was enough 'debate' to change anyone's mind."

"Both look better to me than before."

APPENDIX B

GRASS ROOTS RESEARCH

Jacksonville, Illinois

October 1960

Dear Friend,

I have certainly appreciated your help this fall in our survey in Charleston. I am sure the results will be very helpful in evaluating the effect of the Nixon-Kennedy debates.

Now that the final one has just been completed, we need your overall analysis of their effect. Would you please complete the attached questionnaire as completely as possible and mail in the enclosed, stamped, self-addressed envelope.

The debates have been a complete new idea in American politics, and we hope that Grass Roots Research will have great meaning to many of us.

Many thanks to you for your cooperation. I shall always remember the friendly cooperation of the people of Charleston.

Sincerely yours,

John R. Rider, Director
GRASS ROOTS RESEARCH

JRR:flw

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

INSTRUCTIONS FOR CALLERS

1. Be courteous.
2. Be informed.

"Grass Roots Research" is the name of the project being conducted by Mr. John Rider of MacMurray College in Jacksonville.

They are studying the television viewing habits of people during the election year.

3. Get the name and telephone number down before you make the call. If no answer, change name and telephone number.
4. Be brief. Right to the point.
5. Be grateful.

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

Questionnaire A:

1. Do you own a television set _____ More than one _____
2. Do you own a radio _____ More than one _____
3. Do you take any news magazines such as Newsweek, Time, U.S. News & World Report _____
4. What newspapers do you take _____
5. What news programs do you watch regularly on television _____

6. What news programs do you listen to regularly on radio _____

7. What other programs of a news or public affairs type do you watch or listen to (Such as Face the Nation, For your Information, Meet the Press, The Big Story) _____
8. Did you watch the political conventions _____
9. Does anyone in your family here in town participate in politics

10. Do you intend to watch the Great Debates _____
11. When is the first one _____
12. When are the others _____
How many others _____
13. Are there any special conditions the debaters have to meet _____

14. What subject is the first debate going to be on _____

15. Do you intend to ask anyone from outside your family to watch the debate with you _____
16. Have you talked with anyone about the debate _____
17. Have you read much about the debate _____
(Some, little, none, etc.)
18. What is the purpose of the debate _____
19. Do you think the debate will make any difference to you in how you will vote ____Yes, ____no, ____maybe, ____doubtful, ____don't know.
20. Who is paying for the debates _____
21. Do you think the debates are a good idea _____
22. Do you think the debates will be different from the Lincoln-Douglas Debates ____yes, ____no. How _____
23. Was a Lincoln-Douglas Debate held here _____
Where _____
24. Will you tell me for whom you intend to vote _____
____Nixon, ____Kennedy, ____undecided, ____don't know, ____refuse.
25. How many members in your family _____
26. What was the last grade in school you attended _____
27. May I have your name _____

Thank you.

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

Questionnaire B:

1. Have you been watching the debate _____
How much of it _____
2. Who has been watching it with you _____
(Husband, wife, father, son, daughter, outsider, etc.)
3. Do you have a radio _____
More than one _____
4. Do you own more than one TV _____
5. What newspapers do you take _____
6. Do you take any news magazines such as Newsweek, Time, U.S. News
and World Report, etc. (Check)
7. What was the subject of tonight's debate _____
8. Have you read anything about the debate in the paper today _____
If answer is negative, how about yesterday or before _____
9. Who, do you think, did the best job _____
10. Who spoke first _____
11. Who introduced the speakers _____
12. Where did the debate originate _____
13. Do you recall any special points that either candidate made
during the debate _____
14. Was there anything about either candidate you didn't like _____

15. Do you intend to watch the other debates _____
(If not, why not) _____
16. What do you think of the idea that the debates are on all networks

17. What programs were cancelled so that the debates could be put on

18. Was a Lincoln-Douglas Debate held here _____
Where _____
19. Will you tell me for whom you intend to vote _____
20. Do you think the debates will have any effect on the voting of
other people _____
21. What was the last grade you attended in school _____

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

Questionnaire C:

1. Did you watch or listen to the debate _____
2. Who watched it with you _____
(Husband, wife, daughter, son "outsider," etc.)
(An "outsider" may be anyone who does not live with you.)
3. Do you have a radio in your home _____

More than one _____
4. Do you have more than one TV _____
5. What newscasts do you listen to regularly On Radio _____

On TV _____
6. What newspapers are read in your home _____
7. Do you take any news magazines such as Newsweek, Time, U.S. News
and World Report, etc.
8. What was the subject of the debate _____
9. Who spoke first _____
10. Who introduced the speakers _____
11. Where did the debate originate _____
12. When is the next debate _____
13. Where will it be held _____
14. Do you intend to watch any more of the debates _____

Why, or why not _____

15. Were there any special points either candidate made _____

16. What do you think of the idea that the debate was on all networks

17. What programs were cancelled so that the debate could be on _____

18. What is the purpose of the debates _____

19. Will the debate make any difference in the way you vote _____
20. Do you think the debate will have any effect on voting _____
21. Was one of the Lincoln-Douglas debates held here _____
Where _____
22. Did you watch the political conventions. The Republican _____
The Democratic _____
23. Are you a Democrat or Republican _____
24. Are you registered _____
25. Did you vote in the last National Election _____
26. What was the last grade you attended in school _____

Questionnaire D

Name _____

Tel. # _____

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

GOOD EVENING. IS THIS _____. I'M CALLING
FOR GRASS ROOTS RESEARCH. I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT
THE NIXON-KENNEDY DEBATES.....

1. Have you been watching (or listening to) the debate ____yes, ____no
2. Who was watching it with you Husband, wife, child (S or D),
"outsider"--(An outsider is any person who does not live there.)
3. Who do you think did the best job _____Nixon, _____Kennedy.

4. Did you watch the first debate ____yes, ____no.
5. Who do you think did the best job on that one _____
6. Where did the debate tonight take place
7. What was the subject of tonight's debate
8. Who spoke first _____
9. How many persons were asking questions
10. When is the next debate _____
11. How many more are there _____
12. Mr. (Mrs.) _____. Do you think the debates are
changing people's minds about voting ____yes, ____no

13. Do you think the debates will influence the way you plan to vote
____yes, ____no.

14. Have you changed your opinion about either man because of the debates _____ yes, _____ no.
15. Have you talked to anyone about the debates _____ yes, _____ no
-
16. Have you read much about the debates _____ yes, _____ no.
-
17. Have you seen any programs on television recently about Mr. Nixon or Mr. Kennedy _____ yes, _____ no.
-
18. Do you plan to watch the next debate _____ yes, _____ no.
19. By the way, which team is ahead in the World Series
-

(Closing "A") Thank you very much for answering our questions.
Good night!)

(Closing "B") Thank you very much for answering our questions
for Grass Roots.

Questionnaire E

Name _____

Tel. # _____

GRASS ROOTS RESEARCH

Nixon-Kennedy Debates

1960

GOOD EVENING. IS THIS _____. I'M CALLING
FOR GRASS ROOTS RESEARCH. I'D LIKE TO ASK YOU A FEW QUESTIONS ABOUT
THE NIXON-KENNEDY DEBATES.....

1. Have you been watching (or listening to) the debate ____yes, ____no
2. Who was watching it with you Husband, wife, child (S or D),
"outsider"--(An outsider is any person who does not live there.)
3. Who do you think did the best job _____Nixon, _____Kennedy.

4. Did you watch the first two debates ____no ____1st ____2nd
____one ____both
5. Who do you think did the best job on those _____First One
_____Second One
6. Where did the debate tonight take place _____
7. What was the subject of tonight's debate _____
8. Who spoke first _____
9. How many persons were asking questions _____
10. When is the next debate _____
11. How many more are there _____
12. Mr. (Mrs.) _____. Do you think the debates
are changing people's minds about voting ____yes, ____no

13. Do you think the debates will influence the way you plan to vote
____yes, ____no.

14. Have you changed your opinion about either man because of the debates _____ yes, _____ no.
15. Have you talked to anyone about the debates _____ yes, _____ no

16. Have you read much about the debates _____ yes, _____ no.

17. Have you seen any programs on television recently about Mr. Nixon or Mr. Kennedy _____ yes, _____ no.

18. Do you plan to watch the next debate _____ yes, _____ no.

(Closing "A") Thank you very much for answering our questions.
Good night!

(Closing "B") Thank you very much for answering our questions
for Grass Roots.

Name _____

GRASS ROOTS RESEARCH

Address _____

Questionnaire "F"

1. Did you watch debate #4 on October 21st _____yes _____no
2. Who watched it with you _____
(Husband, wife, son, daughter, "outsider") (An "outsider" is a person who does not live with you.)
3. Who do you think did the best job _____
Why _____
4. What was the subject of debate #4 _____
5. Where did the debate originate _____
6. Who was the moderator _____
7. What were the conditions of this debate _____

8. Have you changed your mind about either candidate because of this debate _____yes, _____no. Why _____

9. How many debates have you watched (or listened to) _____all,
#1_____, #2_____, #3_____, #4_____.
10. In your opinion, which candidate has done the better overall job
_____Nixon, _____Kennedy. Why _____
11. Did either candidate get angry during the debates ____yes ____no.
Which one _____
12. Which candidate seemed the most "at ease." ____Nixon, ____Kennedy
13. Has this series of debates been valuable to you ____yes, ____no.
In what way _____

14. In which way have you received the most information concerning the debates _____ the debate themselves, _____ reading about it, _____ talking with others about it
15. Do you think the debates will have any effect on the voting of people _____ a lot _____ some _____ a little _____ none.
16. Do you think it will have any effect on the way you vote _____ yes _____ no. Why, or why not _____

17. Were you satisfied in the way the debates were handled _____ yes, _____ no. (If no, please explain.) _____
18. Do you think this kind of debating should be a part of the next election _____ yes, _____ no.
19. Do you have any further comments about the great debates of 1960

Thank you very much for your participation. Your contribution has been extremely valuable. Please mail this questionnaire on October 22nd.

APPENDIX C

ADDITIONAL TABLES

TABLE 13 (Continued)
EFFECT OF FAMILY SIZE ON OPINION ABOUT DEBATES

	1		2		3		4		5		6	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Debate Payment (Continued)</u>												
Any other	0		0		0		3	5.3	0		1	3.7
Don't know	17	77.3	56	67.4	40	67.7	25	43.8	26	70.3	13	48.2
<u>Debate Idea</u>												
Good idea	8	36.4	48	57.8	46	78.0	41	72.0	22	59.5	24	88.9
Not good	4	18.2	13	15.7	3	5.1	4	7.0	3	8.1	1	3.7
Don't know	10	45.4	22	26.5	10	16.9	12	21.0	12	32.4	2	7.4

TABLE 14
EFFECT OF FAMILY SIZE ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	1		2		3		4		5		6	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Different</u>												
Different	12	57.1	59	71.1	40	67.8	35	61.4	24	64.9	18	66.7
Not different	2	9.6	6	7.2	6	10.2	6	10.5	6	16.2	8	29.6
Don't know	7	33.3	18	21.7	13	22.0	16	28.1	7	18.9	1	3.7
<u>Lincoln-Douglas Debate Here</u>												
Yes	14	63.6	66	79.5	44	74.6	45	78.9	28	75.7	16	59.3
No	3	13.6	1	1.2	4	6.8	3	5.3	3	8.1	6	22.2
Don't know	5	22.8	16	19.3	11	18.6	9	15.8	6	16.2	10	37.0

TABLE 22

EFFECT OF POLITICAL PREFERENCE ON SIZE OF FAMILY

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
One	7	8.2	4	7.5	7	7.1	4	8.2
Two	23	27.1	15	28.3	27	27.6	18	36.7
Three	17	20.0	9	17.0	24	24.5	9	18.4
Four	22	25.9	10	18.9	18	18.4	7	14.3
Five	7	8.2	5	9.4	17	17.3	8	16.3
Six or more	9	10.6	10	18.9	5	5.1	3	6.1

TABLE 23

EFFECT OF POLITICAL PREFERENCE ON LEVEL OF EDUCATION

	Republican		Democrat		Independent		Refused or no answer	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Grade school	18	21.4	8	15.1	24	24.5	12	26.7
High school	40	47.6	22	41.5	47	48.0	18	40.0
College	26	31.0	23	43.4	27	27.5	15	33.3

TABLE 30
EFFECT OF MEDIA INDEX ON SIZE OF FAMILY

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
One	0		4	8.3	11	11.7	5	5.7	2	5.1	0	
Two	3	37.5	16	33.3	23	24.5	28	31.8	9	23.1	4	50.0
Three	2	25.0	13	27.1	18	19.1	17	19.3	6	15.3	3	37.5
Four	0		6	12.6	23	24.5	21	23.9	7	18.0	0	
Five	2	25.0	4	8.3	12	12.8	12	13.6	7	18.0	0	
Six or more	1	12.5	5	10.4	7	7.4	5	5.7	8	20.5	1	12.5

TABLE 31
EFFECT OF MEDIA INDEX ON EDUCATION

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Grade School	5	62.5	18	37.5	28	29.8	8	9.0	3	7.7	0	
High School	3	37.5	25	52.0	45	47.9	43	48.9	14	35.9	2	25.0
College	0		5	10.5	21	22.3	37	42.1	22	56.4	6	75.0

TABLE 32
EFFECT OF EDUCATION ON VIEWING SECOND DEBATE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Watched Second Debate</u>								
Yes	11	68.8	13	50.0	13	72.2	37	61.7
No	5	31.2	13	50.0	5	27.8	23	38.3
<u>Watched With</u>								
Husband and wife	6	60.0	7	50.0	8	61.5	21	56.8
Outsiders	1	10.0	0	0	0	0	1	2.7
By self	0	0	2	14.3	3	29.1	5	13.5
Three or more	3	30.0	5	35.7	2	15.4	10	27.0

TABLE 33

EFFECT OF EDUCATION ON KNOWLEDGE ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Where Originated</u>								
Knew (Wash.)	2	14.3	10	41.7	7	43.7	19	35.2
Not know	12	85.7	14	58.3	9	56.3	35	64.8
<u>Subject</u>								
Answer	1	7.1	5	20.8	5	31.2	11	20.4
No answer	13	92.9	19	79.2	11	68.8	43	79.6
<u>Who Spoke First</u>								
Nixon	5	35.7	6	25.0	9	60.0	20	37.9
Kennedy	2	14.3	2	8.3	2	13.3	6	13.2
Don't know	7	50.0	16	66.7	4	26.7	27	50.9
<u>How Many Debates</u>								
Three	4	28.6	5	20.8	4	28.6	13	25.0
Four	2	14.3	5	20.8	5	35.7	12	23.1
Five	1	7.1	1	4.2	1	7.1	3	5.8
No answer	7	50.0	13	54.2	4	28.6	24	46.1
<u>When is Next</u>								
Correct	2	14.3	6	24.0	3	20.0	11	20.4
Wrong	2	14.3	3	12.0	3	20.0	8	14.8
No answer	10	71.4	16	64.0	9	60.0	35	64.8
<u>How Many More</u>								
Two	3	21.4	10	41.6	9	64.3	22	42.3
Three	0	0	1	4.2	0	0	1	1.9
Other	2	14.3	1	4.2	1	7.1	4	7.7
Don't know	9	64.3	12	50.0	4	28.6	25	48.1

TABLE 34
EFFECT OF EDUCATION ON OPINION ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Debate Change Minds</u>								
Yes	6	42.9	9	37.5	7	46.6	22	41.5
No	1	7.1	6	25.0	4	26.7	11	20.8
Don't know	1	7.1	2	8.3	0	0	3	5.6
No answer	6	42.9	7	29.2	4	26.7	17	32.1
<u>Influence on Voting</u>								
Yes	4	28.6	3	13.0	4	26.7	11	21.2
No	7	50.0	10	43.5	8	53.3	25	48.1
Not sure	0	0	1	4.3	0	0	1	1.9
No answer	3	21.4	9	39.2	3	20.0	15	28.8
<u>Changed Your Mind</u>								
Yes	1	7.2	6	25.0	2	12.5	9	16.7
No	10	71.4	12	50.0	13	81.3	35	64.8
Not sure	3	21.4	6	25.0	1	6.2	10	18.5

(Continued)

TABLE 34 (Continued)
EFFECT OF EDUCATION ON OPINION ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Best Job in Tonight's Debate</u>								
Nixon	2	14.3	4	16.7	5	31.3	11	20.4
Kennedy	0	0	4	16.7	2	12.5	6	11.1
Draw	1	7.1	0	0	4	25.0	5	9.3
No opinion	11	78.6	16	66.7	5	31.3	32	59.3
<u>Watch First</u>								
Yes	7	50.0	16	66.7	14	87.5	0	0
No	7	50.0	5	20.8	2	12.5	0	0
No answer	0	0	3	12.5	0	0	0	0
<u>Best Job First Debate</u>								
Nixon	2	14.3	2	8.3	3	18.8	0	0
Kennedy	0	0	6	25.0	5	31.3	0	0
Draw	2	14.3	3	12.5	3	18.8	0	0
No opinion	10	71.4	13	54.2	5	31.3	0	0

TABLE 35
EFFECT OF EDUCATION ON INTEREST IN DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Talked About</u>								
Yes	2	14.3	10	41.7	10	62.5	22	
No	10	71.4	10	41.7	6	37.5	26	
No answer	2	14.3	4	16.6	0	0	6	
<u>Read About</u>								
Yes	4	33.3	12	54.5	9	45.0	25	
No	8	66.7	8	36.4	7	35.0	23	
No answer	0	0	2	9.1	4	20.0	6	
<u>Seen Other Programs</u>								
Yes	4	28.6	8	33.3	10	66.7	22	
No	8	57.1	11	45.8	5	33.3	24	
No answer	2	14.3	5	20.8	0	0	7	
<u>Watch Next Debate</u>								
Yes	10	71.4	17	70.8	15	93.8	42	
No	2	14.3	2	8.3	0	0	4	
Don't know	2	14.3	5	20.8	1	6.3	8	

TABLE 36
EFFECT OF FAMILY SIZE ON VIEWING SECOND DEBATE

	One		Two		Three		Four		Five		Six	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Watch</u>												
Yes	1		12	60.0	8	61.5	11	55.0	2	100.0	3	75.0
No	0		6	30.0	4	30.8	6	30.0	0		1	25.0
No answer	0		2	10.0	1	7.8	3	15.0	0		0	
<u>With Whom</u>												
Husband-wife	1	50.0	6	54.5	4	57.1	7	63.6	2	100.0	1	33.3
Outsiders	1	50.0	0		0		0		0		0	
Self	0		2	8.2	0		3	27.3	0		0	
Three or more	0		3	27.3	3	42.9	1	9.1	0		2	66.7

TABLE 37

	One		Two		Three		Four		Five		Six	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Where Originate</u>												
Knew	1	100.0	12	75.0	9	75.0	10	58.8	0		3	75.0
Not know	0		6	25.0	3	25.0	7	41.2	2	100.0	1	25.0
<u>Subject</u>												
Answer	1	100.0	14	77.8	10	83.3	14	82.4	1	50.0	3	75.0
No answer	0		4	22.2	2	16.7	3	28.6	1	50.0	1	25.0
<u>Who Spoke First</u>												
Nixon	1	100.0	8	44.4	2	16.7	7	41.2	1	50.0	1	25.0
Kennedy	0		2	11.2	1	8.3	2	11.8	0		1	25.0
Don't know	0		8	44.4	9	75.0	8	47.0	1	50.0	2	50.0

(Continued)

TABLE 37 (Continued)
EFFECT OF FAMILY SIZE ON KNOWLEDGE ABOUT DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>How Many Debates</u>												
Three	0		5	27.8	3	25.0	2	11.8	0		3	75.0
Four	1	100.0	5	27.8	0		6	35.3	2	100.0	1	25.0
Not know	0		8	44.4	9	75.0	9	52.9	0		0	
<u>How Many More</u>												
Two	0		8	44.4	5	41.7	5	29.4	1	50.0	3	75.0
Three	0		0		0		1	5.9	0		0	
Other answer	1	100.0	10	55.6	7	58.3	11	64.7	1	50.0	1	25.0
<u>When is Next</u>												
Correct	0		4	22.2	2	16.7	3	17.6	1	50.0	1	25.0
Wrong	0		4	22.2	0		1	5.9	0		1	25.0
No answer	1	100.0	10	55.6	10	83.3	13	76.5	1	50.0	2	50.0

TABLE 38

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Debates Change Minds</u>												
Yes	1	100.0	5	27.8	3	25.0	8	47.1	2	100.0	3	75.0
No	0		6	35.3	3	25.0	2	11.8	0		1	25.0
Don't know	0		7	38.9	6	50.0	7	41.1	0		0	
<u>Have Influence on Voting</u>												
Yes	1	100.0	2	11.1	3	25.0	5	29.4	0		0	
No	0		11	61.1	5	41.7	6	35.3	1	50.0	3	75.0
Don't know	0		5	27.8	4	33.3	6	35.3	1	50.0	1	25.0
<u>Changed your Mind</u>												
Yes	0		3	16.7	1	8.3	4	23.5	0		1	25.0
No	1	100.0	12	66.6	7	58.4	10	58.8	2	100.0	3	75.0
No answer	0		3	16.7	4	33.3	3	17.7	0		0	
(Continued)												

TABLE 38 (Continued)
EFFECT OF FAMILY SIZE ON OPINION ABOUT DEBATES

	<u>One</u>		<u>Two</u>		<u>Three</u>		<u>Four</u>		<u>Five</u>		<u>Six</u>	
	No.	Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Best Job Tonight</u>												
Nixon	0		3	20.0	2	18.2	4	23.5	1	50.0	1	25.0
Kennedy	0		3	20.0	0		3	17.6	0		0	
Draw	1	100.0	1	6.7	1	9.1	1	6.0	0		1	25.0
No opinion	0		8	53.3	8	72.7	9	52.9	1	50.0	2	50.0
<u>Watch First</u>												
Yes	1	100.0	12	70.6	12	70.6	5	45.5	13	68.4	2	100.0
No	0		5	29.4	6	54.5	6	31.6	0		0	
<u>Best Job First</u>												
Nixon	0		2	11.1	2	16.7	2	11.8	1	50.0	0	
Kennedy	0		4	22.2	0		6	35.3	0		1	25.0
Draw	0		2	11.1	2	16.7	2	11.8	0		2	50.0
No opinion	1	100.0	10	55.6	8	66.7	7	41.1	1	50.0	1	25.0

TABLE 39

EFFECT OF FAMILY SIZE ON INTEREST IN DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Talked About</u>												
Yes	0		8	44.4	2	16.7	9	52.9	1	50.0	2	50.0
No	1	100.0	7	38.9	9	75.0	6	35.3	1	50.0	2	50.0
No answer	0		3	16.7	1	8.3	2	11.8	0		0	
<u>Read About</u>												
Yes	1	100.0	9	50.0	2	16.7	10	58.8	1	50.0	2	50.0
No	0		6	33.3	9	75.0	5	29.4	1	50.0	2	50.0
No answer	0		3	16.7	1	8.3	2	11.8	0		0	
<u>See Other Programs</u>												
Yes	0		3	44.5	2	16.7	9	52.9	1	50.0	2	50.0
No	1	100.0	6	33.3	9	75.0	6	35.3	1	50.0	2	50.0
No answer	0		4	22.2	1	8.3	2	12.8	0		0	
<u>Watch Next Debate</u>												
Yes	1	100.0	13	72.2	8	66.6	14	82.4	2	100.0	4	100.0
No	0		1	5.6	2	16.7	1	5.8	0		0	
Don't know	0		4	22.2	2	16.7	2	12.8	0		0	

TABLE 40
EFFECT OF POLITICAL PREFERENCE ON
VIEWING SECOND DEBATE

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Watching</u>								
Yes	14	87.5	6	75.0	10	50.0	7	70.0
No	2	12.5	2	25.0	10	50.0	3	30.0
<u>With Whom</u>								
Husband and wife	7	53.8	3	50.0	6	54.5	5	71.4
Outsiders	0	0	0	0	1	9.1	0	0
Self	3	23.1	0	0	1	9.1	1	14.3
Three or more	3	23.1	3	50.0	3	27.3	1	14.3

TABLE 41

EFFECT OF POLITICAL PREFERENCE ON KNOWLEDGE ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Origination</u>								
Knew	10	62.5	4	50.0	14	70.0	7	70.0
Did not know	6	37.5	4	50.0	6	30.0	3	30.0
<u>Subject of Debate</u>								
Answer	15	93.8	4	50.0	17	85.0	6	66.6
No answer	1	6.2	4	50.0	3	15.0	3	33.4
<u>First Speaker</u>								
Nixon	9	56.3	4	50.0	5	25.0	2	20.0
Kennedy	3	18.8	0	0	1	5.0	2	20.0
Don't know	4	25.0	4	50.0	14	70.0	6	60.0
<u>How Many Debates</u>								
Three	6	27.3	3	33.3	2	10.5	2	15.4
Four	6	27.3	1	11.1	4	21.0	3	23.0
Five	6	27.3	2	22.3	5	26.3	4	30.8
No answer	4	18.1	3	33.3	8	42.2	4	30.8
<u>When is Next</u>								
Knew	3	18.8	4	50.0	3	15.0	1	14.3
Did not know	3	18.8	0	0	1	5.0	0	0
No answer	10	62.4	4	50.0	16	80.0	6	85.7
<u>How Many More</u>								
Two	10	62.5	2	28.6	5	26.3	5	45.6
Three	0	0	0	0	0	0	1	9.8
Other	6	37.5	5	71.4	14	73.7	5	45.6

TABLE 42

EFFECT OF POLITICAL PREFERENCE ON OPINION ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Debates Change Minds</u>								
Yes	7	43.8	5	62.5	6	30.0	4	40.0
No	4	25.0	1	12.5	5	25.0	2	20.0
Don't know	5	31.2	2	25.0	9	45.0	4	40.0
<u>Have Influence on Voting</u>								
Yes	3	18.8	2	25.0	5	26.3	1	11.2
No	11	68.7	4	50.0	5	26.3	5	55.5
Don't know	2	12.5	2	25.0	9	47.4	3	33.3
<u>Changed Your Mind</u>								
Yes	2	12.5	3	37.5	4	20.0	0	0
No	13	81.3	4	50.0	8	40.0	10	100.0
Not sure	1	6.2	1	12.5	8	40.0	0	0
<u>Best Job Tonight</u>								
Nixon	5	31.3	0	0	3	15.0	3	30.0
Kennedy	1	6.3	3	37.5	2	10.0	0	0
Draw	3	18.7	1	12.5	0	0	1	10.0
No opinion	7	43.7	4	50.0	15	75.0	6	60.0
<u>Watch First Debate</u>								
Yes	12	70.6	7	100.0	9	45.0	9	90.0
No	4	23.5	0	0	9	45.0	1	10.0
No answer	1	5.9	0	0	2	10.0	0	0
<u>Who Did Best Job on First</u>								
Nixon	4	25.0	0	0	0	0	3	42.9
Kennedy	2	12.5	5	62.5	2	10.0	2	28.5
Draw	3	18.8	1	12.5	3	15.0	1	14.3
No opinion	7	43.7	2	25.0	15	75.0	1	14.3

TABLE 43
EFFECT OF POLITICAL PREFERENCE ON INTEREST IN DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Talked About</u>								
Yes	6	37.5	4	50.0	5	25.0	7	70.0
No	9	56.3	3	37.5	11	55.0	3	30.0
No answer	1	6.2	1	12.5	4	20.0	0	0
<u>Read About</u>								
Yes	10	62.5	3	37.5	6	30.0	6	60.0
No	5	31.3	4	50.0	10	50.0	4	40.0
No answer	1	6.2	1	12.5	4	20.0	0	0
<u>Seen Other Programs</u>								
Yes	6	37.5	4	50.0	7	35.0	5	50.0
No	8	50.0	3	37.5	9	45.0	5	50.0
No answer	2	13.5	1	12.5	4	20.0	0	0
<u>Plan to Watch Next Debate</u>								
Yes	12	75.0	6	75.0	14	70.0	10	100.0
No	1	16.2	1	12.5	2	10.0	0	0
No answer	3	18.8	1	12.5	4	20.0	0	0

TABLE 44

EFFECT OF MEDIA INDEX ON VIEWING SECOND DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Viewing</u>												
Yes	1	100.0	6	66.7	10	52.6	12	60.0	7	70.0	1	100.0
No	0		3	33.3	5	26.3	7	35.0	2	20.0	0	
No answer	0		0		4	21.1	1	5.0	1	10.0	0	
<u>With Whom</u>												
Husband-wife	0		3	33.3	5	33.3	7	36.8	5	55.6	1	100.0
Son or daughter	0		4	44.4	6	40.0	5	26.3	2	22.2	0	
Outsiders	0		1	11.1	0		0		0		0	
Self	0		0		1	6.7	3	15.8	1	11.1	0	
More than three	1	100.0	1	11.1	3	20.0	4	21.1	1	11.1	0	

TABLE 45 (Continued)
EFFECT OF MEDIA INDEX ON KNOWLEDGE ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No. Cent	Per	No. Cent	Per	No. Cent	Per	No. Cent	Per	No. Cent	Per	No. Cent	Per
<u>How Many Debates</u>												
Three	0		2	22.2	5	33.3	5	26.3	1	11.1	0	
Four	0		3	33.3	3	20.0	3	15.8	5	55.6	1	50.0
Five	0		0		0		2	10.5	1	11.1	0	
Don't know	1	100.0	4	44.5	7	46.7	9	47.4	2	22.2	1	50.0
<u>When is Next Debate</u>												
Knew	1	100.0	1	11.1	3	23.1	3	15.8	3	33.3	0	
Not know	0		1	11.1	0		4	21.1	1	11.1	0	
No answer	0		7	77.8	10	76.9	12	63.1	5	55.6	1	100.0
<u>How Many More</u>												
Two	1	100.0	1	11.1	7	46.7	8	42.1	4	44.4	1	100.0
Three	0		0		0		0		1	11.2	0	
More	0		1	11.1	1	6.6	2	10.5	0		0	
No answer	0		7	77.8	7	46.7	9	47.4	4	44.4	0	

TABLE 46
EFFECT OF MEDIA INDEX ON OPINION ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Debates Change Minds</u>												
Yes	1	100.0	2	22.2	6	40.0	8	42.1	5	55.6	0	
No	0		2	22.2	2	13.3	5	26.3	2	22.2	1	100.0
Don't know	0		5	55.6	7	46.7	6	31.6	2	22.2	0	
<u>Influence on Voting</u>												
Yes	1	100.0	0		5	33.3	3	15.8	2	22.3	0	
No	0		5	55.6	6	40.0	11	57.9	3	33.3	1	100.0
Don't know	0		4	44.4	4	26.7	5	26.3	4	44.4	0	
<u>Changed Your Mind</u>												
Yes	0		0		1	6.7	5	26.3	3	33.3	0	
No	1		6	66.7	10	66.7	12	63.2	5	55.6	1	100.0
No opinion	0		3	33.3	4	26.6	2	10.5	1	11.1	0	
<u>Best Job Tonight</u>												
Nixon	0		2	22.2	3	21.4	5	26.3	1	11.1	0	
Kennedy	0		0		1	7.1	3	15.8	3	22.2	0	
Draw	0		0		3	21.5	0		1	11.1	1	100.0
No opinion	1	100.0	7	77.8	7	50.0	11	57.9	5	55.6	0	

TABLE 47
EFFECT OF MEDIA INDEX ON INTEREST IN DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Watch First Debate</u>												
Yes	0		4	44.4	7	46.7	17	89.4	8	88.9	1	100.0
No	1		4	44.4	7	46.7	1	5.3	1	11.1	0	
No answer	0		1	11.2	1	6.6	1	5.3	0		0	
<u>Best Job First One</u>												
Nixon	0		1	11.2	1	6.6	3	15.8	2	22.2	0	
Kennedy	0		0		4	26.7	6	31.6	1	11.2	0	
Draw	0		0		1	6.7	4	21.0	2	22.2	1	100.0
No opinion	1	100.0	8	88.8	9	60.0	6	31.6	4	44.4	0	
<u>Talked About Debates</u>												
Yes	0		2	22.2	4	26.7	9	47.4	7	77.8	0	
No	1	100.0	6	66.6	9	60.0	8	42.1	1	11.1	1	100.0
No answer	0		1	11.2	2	13.3	2	10.5	1	11.1	0	
<u>Read About</u>												
Yes	0		4	44.4	5	33.3	8	42.1	8	88.9	0	
No	1	100.0	4	44.4	8	53.4	9	47.4	0		1	100.0
No opinion	0		1	11.2	2	13.3	2	10.5	1	11.1	0	

(Continued)

TABLE 47 (Continued)
EFFECT OF MEDIA INDEX ON INTEREST IN DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Seen Other Programs</u>												
Yes	0		4	44.4	3	21.4	7	36.8	7	77.8	0	
No	1	100.0	4	44.4	8	57.2	10	52.6	1	11.1	1	100.0
No answer	0		1	11.2	3	21.4	2	10.6	1	11.1	0	
<u>Watch Next Debate</u>												
Yes	1	100.0	6	66.6	11	73.3	16	84.2	9	90.0	0	
No	0		2	22.2	1	6.7	1	5.2	0		0	
Don't know	0		1	11.2	3	21.0	2	10.6	1	10.0	1	100.0

TABLE 48

EFFECT OF EDUCATION, FAMILY SIZE, POLITICAL PREFERENCE AND MEDIA INDEX ON BASEBALL KNOWLEDGE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
			<u>World Series Record</u>					
Knew	4	28.6	9	42.3	6	37.5		
Not know or not interested	10	71.4	15	57.7	10	62.5		
			<u>Republican</u>	<u>Democrat</u>	<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
			<u>Political Preference</u>					
Knew	5	31.2	1	12.5	10	50.0	3	25.0
Not know or not interested	11	68.8	7	87.5	10	50.0	6	75.0
			<u>One</u>	<u>Two</u>	<u>Three</u>			
			Number	Per Cent	Number	Per Cent	Number	Per Cent
			<u>Family Size</u>					
Knew			0	0	6	33.3	3	25.0
Not know or not interested			1	100.0	12	66.7	9	75.0

(Continued)

TABLE 48 (Continued)

EFFECT OF EDUCATION, FAMILY SIZE, POLITICAL PREFERENCE
AND MEDIA INDEX ON BASEBALL KNOWLEDGE

	<u>Four</u>		<u>Five</u>		<u>Six</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Family Size</u>						
Knew	7	41.1	2	100.0	1	25.0
Not know or not interested	10	53.9	0	0	3	75.0
	<u>1-2</u>		<u>3-4</u>		<u>5-6</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Index</u>						
Knew	0	0	4	44.4	5	33.3
Not know or not interested	1	100.0	5	55.6	10	66.7
	<u>7-8</u>		<u>9-10</u>		<u>11</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Index</u>						
Knew	6	31.6	4	44.4	0	0
Not know or not interested	13	68.4	5	55.6	1	100.0

TABLE 49
EFFECT OF EDUCATION ON VIEWING THIRD DEBATE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Viewing</u>						
Yes	2	20.0	19	66.0	18	81.8
No	8	80.0	9	45.0	4	18.2
<u>Who With</u>						
Husband-wife	1	10.0	6	22.3	5	27.8
Son-daughter	1	10.0	1	3.7	0	
Outsider	1	10.0	2	7.4	3	15.6
Self	6	60.0	11	40.7	5	27.8
Three or more	1	10.0	7	25.9	5	27.8

TABLE 50
EFFECT OF EDUCATION ON KNOWLEDGE ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Origination</u>						
Correct	0	0	2	7.1	2	9.1
Incorrect or not know	9	90.0	12	42.9	6	27.3
Partial	1	10.0	14	50.0	14	63.6
<u>Subject</u>						
Answer	2	20.0	10	55.6	15	68.2
No answer	8	80.0	18	44.4	7	31.8
<u>Spoke First</u>						
Nixon	0	0	0	0	2	14.3
Kennedy	9	100.0	20	90.9	8	57.2
No answer	0	0	2	9.1	4	28.6
<u>How Many Debates</u>						
Two	0	0	0	0	1	4.5
Three	1	10.0	3	10.7	1	4.5
Four	0	0	9	32.1	13	59.3
Five	0	0	0	0	2	9.0
No answer	9	90.0	16	57.2	5	22.7
<u>When is Next</u>						
Correct (21st)	1	11.1	5	17.8	6	27.3
Wrong	0	0	5	17.8	4	18.2
No answer	8	88.9	18	64.4	12	54.5
<u>How Many More</u>						
One	3	30.0	11	39.3	12	54.5
Two	1	10.0	2	7.1	6	27.3
Four	0	0	2	7.1	0	0
No answer	6	60.0	13	46.5	4	18.2

TABLE 51
EFFECT OF EDUCATION ON OPINION ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Changing Minds</u>						
Yes	6	60.0	10	35.8	7	31.8
No	1	10.0	9	32.1	10	45.5
No opinion	3	30.0	9	32.1	5	22.7
<u>Influence your Vote</u>						
Yes	3	30.0	6	21.4	5	22.7
No	4	40.0	17	60.7	17	77.3
No opinion	3	30.0	5	17.9	0	0
<u>Changed your Mind</u>						
Yes	1	10.0	3	10.7	9	40.9
No	6	60.0	19	67.9	12	54.5
No opinion	3	30.0	6	21.4	1	4.6
<u>Who Did Best Job on Third Debate</u>						
Nixon	1	10.0	9	32.1	9	40.9
Kennedy	2	20.0	3	10.7	5	22.7
Draw	1	10.0	5	17.9	2	9.1
No opinion	6	60.0	11	39.3	6	27.3

TABLE 52

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
			<u>Watch</u>	<u>Others</u>		
First	2	18.2	10	35.8	2	9.1
Second	1	9.1	2	7.1	3	13.6
Both	4	36.4	14	50.0	15	68.2
None	3	27.3	2	7.1	2	9.1
			<u>Who Did Best</u>	<u>Job on First</u>		
Nixon	0	0	4	14.3	3	13.6
Kennedy	3	30.0	4	14.3	12	54.5
Draw (both)	1	10.0	7	25.0	1	4.5
No opinion	6	60.0	13	46.4	6	27.4
			<u>Best Job</u>	<u>Second</u>		
Nixon	1	10.0	4	14.3	8	36.4
Kennedy	2	20.0	4	14.3	6	27.4
Draw	2	20.0	5	17.9	4	18.1
No opinion	5	50.0	15	53.5	4	18.1

(Continued)

TABLE 52 (Continued)
EFFECT OF EDUCATION ON INTEREST IN DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Talked About</u>						
Yes	3	30.0	11	39.3	16	72.7
No	5	50.0	15	53.5	6	27.3
No answer	2	20.0	2	7.2	0	0
<u>Read About</u>						
Yes	3	30.0	11	39.3	19	86.4
No	5	50.0	15	53.6	3	13.6
No answer	2	20.0	2	7.1	0	0
<u>Seen Other Programs</u>						
Yes	5	50.0	13	46.4	13	59.1
No	3	30.0	11	39.3	9	40.9
No answer	2	20.0	4	14.3	0	0
<u>Watch Next Debate</u>						
Yes	4	40.0	20	71.4	16	72.8
No	4	40.0	6	21.4	5	22.7
No answer	2	20.0	2	7.2	1	4.5
<u>Willing to be Called Again</u>						
Yes	6	60.0	21	80.8	19	86.4
No	1	10.0	2	7.7	3	13.6
No answer	3	30.0	3	11.5	0	0

TABLE 53
EFFECT OF FAMILY SIZE ON VIEWING THIRD DEBATE

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Viewing</u>												
Yes	5	71.4	10	71.4	6	50.0	6	66.7	8	80.0	7	87.6
No	2	28.6	4	28.6	6	50.0	3	33.3	2	20.0	1	12.4
<u>Who With</u>												
Husband-wife	1	14.3	7	50.0	3	25.0	1	11.1	3	30.0	2	25.0
Daughter	1	14.3	0		0		0		0		1	12.5
Outsider	2	28.6	1	7.1	1	8.3	2	22.2	0		0	
Three or more	0		1	7.1	3	25.0	0		4	40.0	5	62.5
Self	3	42.8	5	35.8	5	41.7	6	66.7	3	30.0	0	

TABLE 54

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Originate</u>												
Correct	1	14.4	0		3	25.0	0		0		0	
Incorrect or no answer												
Partial	3	42.8	7	50.0	5	41.7	3	33.3	4	40.0	5	62.5
	3	42.8	7	50.0	4	33.3	6	66.7	6	60.0	3	37.5
<u>Subject</u>												
Answer	3	42.8	6	42.9	5	41.7	5	55.5	4	44.5	4	50.0
No answer	4	57.2	8	57.1	7	58.3	4	44.5	5	55.5	4	50.0
<u>Who Spoke First</u>												
Nixon	0		1	9.1	0		0		0		1	12.4
Kennedy	4	100.0	10	90.9	7	70.0	5	83.4	4	66.7	7	87.6
No answer	0		0		3	30.0	1	16.6	2	33.3	0	
(Continued)												

TABLE 54 (Continued)
EFFECT OF FAMILY SIZE ON KNOWLEDGE ABOUT DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>How Many Debates</u>												
Two	0		0		0		0		1	11.0	0	
Three	1	14.2	2	14.3	0		1	11.2	1	11.2	0	
Four	3	42.9	4	28.6	3	27.3	4	44.4	4	44.4	3	50.0
Five	0		1	7.1	1	9.1	0		0		0	
No answer	3	42.9	7	50.0	7	63.6	4	44.4	3	33.4	3	50.0
<u>When is Next Debate</u>												
Correst (21st)	1	14.3	2	21.4	2	16.7	3	33.3	1	10.0	2	25.0
Wrong	1	14.3	1	7.1	1	8.3	2	22.2	2	20.0	3	37.5
No answer	5	71.4	10	71.5	9	75.0	4	44.5	7	70.0	3	37.5
<u>How Many More</u>												
One	2	28.6	5	35.7	5	41.7	5	55.6	6	60.0	3	37.5
Two	1	14.3	3	21.5	2	16.7	2	22.2	0		1	12.5
Four	0		1	7.1	1	8.3	0		0		0	
No opinion	4	57.1	5	35.7	4	33.3	2	22.2	4	40.0	4	50.0

TABLE 55

EFFECT OF FAMILY SIZE ON OPINION ABOUT THIRD DEBATE

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Changing Minds</u>												
Yes	5	71.4	4	28.6	4	33.3	3	33.3	3	30.0	4	50.0
No	1	14.3	5	35.7	4	33.3	3	33.3	3	30.0	4	50.0
No opinion	1	14.3	5	35.7	4	33.3	3	33.3	4	40.0	0	
<u>Influence Your Vote</u>												
Yes	3	42.9	2	14.3	1	8.3	3	33.3	3	30.0	2	25.0
No	3	42.9	8	57.1	10	83.4	6	66.7	5	50.0	6	75.0
No opinion	1	14.2	4	28.6	1	8.3	0		2	20.0	0	
<u>Changed Your Mind</u>												
Yes	3	42.9	1	7.1	3	25.0	0		4	40.0	2	25.0
No	3	42.9	11	78.6	8	66.7	6	66.7	3	30.0	6	75.0
No opinion	1	14.2	2	14.3	1	8.3	3	33.3	3	30.0	0	
<u>Who Did Best Job on Third Debate</u>												
Nixon	3	42.8	5	35.7	1	8.3	5	55.5	4	40.0	1	12.5
Kennedy	2	28.6	3	21.5	2	16.7	0		1	10.0	2	25.0
Draw	0		1	7.1	3	25.0	0		1	10.0	3	37.5
No opinion	2	28.6	5	35.7	6	50.0	4	44.5	4	40.0	2	25.0

TABLE 56
EFFECT OF FAMILY SIZE ON INTEREST IN DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Watch Other Debates</u>												
First	1	14.3	2	14.3	4	33.3	4	44.5	1	10.0	2	25.0
Second	1	14.3	2	14.3	0		1	11.1	2	20.0	0	
Both	5	71.4	7		6	50.0	3	33.3	6	60.0	6	75.0
None	0		3		2	16.7	1	11.1	1	10.0	0	
<u>Who Did Best Job on First</u>												
Nixon	1	14.3	1	7.1	1	8.4	1	11.1	2	20.0	1	12.5
Kennedy	4	57.1	4	28.6	2	16.6	1	11.1	4	40.0	4	50.0
Draw (both)	0		3	21.4	3	25.0	2	22.2	0		1	12.5
No opinion	2	28.6	6	42.9	6	50.0	5	55.6	4	40.0	2	25.0
<u>Who Did Best Job on Second</u>												
Nixon	1	14.3	5		0		1	11.1	4	40.0	2	25.0
Kennedy	3	42.8	3		2	16.7	0		2	20.0	2	25.0
Draw	1	14.3	3		2	16.7	2	22.2	2	20.0	1	12.5
No opinion	2	28.6	3		8	66.6	6	66.7	2	20.0	3	37.5

(Continued)

TABLE 56 (Continued)
EFFECT OF FAMILY SIZE ON INTEREST IN DEBATES

	<u>One</u>		<u>Two</u>		<u>Three</u>		<u>Four</u>		<u>Five</u>		<u>Six</u>	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Talked About Debates</u>											
Yes	5	71.4	5		5	41.6	5	55.6	6	60.0	4	50.0
No	1	14.3	7		6	50.0	4	44.4	4	40.0	4	50.0
No opinion	1	14.3	2		1	8.4	0		0		0	
	<u>Read About</u>											
Yes	4	57.1	7	50.0	5	41.7	6	66.7	7	70.0	4	50.0
No	2	28.6	5	35.7	6	50.0	3	33.3	3	30.0	4	50.0
No opinion	1	14.3	2	14.3	1	8.3	0		0		0	
	<u>Seen Other Programs</u>											
Yes	3	42.9	6	42.9	4	33.3	3	33.3	8	80.0	7	87.5
No	3	42.9	5	35.7	6	50.0	6	66.7	2	20.0	1	12.5
No answer	1	14.2	3	21.4	2	16.7	0		0		0	
	<u>Watch Next Debate</u>											
Yes	5	71.4	7	50.0	9	75.0	5	55.6	7	70.0	7	87.5
No	1	14.2	5	35.7	2	16.7	3	33.3	3	30.0	1	12.5
No answer	1	14.2	2	14.3	1	8.3	1	11.1	0		0	
	<u>Willing to be Called Again</u>											
Yes	5	71.4	8	57.1	11	91.7	6	66.7	10	100.0	6	75.0
No	1	14.2	4	28.6	0		0		0		1	12.5
No answer	1	14.2	2	14.3	1	8.3	2	22.3	0		1	12.5

TABLE 57
EFFECT OF POLITICAL PREFERENCE ON VIEWING OF THIRD DEBATE

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Watching</u>								
Yes	17	73.9	8	80.0	12	57.0	5	83.3
No	6	26.1	2	20.0	9	43.0	1	16.7
<u>With Whom</u>								
Husband-wife	4	17.4	1	10.0	8	38.1	4	66.7
Daughter	0	13.0	1	10.0	1	4.8	0	0
Outsider	3	13.0	2	20.0	1	4.8	0	0
Three or more	5	21.7	4	40.0	4	19.0	0	0
Self or no answer	11	47.8	2	20.0	7	33.3	2	22.3

TABLE 58

EFFECT OF POLITICAL PREFERENCE ON KNOWLEDGE ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Origination</u>								
Correct	2	8.7	1	10.0	1	4.8	0	0
Incorrect or no answer	7	30.5	5	50.0	10	47.6	5	83.3
Partial	14	60.8	4	40.0	10	47.6	1	16.7
<u>Subject</u>								
Answer	12	52.8	4	40.0	8	38.1	3	50.0
No answer	11	47.2	6	60.0	13	61.9	3	50.0
<u>Who Spoke First</u>								
Nixon	1	43.5	1	10.0	0	0	0	0
Kennedy	13	56.5	6	60.0	14	66.7	4	66.7
No answer	9	39.0	3	30.0	7	33.3	2	33.3
<u>How Many Debates</u>								
Two	0	0	0	0	1	4.8	0	0
Three	3	13.0	0	0	1	4.8	1	16.7
Four	8	34.8	4	40.0	8	38.1	2	33.3
Five	0	0	2	20.0	0	0	0	0
No answer	12	52.2	4	40.0	11	52.3	3	50.0
<u>When is Next Debate</u>								
Correct	6	26.1	3	30.0	2	9.5	1	16.7
Wrong	4	17.4	0	0	5	23.8	1	16.7
No answer	13	56.5	7	70.0	14	66.7	4	66.6
<u>How Many More</u>								
One	10	43.5	5	50.0	8	38.1	3	50.0
Two	3	13.0	3	30.0	2	9.6	1	16.7
Four	2	8.7	0	0	0	0	0	0
No answer	8	34.8	2	20.0	11	52.3	2	33.3

TABLE 59
EFFECT OF POLITICAL PREFERENCE ON OPINION ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Changing Minds</u>								
Yes	8	34.8	3	30.0	9	42.9	3	50.0
No	6	26.1	6	60.0	7	33.3	1	16.7
No opinion	9	39.1	1	10.0	5	23.8	2	33.3
<u>Influence Your Vote</u>								
Yes	2	8.7	1	10.0	9	45.0	2	33.3
No	18	78.3	9	90.0	9	45.0	2	33.3
No opinion	3	13.0	3	30.0	2	10.0	2	33.4
<u>Changed Your Mind</u>								
Yes	2	8.7	1	10.0	9	42.9	1	16.7
No	17	73.9	8	80.0	8	38.0	4	66.6
No opinion	4	17.4	1	10.0	4	19.1	1	16.7
<u>Best Job on Third Debate</u>								
Nixon	12	52.2	0	0	5	23.8	2	33.3
Kennedy	0	0	5	50.0	4	19.1	1	16.7
Draw	2	8.7	3	30.0	2	9.5	1	16.7
No opinion	9	39.1	2	20.0	10	47.6	2	33.3

TABLE 60

EFFECT OF POLITICAL PREFERENCE ON INTEREST IN DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Watch Others</u>							
First	7	30.4	1	10.0	6	28.6	0	0
Second	3	13.0	1	10.0	1	4.7	1	16.7
Both	13	56.6	8	80.0	14	66.7	5	83.3
	<u>Who did Best Job on First</u>							
Nixon	4	17.5	0	0	3	4.4	0	0
Kennedy	3	13.0	7	70.0	7	33.3	2	33.3
Both	5	21.7	1	10.0	1	14.7	2	33.3
No opinion	11	47.8	2	20.0	10	47.6	2	33.4
	<u>Best Job on Second</u>							
Nixon	6	26.2	0	0	4	19.0	3	50.0
Kennedy	1	4.3	7	70.0	4	19.0	0	0
Both	5	21.7	1	10.0	3	14.4	2	33.3
No opinion	11	47.8	2	20.0	10	47.6	1	16.7
	<u>Talked About Debates</u>							
Yes	13	56.6	5	50.0	11	52.4	1	16.7
No	8	34.8	5	50.0	9	42.9	4	66.6
No opinion	2	8.6	0	0	1	4.7	1	16.7

(Continued)

TABLE 60 (Continued)
EFFECT OF POLITICAL PREFERENCE ON INTEREST IN DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Read about Debates</u>								
Yes	13	56.5	4	40.0	14	66.7	2	33.3
No	8	34.8	6	60.0	6	28.6	3	50.0
No answer	2	8.7	0	0	1	4.7	1	16.7
<u>Seen Other Programs</u>								
Yes	13	56.5	5	50.0	10	47.6	3	50.0
No	8	34.8	5	50.0	8	38.1	2	33.3
No answer	2	8.7	0	0	3	14.3	1	16.7
<u>Watch Next Debate</u>								
Yes	17	73.9	9	90.0	12	57.2	2	33.3
No	4	17.4	1	10.0	8	38.1	2	33.3
No answer	2	8.7	0	0	1	4.7	2	33.4
<u>Willing to be Called Again</u>								
Yes	19	82.6	8	80.0	16	76.2	3	50.0
No	0	0	2	20.0	2	9.5	2	33.3
No answer	4	17.4	0	0	3	14.3	1	16.7

TABLE 61
INFLUENCE OF MEDIA INDEX ON VIEWING THIRD DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Viewing</u>												
Yes	0		8	72.7	9	52.9	17	73.9	7	100.0	1	100.0
No	0		3	27.3	8	47.1	6	26.1	0		0	
<u>With Whom</u>												
Husband-wife	0		3	27.3	4	18.2	8	34.8	1	14.3	1	100.0
Daughter	0		1	9.1	1	4.5	0		0		0	
Outsider	0		0		4	18.2	2	8.7	0		0	
Three or more	0		1	9.1	3	13.6	5	21.7	4	57.1	0	
No answer	0		6	54.5	10	45.5	8	34.8	2	28.6	0	

TABLE 62 (Continued)
EFFECT OF MEDIA INDEX ON KNOWLEDGE ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>How Many Debates</u>												
Two	0		0		0		0		1	14.3	0	
Three	0		3	27.3	1	5.6	0		1	14.3	0	
Four	0		1	9.1	6	33.3	11	50.0	3	42.8	1	100.0
Five	0		7	63.6	11	61.1	11	50.0	2	28.6	0	
<u>When is Next Debate</u>												
Correct	0		1	9.1	5	25.0	4	17.4	1	14.3	1	100.0
Wrong	0		2	18.2	2	10.0	5	21.7	3	42.8	0	
No answer	0		8	72.7	13	65.0	14	60.9	3	42.9	0	
<u>How Many More</u>												
One	0		2	18.2	12	66.7	8	34.8	4	57.1	0	
Two	0		3	27.3	0		4	17.4	1	14.3	1	100.0
Four	0		0		0		2	8.7	0		0	
No answer	0		6	54.5	6	33.3	9	39.1	2	28.6	0	

TABLE 63

EFFECT OF MEDIA INDEX ON OPINION ABOUT DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Changing Minds</u>												
Yes	0		5	45.4	6	33.3	8	34.8	4	57.1	0	
No	0		3	27.3	7	38.9	6	26.1	3	62.9	1	100.0
No opinion	0		4	36.3	5	27.8	9	39.1	0			
<u>Influence Your Vote</u>												
Yes	0		3	27.3	3	16.7	7	30.4	1	14.3	0	
No	0		7	63.6	14	77.8	10	43.4	6	85.7	1	100.0
No opinion	0		1	9.1	1	5.5	6	26.2	0		0	
<u>Changed Your Mind</u>												
Yes	0		1	9.1	2	11.1	6	26.1	4	57.1	0	
No	0		9	81.8	14	77.8	10	43.4	3	42.9	1	100.0
No opinion	0		1	9.1	2	11.1	7	30.5	0		0	
<u>Best Job on Third Debate</u>												
Nixon	0		4	25.0	4	20.0	7	30.5	4	57.1	0	
Kennedy	0		1	6.2	4	20.0	4	17.4	1	14.3	0	
Draw	0		3	18.8	2	10.0	2	8.8	1	14.3	0	
No opinion	0		8	50.0	10	50.0	1	4.3	1	14.3	0	

TABLE 64

EFFECT OF MEDIA INDEX ON INTEREST IN DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Watch Others</u>											
First	2	18.2	7	38.9			5	21.7	0		0	
Second	2	18.2	2	11.2			1	4.3	1	14.3	0	
Both	5	45.4	8	44.4			13	56.6	6	85.7	1	100.0
No answer	2	18.2	1	5.5			4	17.4	0		0	
	<u>Best Job First</u>											
Nixon	0		2	11.2			3	13.0	3	28.5	0	
Kennedy	2	18.2	7	38.9			6	26.1	3	42.9	1	100.0
Both	3	27.3	2	11.2			3	13.1	1	14.3	0	
No opinion	6	54.5	7	38.9			11	47.8	1	14.3	0	
	<u>Best Job Second</u>											
Nixon	3	27.4	1	5.6			3	13.0	5	71.4	1	100.0
Kennedy	1	9.1	6	33.3			4	17.5	1	14.3	0	
Both	1	9.1	4	22.2			5	21.7	1	14.3	0	
No opinion	6	54.4	7	38.9			11	47.8	0		0	
	<u>Talked About</u>											
Yes	6	54.5	9	50.0			7	30.4	7	100.0	1	100.0
No	4	36.4	9	50.0			13	56.5	0		0	
No opinion	1	9.1	0				3	13.1	0		0	

(Continued)

TABLE 64
EFFECT OF MEDIA INDEX ON INTEREST IN DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Read About</u>												
Yes	5	45.5	7	28.9	14	60.9	6	85.7	1	100.0		
No	5	45.4	11	61.1	6	26.1	1	14.3	0			
No opinion	1	9.1	0		3	13.0	0		0			
<u>Seen Other Programs</u>												
Yes	3	27.3	8	44.5	14	60.9	5	71.4	1	100.0		
No	6	54.5	9	50.0	6	26.1	2	28.6	0			
No answer	2	18.2	1	5.5	3	13.0	0		0			
<u>Watch Next Debate</u>												
Yes	7	63.6	13	72.2	13	56.5	6	85.7	1	100.0		
No	3	27.3	5	27.8	6	26.1	1	14.3	0			
No answer	1	9.1	0		4	17.4	0		0			
<u>Willing to be Called Again</u>												
Willing	8	80.0	16	88.9	14	60.9	7	100.0	1	100.0		
Not willing	1	10.0	1	5.5	4	17.4	0		0			
No answer	1	10.0	1	5.6	5	21.7	0		0			

TABLE 65
EFFECT OF EDUCATION ON VIEWING FOURTH DEBATE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Viewing</u>								
Yes	9	90.0	28	82.4	32	91.4	69	87.3
No	1	10.0	6	17.6	3	8.6	10	12.7
<u>Who With</u>								
Husband-wife	4	40.0	13	38.2	12	35.3	29	36.7
Son-daughter	1	10.0	2	5.9	0	0	3	3.8
Outsider	0	0	1	2.9	4	11.8	5	6.3
Family	1	10.0	9	26.6	11	32.4	21	26.6
Self	4	40.0	10	29.4	7	20.5	21	26.6

TABLE 66
EFFECT OF EDUCATION ON KNOWLEDGE ABOUT DEBATE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Subject</u>								
Answer	9	90.0	31	91.2	32	94.1	72	91.1
No answer	1	10.0	3	8.8	3	5.9	7	8.9
<u>Origination</u>								
New York (c)	8	72.7	28	82.4	24	68.6	60	75.0
Wrong	0	0	3	8.8	6	17.1	9	11.3
No answer	3	27.3	3	8.8	5	14.3	11	13.7
<u>Moderator</u>								
Howe (c)	6	60.0	18	52.9	12	34.3	36	45.6
Incorrect	0	0	6	17.7	12	34.3	18	22.8
No answer	4	40.0	10	29.4	11	31.5	25	31.6
<u>Conditions</u>								
Knew	4	40.0	21	63.6	24	68.6	49	62.0
Not know	3	30.0	7	21.2	2	5.7	12	15.2
No answer	3	30.0	5	15.2	9	25.7	17	21.5
<u>Best Job Fourth Debate</u>								
Nixon	3	30.0	12	35.3	14	40.0	29	36.7
Kennedy	5	50.0	15	44.1	15	42.9	35	44.3
Draw or no answer	2	20.0	7	20.6	6	17.1	15	19.0

TABLE 67

EFFECT OF FAMILY SIZE ON VIEWING

	<u>One</u>		<u>Two</u>		<u>Three</u>		<u>Four</u>		<u>Five</u>		<u>Six plus</u>	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Viewing</u>												
Yes	7	87.5	17	89.5	11	91.7	16	84.2	7	77.8	11	91.7
No	1	12.5	2	10.5	1	8.3	3	15.8	2	22.2	1	8.3
<u>Watch With</u>												
Husband-wife	1	12.5	10	52.6	5	41.7	8	42.1	1	11.1	3	25.0
Son or daughter	0		0		0		3	15.8	0		0	
Family	2	25.0	1	5.3	4	33.3	4	21.1	3	33.3	7	58.3
Outsider	1	12.5	4	21.1	0		1	5.2	0		0	
Self	4	50.0	4	21.0	3	25.0	3	15.8	5	55.6	2	16.7

TABLE 68
EFFECT OF FAMILY SIZE ON KNOWLEDGE ABOUT FOURTH DEBATE

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Subject</u>												
Answer	7	87.5	18	94.7	12	100.0	16	84.2	8	88.9	11	91.7
No answer	1	12.5	1	5.3	0		3	15.8	1	11.1	1	8.3
<u>Origination</u>												
New York (c)	6	75.0	17	89.5	9	75.0	12	63.2	6	66.7	10	83.3
Wrong	2	25.0	0		2	16.7	4	21.1	0		1	8.3
No answer	0		2	10.5	1	8.3	3	15.7	3	33.3	1	8.4
<u>Who Was Moderator</u>												
Howe (c)	1	12.5	11	57.9	5	41.7	10	52.6	3	33.3	6	50.0
Wrong	5	62.5	5	26.3	2	16.6	3	15.8	2	22.2	1	8.3
No answer	2	25.0	3	15.8	5	41.7	6	31.6	4	44.5	5	41.7
<u>Conditions</u>												
Knew	3	37.5	13	68.4	10	83.3	12	63.2	3	33.3	9	75.0
Not know	3	37.5	2	10.5	1	8.3	2	10.5	2	22.2	2	16.7
No answer	2	25.0	4	21.1	1	8.4	5	26.3	4	44.5	1	8.3
<u>Best Job Fourth</u>												
Nixon	4	50.0	9	47.4	5	41.7	4	21.1	4	44.5	3	25.0
Kennedy	3	37.5	8	42.1	7	58.3	8	42.1	2	22.2	7	58.3
Draw or no answer	1	12.5	2	10.5	0		7	36.8	3	33.3	2	8.3

TABLE 69
EFFECT OF POLITICAL PREFERENCE ON VIEWING

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Viewed</u>								
Yes	23	95.9	20	90.9	17	83.9	8	88.9
No	1	4.1	2	9.1	6	26.1	1	11.1
<u>Watched With</u>								
Husband-wife	8	34.8	8	36.4	9	39.2	3	33.4
Son-daughter	1	4.3	0	0	0	0	0	0
Outsider	1	4.3	1	4.5	1	4.3	3	33.3
Family	6	26.7	9	40.9	4	17.4	2	22.2
Self	7	30.5	4	18.2	9	39.1	1	11.1

TABLE 70
EFFECT OF POLITICAL PREFERENCE ON KNOWLEDGE ABOUT DEBATE

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Subject</u>								
Answer	23	95.8	20	90.1	19	82.6	5	100.0
No answer	1	4.2	2	9.9	4	17.4	0	0
<u>Where Originate</u>								
New York (c)	18	75.0	16	72.8	17	73.9	9	90.0
Wrong	4	16.7	3	13.6	1	4.4	1	10.0
No answer	2	8.3	3	13.6	5	21.7	0	0
<u>Who Was Moderator</u>								
Howe (c)	14	58.4	8	36.4	9	39.1	5	50.0
Wrong	5	20.8	7	31.8	3	13.0	3	30.0
No answer	5	20.8	7	31.8	11	47.9	2	20.0
<u>Conditions</u>								
Knew	17	70.8	15	68.2	13	56.5	4	44.4
Not know	4	16.7	4	18.2	2	8.7	2	22.2
No answer	3	12.5	3	13.6	8	34.8	3	33.4
<u>Best Job Fourth</u>								
Nixon	14	58.4	2	9.1	9	39.1	4	40.0
Kennedy	5	20.8	18	81.8	8	34.8	4	40.0
Draw or no answer	5	20.8	2	9.1	6	26.1	2	20.0

TABLE 71
EFFECT OF MEDIA INDEX ON VIEWING

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Viewing</u>												
Yes	1	50.0	9	90.0	17	81.0	24	96.0	14	82.4	4	100.0
No	1	50.0	1	10.0	4	19.0	1	4.0	3	17.6	0	
<u>Matched With</u>												
Husband-wife	0		4	40.0	6	28.6	11	44.0	6	35.3	1	25.0
Son or daughter	0		0		3	14.3	0		0		0	
Outsider	1	50.0	0		1	4.7	3	12.0	0		1	25.0
Family	0		3	30.0	6	28.6	7	28.0	4	23.5	1	25.0
Self	1	50.0	3	30.0	5	23.8	4	16.0	7	41.2	1	25.0

TABLE 72
EFFECT OF MEDIA INDEX ON KNOWLEDGE ABOUT DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Answer	2	100.0	10	100.0	18	85.7	24	96.0	19	82.4	4	100.0
No answer	0		0		3	14.3	1	4.0	3	17.6	0	
<u>Subject</u>												
New York (c)	2	100.0	7	70.0	14	66.7	22	88.0	10	58.9	4	100.0
Wrong	0		1	10.0	4	19.0	1	4.0	3	17.6	0	
No answer	0		2	20.0	3	14.3	2	8.0	4	23.5	0	
<u>Origination</u>												
<u>Moderator</u>												
Howe (c)	1	50.0	3	30.0	10	47.6	14	56.0	6	35.3	2	50.0
Incorrect	0		2	20.0	3	14.3	7	28.0	4	23.5	2	50.0
No answer	1	50.0	5	50.0	3	38.1	4	16.0	7	41.2	0	
<u>Conditions</u>												
Knew	2	100.0	7	70.0	10	47.6	16	64.0	12	70.6	3	75.0
Not know	0		2	20.0	6	28.6	2	8.0	1	5.9	1	25.0
No answer	0		1	10.0	5	23.8	7	28.0	4	23.5	0	
<u>Best Job on Fourth Debate</u>												
Nixon	2	100.0	6	60.0	6	28.6	10	40.0	3	17.6	2	50.0
Kennedy	0		3	30.0	10	47.6	12	48.0	8	47.1	2	50.0
Draw or no answer.	0		1	10.0	5	23.8	3	12.0	6	35.3	0	

TABLE 73

DEBATES WATCHED

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>By Education</u>								
One	0	0	1	3.1	1	2.8	0	0
Two	2	20.0	3	9.4	3	8.6	0	0
Three	1	10.0	11	34.4	10	28.6	0	0
All	6	60.0	17	53.1	21	60.0	0	0
None	1	10.0	0	0	0	0	0	0
<u>By Family Size</u>								
	<u>One</u>		<u>Two</u>		<u>Three</u>			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
One	0	0	0	0	0	0	0	0
Two	1	12.5	2	10.5	2	16.7		
Three	2	25.0	5	26.3	3	25.0		
Four (all)	5	62.5	12	63.2	7	58.3		
None	0	0	0	0	0	0		
<u>By Family Size (Continued)</u>								
	<u>Four</u>		<u>Five</u>		<u>Six +</u>			
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
One	1	5.3	1	11.1	0	0		
Two	0	0	2	22.2	1	8.3		
Three	8	42.1	1	11.1	3	25.0		
Four (all)	10	52.6	4	44.5	8	66.7		
None	0	0	1	11.1	0	0		

TABLE 73 (Continued)

DEBATES WATCHED

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	<u>Per</u>		<u>Per</u>		<u>Per</u>		<u>Per</u>	
	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>
<u>By Political Preference</u>								
One	0	0	0	0	2	7.7	0	0
Two	3	12.5	1	4.6	4	15.4	0	0
Three	8	33.3	5	22.7	8	30.8	1	16.7
Four (all)	13	54.2	16	72.7	11	42.2	5	83.3
None	0	0	0	0	1	3.8	0	0

	<u>1-2</u>		<u>3-4</u>		<u>5-6</u>	
	<u>Per</u>		<u>Per</u>		<u>Per</u>	
	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>
<u>By Media Index</u>						
One	1	100.0	1	0	0	0
Two	0	0	2	20.0	2	9.5
Three	0	0	1	10.0	7	33.3
All	0	0	7	70.0	11	52.4
None	0	0	0	0	1	4.8

	<u>7-8</u>		<u>9-10</u>		<u>11 +</u>	
	<u>Per</u>		<u>Per</u>		<u>Per</u>	
	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>	<u>Number</u>	<u>Cent</u>
<u>By Media Index (Continued)</u>						
One	0	0	1	5.9	0	0
Two	2	8.0	2	11.8	1	16.6
Three	6	24.0	7	41.2	1	16.7
All	17	68.0	7	41.1	4	66.7
None	0	0	0	0	0	0

EFFECT OF EDUCATION ON OPINION OF ALL DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>	<u>Number</u>	<u>Per Cent</u>
<u>Changed Mind</u>						
Yes	2	20.0	8	23.5	7	20.0
No	8	80.0	23	67.7	27	77.1
No answer	0		3	8.8	1	2.9
<u>Best Over-All Job</u>						
Nixon	5	45.5	13	38.2	14	40.0
Kennedy	5	45.5	17	50.0	19	54.3
No answer	1	9.0	4	11.8	2	5.7
<u>Either Get Angry</u>						
Nixon	2	20.0	9	26.5	7	20.0
Kennedy	0		5	14.7	2	5.7
Both	2	20.0	9	26.5	12	34.3
No answer	6	60.0	9	26.5	14	40.0
<u>Candidates at Ease</u>						
Nixon	3	30.0	13	38.2	8	22.9
Kennedy	6	60.0	16	47.1	19	54.2
No opinion	1	10.0	5	14.7	8	22.9
(Continued)						

TABLE 74 (Continued)
EFFECT OF EDUCATION ON OPINION OF ALL DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Debates Valuable</u>						
Yes	7	70.0	26	76.5	30	85.7
No	1	10.0	6	17.7	4	11.4
No opinion	2	20.0	2	5.8	1	2.9
<u>Most Information About Debates</u>						
Debates	5	50.0	19	55.9	24	72.7
Reading	2	20.0	12	35.3	4	12.1
Talking	2	20.0	3	8.8	4	12.1
No answer	1	10.0	0		1	3.1
<u>Have Effect on Voting</u>						
Lot	3	30.0	8	24.2	7	21.9
Some	2	20.0	16	48.5	19	59.4
Little	4	40.0	8	24.2	5	15.6
None	1	10.0	1	3.1	1	3.1
<u>Effect Your Vote</u>						
Yes	0		7	20.6	11	31.4
No	9	90.0	26	76.5	24	68.6
No answer	1	10.0	1	2.9	0	

TABLE 75
EFFECT OF FAMILY SIZE ON OPINION OF ALL DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Changed Mind</u>												
Yes	1	12.5	6	31.6	4	33.3	3	15.8	1	11.1	2	16.7
No	6	75.0	13	68.4	8	66.7	14	73.7	8	88.9	9	75.0
No answer	1	12.5	0		0		2	10.5	0		1	8.3
<u>Best Over-All Job</u>												
Nixon	3	37.5	7	36.8	5	41.7	4	21.1	2	22.2	3	25.0
Kennedy	5	62.5	10	52.6	6	50.0	9	47.4	4	44.5	7	58.3
No opinion	0		2	10.6	1	8.3	6	31.5	3	33.3	2	16.7
<u>Either One Angry</u>												
Nixon	3	37.5	3		3		3		2	22.3	4	33.3
Kennedy	1	12.5	2		2		2		0		2	16.7
Both	2	25.0	7		4		3		4	44.4	3	25.0
No answer	2	25.0	7		3		11		3	33.3	3	25.0
<u>Candidates at Ease</u>												
Nixon	3	37.5	7	36.9	5	41.7	4	21.1	2	22.2	3	25.0
Kennedy	5	62.5	10	52.6	6	50.0	9	47.4	4	44.5	7	58.3
No opinion	0		2	10.5	1	8.3	6	31.5	3	33.3	2	16.7

(Continued)

TABLE 75 (Continued)
EFFECT OF FAMILY SIZE ON OPINION OF ALL DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Debates Valuable</u>												
Yes	5	62.5	6	31.6	11	91.7	16	84.2	6	66.7	9	75.0
No	3	37.5	3	15.8	0		1	5.3	2	22.2	2	16.7
No opinion	0		10	52.6	1	8.3	2	10.5	1	11.1	1	8.3
<u>Most Information About Debates</u>												
Debates	5	62.5	12	63.2	7	63.6	13	68.4	4	44.5	7	58.3
Reading about	2	25.0	4	21.1	2	18.2	6	31.6	2	22.2	2	16.7
Talking about	1	12.5	2	10.5	2	18.2	0		2	22.2	2	16.7
No answer	0		1	5.2	0		0		1	11.1	0	
<u>Effect on Voting</u>												
A lot	2	25.0	5	26.3	4	33.3	3	15.8	1	11.1	3	25.0
Some	1	12.5	8	42.1	6	50.0	10	52.6	5	55.6	7	58.3
Little	4	50.0	3	15.8	2	16.7	6	31.6	0		2	16.7
None	1	12.5	3	15.8	0		0		3	33.3	0	
<u>Affect Your Vote</u>												
Yes	2	25.0	4	21.1	4	25.0	5	26.3	0		3	25.0
No	6	75.0	15	78.9	8	75.0	14	73.7	6	75.0	9	75.0
No answer	0		0		0		0		2	25.0	0	

(Continued)

TABLE 75 (Continued)

EFFECT OF FAMILY SIZE ON OPINION OF ALL DEBATES

	One		Two		Three		Four		Five		Six	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Satisfied with Debate</u>												
Yes	8	100.0	16	84.2	8	66.7	15	78.9	6	66.7	11	91.6
No	0		3	15.8	3	25.0	3	15.8	2	22.2	1	8.4
No answer	0		0		1	8.3	1	5.3	1	11.1	0	
<u>Should Debates be a Part of Next Campaign</u>												
Yes	5	62.5	17	89.5	10	83.3	15	78.9	6	66.7	7	58.3
No	3	37.5	2	10.5	0		4	21.1	2	22.2	3	25.0
No answer	0		0		2	16.7	0		1	11.1	2	16.7

TABLE 76

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Changed Mind</u>								
Yes	5	20.8	6	27.3	3	13.0	3	30.0
No	18	75.0	14	63.7	19	82.6	7	70.0
No answer	1	4.2	2	9.0	1	4.4	0	0
<u>Who Did Best Over-All Job</u>								
Nixon	16	66.7	2	9.1	11	47.9	2	20.0
Kennedy	7	29.3	19	86.4	9	39.1	6	60.0
No answer	1	4.2	1	4.5	3	13.0	2	20.0
<u>Either One Get Angry</u>								
Nixon	7	29.2	8	36.4	2	8.7	1	10.0
Kennedy	3	12.5	3	13.6	2	8.7	1	10.0
Both	8	33.3	7	31.8	6	26.1	2	20.0
No answer	6	25.0	4	18.2	13	56.5	6	60.0
<u>Candidates at Ease</u>								
Nixon	10	41.7	1	4.8	9	39.1	4	40.0
Kennedy	11	45.8	17	80.9	9	39.1	4	40.0
No opinion	3	12.5	3	14.3	5	21.8	2	20.0
<u>Debates Valuable</u>								
Yes	19	79.2	19	86.4	16	69.6	9	90.0
No	4	16.7	3	13.6	4	17.4	0	0
No opinion	1	4.1	0	0	3	13.0	1	10.0

(Continued)

TABLE 76 (Continued)

EFFECT OF POLITICAL PREFERENCE ON OPINION ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Most Information</u>								
Debates	14	58.3	16	76.2	11	50.0	7	70.0
Reading	8	33.3	2	9.5	6	27.3	2	20.0
Talking	2	8.4	3	14.3	3	13.6	1	10.0
No answer	0	0	0	0	2	9.1	0	0
<u>Effect on Voting</u>								
A lot	5	20.8	6	27.3	4	17.4	3	30.0
Some	10	41.7	12	54.5	11	47.8	4	40.0
Little	7	29.7	2	9.1	5	21.7	3	30.0
None	2	8.3	2	9.1	3	13.1	0	0
<u>Affect Your Vote</u>								
Yes	4	16.7	5	22.7	5	21.7	4	40.0
No	20	83.3	17	77.3	16	69.6	6	60.0
No answer	0	0	0	0	2	8.7	0	0
<u>Satisfied With Debates</u>								
Yes	19	79.2	20	90.1	17	73.9	8	80.0
No	4	16.7	2	9.9	4	17.4	2	20.0
No answer	1	14.1	0	0	2	8.7	0	0
<u>Should Debates be Part of Next Campaign</u>								
Yes	17	70.8	18	81.8	17	73.9	8	80.0
No	5	20.8	3	13.6	4	17.4	2	20.0
No answer	2	8.3	1	4.6	2	8.7	0	0

TABLE 77
EFFECT OF MEDIA INDEX ON OPINION OF ALL DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Changed Mind</u>												
Yes	0		1	10.0	4	19.0	6	24.0	4	23.5	2	50.0
No	2	100.0	9	90.0	15	71.5	18	72.0	12	70.6	2	50.0
No answer	0		0		2	9.5	1	4.0	1	5.9	0	
<u>Best Over-All Job</u>												
Nixon	0		1	14.3	6	28.6	6	24.0	4	23.5	1	25.0
Kennedy	0		3	30.0	10	47.6	15	60.0	12	70.6	1	25.0
No answer	1	50.0	0		3	14.3	1	4.0	2	11.8	0	
<u>Either One Angry</u>												
Nixon	0		1	14.3	6	28.6	6	24.0	4	23.5	1	25.0
Kennedy	0		1	14.3	4	19.0	2	8.0	1	5.9	1	25.0
Both	0		1	14.3	4	19.0	8	32.0	6	35.3	1	25.0
No answer	2	100.0	4	57.1	7	33.4	9	36.0	6	35.3	1	25.0

(Continued)

TABLE 77 (Continued)
EFFECT OF MEDIA INDEX ON OPINION OF ALL DEBATES

		1-2		3-4		5-6		7-8		9-10		11+	
		No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Candidates at Ease</u>													
Nixon	1	50.0		5	55.6	7	33.3	7	29.2	3	16.7	0	
Kennedy	0			2	22.2	11	42.5	14	58.3	10	55.6	4	100.0
No opinion	1	50.0		2	22.2	3	14.3	3	12.5	5	27.7	0	
<u>Debates Valuable</u>													
Yes	1	50.0		6		17	80.1	24	96.0	12	70.6	3	75.0
No	1	50.0		2		3	14.3	0		4	23.5	1	25.00
No opinion	0			2		1	4.6	1	4.0	1	5.9	0	
<u>Most Information</u>													
Debates	1	50.0		5		12	60.0	16	66.7	11	64.7	3	75.0
Reading	0			3		4	20.0	7	29.2	4	23.5	0	
Talking	1	50.0		2		3	15.0	1	4.1	1	5.9	1	25.0
No answer	0			0		1	5.0	0		1	5.9	0	

(Continued)

TABLE 77 (Continued)
EFFECT OF MEDIA INDEX ON OPINION OF ALL DEBATES

1-2		3-4		5-6		7-8		9-10		11+	
No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Effect on Voting</u>											
A lot	1 50.0	0		10 45.5		5 20.0		2 12.5		1 25.0	
Some	0	4 40.0		6 27.3		15 60.0		10 62.5		2 50.0	
Little	0	5 50.0		5 22.7		4 16.0		3 18.8		0	
None	1 50.0	1 10.0		1 4.5		1 4.0		1 6.2		1 25.0	
<u>Affect your Vote</u>											
Yes	0	0		4 20.0		7 28.0		6 35.3		1 25.0	
No	1 50.0	9 90.0		15 75.0		18 72.0		11 64.7		3 75.0	
No answer	1 50.0	1 10.0		1 6.0		0		0		0	
<u>Satisfied with Debates</u>											
Yes	1 50.0	8 80.0		17 80.9		21 84.0		14 82.4		3 75.0	
No	1 50.0	0		3 14.3		4 16.0		3 17.6		1 25.0	
No answer	0	2 20.0		1 4.8		0		0		0	
<u>Should Debates be Part of Next Campaign</u>											
Yes	1 50.0	7 70.0		15 71.4		22 88.0		11 64.7		4 100.0	
No	1 50.0	2 20.0		5 23.8		2 8.0		4 23.5		0	
No answer	0	1 10.0		1 4.8		1 4.0		2 11.8		0	

TABLE 78
EFFECT OF EDUCATION ON VIEWING FIRST DEBATE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Watched Debate</u>							
All of it	17	47.2	25	54.3	42	73.7	84	60.4
Part of it	12	33.3	12	26.1	10	17.5	34	24.5
None of it	7	19.5	9	19.6	5	8.8	21	15.0
	<u>Viewed With</u>							
Husband-wife	11	30.6	13	28.3	19	36.5	43	31.6
Son-daughter	1	2.8	4	8.7	2	3.9	7	5.1
Outsider	3	8.3	3	6.5	14	26.9	21	15.4
Family	3	8.3	7	15.2	6	11.6	16	11.9
Self	18	50.0	19	41.3	12	23.1	49	36.0

TABLE 79
EFFECT OF EDUCATION ON MEDIA ACTIVITY

	<u>Grade School</u>		<u>High School</u>		<u>College</u>		<u>Total</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Radio Ownership</u>								
One set	29	80.5	28	63.6	22	42.3	79	59.9
Two or more sets	7	19.5	16	36.4	27	51.9	50	37.8
No sets	0	0	0	0	3	5.8	3	2.3
<u>Television Ownership</u>								
One set	33	97.1	38	90.5	39	79.6	110	88.0
Two or more sets	1	2.9	4	9.5	10	20.4	15	12.0
None	0	0	0	0	0	0	0	0
<u>Newspaper Subscription</u>								
Courier	25	71.4	27	62.8	13	25.5	65	50.4
Herald	1	2.9	1	2.3	0	0	2	1.6
Chicago or Metropolitan	1	2.9	1	2.3	0	0	2	1.6
None	4	11.4	3	6.8	5	9.8	12	9.2
Courier and Metropolitan	4	11.4	11	25.6	33	64.7	48	37.2
<u>News Magazines</u>								
<u>Newsweek, Time, U.S. News & World Report</u>	4	11.8	8	19.5	15	29.4	27	21.4
Other	5	14.7	7	17.1	7	13.7	19	15.1
None	25	73.5	24	58.5	18	35.3	67	53.2
Two or more	0	0	2	4.9	11	21.6	13	10.3

TABLE 80
EFFECT OF EDUCATION ON KNOWLEDGE ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
		<u>Per</u>		<u>Per</u>		<u>Per</u>
	<u>Number</u>	<u>Cost</u>	<u>Number</u>	<u>Cost</u>	<u>Number</u>	<u>Cost</u>
<u>Subject</u>						
Answer	6	22.2	16	40.0	31	81.6
No answer	21	77.8	24	60.0	7	18.4
<u>Reading About</u>						
Yes	9	30.0	11	30.6	24	48.0
No	21	70.0	25	69.4	26	52.0
<u>Read about Yesterday</u>						
Yes	6	31.6	2	12.5	12	48.0
No	13	68.4	14	87.5	13	52.0
<u>First Speaker</u>						
Kennedy	24	66.7	29	63.0	41	77.4
Nixon	0		2	4.3	2	3.8
Don't know	12	33.3	15	32.7	10	18.8
<u>Introduction</u>						
Smith (c)	9	81.8	13	96.7	26	96.3
Don't know	2	18.2	2	13.3	1	3.7
<u>Originated</u>						
Chicago (c)	18	90.0	20	69.0	35	97.2
Not know	2	10.0	9	31.0	1	2.8
<u>Points Made</u>						
Answer	14	58.3	21	56.8	36	81.9
No answer	10	41.7	16	43.2	8	18.1

TABLE 81
EFFECT OF EDUCATION ON OPINION ABOUT DEBATES

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Who Did Best Job</u>						
Kennedy	7	19.4	9	19.6	19	35.8
Nixon	10	27.8	11	23.9	7	13.3
Draw	0		2	4.3	0	
No opinion	19	52.8	24	52.2	27	50.9
<u>Liked Anything</u>						
Answer	7	33.3	7	24.2	13	39.4
No answer	14	66.7	22	75.8	20	60.6
<u>Intend to watch Others</u>						
Yes	26	74.3	34	82.9	47	92.2
No	0		1	2.4	1	2.0
Not sure	9	25.7	6	14.6	3	5.8
<u>Idea of Being on All Stations</u>						
Good	33	91.7	33	94.3	47	95.9
Bad	1	2.8	1	2.9	2	4.1
Don't know	2	6.5	1	2.8	0	
<u>What Programs Were Pre-Empted</u>						
Answer	5	15.6	11	29.7	9	30.6
No answer	27	84.4	26	70.3	25	69.4

TABLE 82

EFFECT OF EDUCATION ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Held Here</u>					
Yes	20	62.5	30	81.1	47	88.7
No	5	15.6	1	2.7	3	5.6
Don't know	7	21.9	6	16.2	3	5.7

TABLE 83

EFFECT OF EDUCATION ON POLITICAL PREFERENCE

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Intent in Voting</u>					
Nixon	12	36.4	15	35.7	16	33.3
Kennedy	8	24.2	10	23.8	7	14.6
Undecided	6	18.2	11	26.2	17	35.4
Refused	7	21.2	6	14.3	8	16.7

TABLE 84

EFFECT OF EDUCATION ON EVALUATION OF VOTING EFFECT

	<u>Grade School</u>		<u>High School</u>		<u>College</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Have Effect</u>					
Yes	19	57.6	26	63.4	34	66.7
No	2	6.1	6	14.6	8	15.6
No opinion	12	36.3	9	22.0	9	17.7

TABLE 85

EFFECT OF POLITICAL PREFERENCE ON DEBATE VIEWING (FIRST DEBATE)

	<u>Republican</u>		<u>Democrat</u>		<u>Undecided</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Watched</u>								
All	27	56.3	20	76.9	22	62.9	12	54.5
Part	13	27.1	4	15.4	8	22.9	6	27.3
None	8	16.7	2	7.7	5	14.3	4	18.2
<u>Watched With</u>								
Husband-wife	15	48.4	9	56.3	11	47.8	5	50.0
Son-daughter	1	3.2	3	18.8	2	8.8	1	10.0
Outsider	10	32.3	2	12.5	5	21.7	2	20.0
Family	5	16.1	2	12.5	5	21.7	2	20.0

TABLE 86

EFFECT OF POLITICAL PREFERENCE ON MEDIA ACTIVITY

	<u>Republican</u>		<u>Democrat</u>		<u>Undecided</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Radio Ownership</u>								
One set	23	51.1	17	65.4	20	53.8	15	68.2
Two or more sets	21	46.7	8	30.8	14	41.2	7	31.8
None	1	2.2	1	3.9	0		0	
<u>Television Ownership</u>								
One set	37	90.2	23	92.0	25	78.1	20	95.2
Two or more	4	9.8	2	8.0	7	21.9	1	4.8
None	0		0		0		0	
<u>Newspaper Subscription</u>								
Courier	19	44.2	11	42.3	16	48.5	12	57.1
Herald (Dec.)	0		1	3.8	1	3.0	0	
Chicago or Metropolitan	2	4.7	0		0		2	9.5
None	7	16.3	2	7.7	3	9.1	0	
Combination of Courier and Metropolitan	15	34.9	12	46.2	13	39.4	7	33.4
<u>News Magazines</u>								
<u>Time, Newsweek,</u> <u>U.S. News and</u> <u>World Report</u>	11	28.2	7	30.4	7	22.6	0	
Other	7	18.0	3	13.1	6	19.4	3	18.8
None	21	53.8	13	56.5	18	58.1	13	81.3

TABLE 87

EFFECT OF POLITICAL PREFERENCE ON KNOWLEDGE ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Subject of First Debate</u>								
Answer	18	50.0	12	57.1	12	44.4	7	41.2
No answer	18	50.0	9	42.9	15	55.6	10	58.9
<u>Reading About Debates</u>								
Yes	11	28.2	11	44.0	10	34.5	8	44.4
No	28	71.8	14	56.0	19	65.5	10	55.6
<u>Read About Yesterday</u>								
Yes	4	21.1	4	33.3	10	50.0	4	40.0
No	15	78.9	8	66.7	10	50.0	6	60.0
<u>Who Was First Speaker</u>								
Kennedy	35	100.0	20	100.0	21	87.5	15	93.8
Nixon	0		0		3	12.5	1	6.3
<u>Who Introduced Speakers</u>								
Correct	18	94.7	9	75.0	14	93.3	6	100.0
Did not know	1	5.3	3	25.0	1	6.7	0	
<u>Where Did it Originate</u>								
Chicago (c)	27	84.4	14	93.3	19	82.6	10	83.3
Did not know	5	15.6	1	6.7	4	17.4	2	16.7
<u>Remember Points</u>								
Answer	21	65.6	17	73.9	21	72.4	4	40.0
No answer	11	34.4	6	26.1	8	27.6	6	60.0

TABLE 88

EFFECT OF POLITICAL PREFERENCE ON OPINION ABOUT DEBATES

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
<u>Who Did Best Job</u>								
Kennedy	2	8.7	17	89.5	12	80.0	3	50.0
Nixon	20	87.0	1	5.3	3	20.0	3	50.0
Draw	1	4.3	1	5.3	0		0	
<u>Likes or Dislikes</u>								
Answer	9	31.0	7	38.9	11	47.8	0	
No answer	20	69.0	11	61.1	12	52.2	4	100.0
<u>Intend to Watch Others</u>								
Yes	37	88.1	22	88.0	30	88.2	12	60.0
No	1	2.4	0		1	3.0	0	
Don't know	4	9.5	3	12.0	3	8.8	8	40.0
<u>Idea of Being on All Stations</u>								
Good idea	38	84.4	25	96.2	30	90.9	17	77.3
Bad idea	2	4.5	0		0		2	9.1
No opinion	5	11.1	1	3.8	3	9.1	3	13.6
<u>What Programs Were Pre-empted</u>								
Answer	14	36.8	2	10.5	7	29.2	2	33.3
No answer	24	63.2	17	89.5	17	70.8	4	66.7

TABLE 89

EFFECT OF POLITICAL PREFERENCE ON LINCOLN-DOUGLAS DEBATE KNOWLEDGE

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
	<u>Held Here</u>							
Yes	34	79.1	20	87.0	23	71.9	13	76.5
No	4	9.3	0		4	12.5	1	5.9
Don't know	5	11.6	3	13.0	5	15.6	3	17.6

TABLE 90

EFFECT OF POLITICAL PREFERENCE ON EVALUATION OF VOTING EFFICIENCY

	<u>Effect on Voting</u>							
Yes	27	67.5	19	73.1	22	68.8	6	28.6
No	3	7.5	4	15.4	3	9.4	7	33.3
No opinion	10	25.0	3	11.5	7	21.9	8	38.1

TABLE 91

EFFECT OF POLITICAL PREFERENCE ON EDUCATION (VOTING PREFERENCE)

	<u>Republican</u>		<u>Democrat</u>		<u>Independent</u>		<u>Refused</u>	
	Number	Per Cent	Number	Per Cent	Number	Per Cent	Number	Per Cent
Grade school	13	31.0	10	37.0	7	19.5	6	30.0
High school	14	33.3	10	37.0	12	33.3	6	30.0
College	15	35.7	7	26.0	17	47.2	8	40.0

TABLE 92
EFFECT OF MEDIA ACTIVITY INDEX ON VIEWING FIRST DEBATE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Watching</u>												
All	8	34.8	31	51.7	32	78.0	19	79.2	1	100.0	0	0
Part	4	17.4	20	33.3	7	17.1	3	12.5	0	0	0	0
None	11	47.8	9	15.0	2	4.9	2	8.3	0	0	0	0
<u>Viewed With</u>												
Husband-wife	5	22.7	16	26.7	18	43.9	7	31.8	1	100.0	0	0
Son-daughter	0	0	5	8.3	3	7.3	0	0	0	0	0	0
Outsider	1	4.6	7	11.7	5	12.2	7	31.8	0	0	0	0
Family	2	9.1	5	8.3	5	12.2	5	22.7	0	0	0	0
By self	14	63.6	27	45.0	10	24.4	3	13.7	0	0	0	0

TABLE 93
EFFECT OF MEDIA ACTIVITY ON KNOWLEDGE OF DEBATES

1-2		3-4		5-6		7-8		9-10		11+	
No.	Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Subject of First Debate</u>											
Answer given	3	23.1	18	38.3	17	54.8	17	94.4	0	0	0
No answer	10	76.9	29	61.7	14	45.2	1	5.6	0	0	0
<u>Reading about Debates</u>											
Yes	4	33.3	15	30.6	13	34.2	11	52.4	1	100.0	0
No	8	66.7	34	69.4	25	65.8	10	47.6	0	0	0
<u>Read about Yesterday</u>											
Yes	1	20.0	6	23.1	9	40.9	6	60.0	0	0	0
No	4	80.0	20	76.9	13	59.1	4	40.0	0	0	0
<u>Who was First Speaker</u>											
Kennedy	10	100.0	39	95.1	39	97.5	19	95.0	1	100.0	0
Nixon	0	0	2	4.9	1	2.5	1	5.0	0	0	0

(Continued)

TABLE 93 (Continued)
EFFECT OF MEDIA ACTIVITY ON KNOWLEDGE OF DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent	No.	Cent
<u>Who Introduced</u>												
Correct (Smith)	2	100.0	18	90.0	16	84.2	14	100.0	1		0	
Wrong or did not know	0		2	10.0	3	15.8	0		0		0	
<u>Where did it Originate</u>												
Chicago (c)	6	85.7	26	81.3	29	93.5	15	88.2	1		0	
Not know	1	14.3	6	18.7	2	6.5	2	11.8	0		0	
<u>What Points Remembered</u>												
Answer	5	33.3	28	62.2	28	80.0	13	72.2	1	100.0	0	
No answer	10	66.7	17	37.8	7	20.0	5	27.8	0		0	

TABLE 94
EFFECT OF MEDIA INDEX ON OPINION ABOUT DEBATES

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
<u>Best Job First</u>												
Kennedy	1	50.0	13	39.4	16	88.9	6	46.2	1	100.0		0
Nixon	1	50.0	19	57.6	1	5.6	7	53.8		0		0
Draw or no opinion	0		1	3.0	1	5.6	0			0		0
<u>Likes or Dislikes</u>												
Answer	1	6.2	11	32.4	11	40.7	4	33.3		0		0
No answer	15	93.8	23	67.6	16	59.3	8	66.7	1	100.0		0
<u>Intend to Watch Others</u>												
Yes	9	75.0	48	82.8	32	86.5	20	90.9		100.0		0
No	1	8.3	0		1	2.7	0			0		0
Not sure	2	16.7	10	17.2	4	10.8	2	9.1		0		0
<u>What about on All Nets</u>												
Good idea	11	91.7	48	90.6	35	97.2	21	100.0		100.0		0
Bad idea	1	8.3	2	3.8	1	2.8	0			0		0
No opinion	0		3	5.7	0		0			0		0
<u>What Programs Pre-Empted</u>												
Answer	1	6.2	12	23.1	5	17.9	7	50.0	1			0
No answer	15	93.8	40	76.9	23	82.1	7	50.0	0			0

TABLE 95
EFFECT OF MEDIA INDEX ON LINCOLN-DOUGLAS INFORMATION KNOWLEDGE

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
	<u>Held Here</u>											
Yes	8	80.0	38	88.4	32	97.0	20	95.2	1	100.0	0	0
No	2	20.0	5	11.6	1	3.0	1	4.8	0	0	0	0

TABLE 96
EFFECT OF MEDIA INDEX ON VOTING INTENTION (POLITICAL AFFILIATION)

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Nixon	8	57.1	17	32.1	9	23.7	10	50.0	0		0	
Kennedy	1	7.2	12	22.6	11	28.9	2	10.0	0		0	
Undecided	3	21.4	14	26.4	12	31.6	5	25.0	0		0	
Refused	2	14.3	10	18.9	6	15.8	6	15.0	1	100.0	0	

TABLE 97
EFFECT OF MEDIA INDEX ON EVALUATION OF EFFECT ON VOTING

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Yes	6	46.2	36	64.3	22	64.7	16	76.2	0	0	0	0
No	1	7.6	5	8.9	6	17.6	2	9.5	0	0	0	0
No opinion	6	46.2	15	26.8	6	17.6	3	14.3	1	100.0	0	0

Have Effect on Voting

TABLE 98
EFFECT OF MEDIA INDEX ON EDUCATION

	1-2		3-4		5-6		7-8		9-10		11+	
	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent	No.	Per Cent
Grade school	5	31.3	25	42.4	6	15.8	0	0	0	0	0	0
High school	5	31.3	25	42.4	15	39.5	3	13.6	0	0	0	0
College	6	37.5	9	15.3	17	44.7	19	86.4	1	100.0	0	0

APPENDIX D

ADDITIONAL FIGURES

FIGURE 2
KNOWLEDGE OF ORIGINATION OF PROGRAMS (BY EDUCATION)

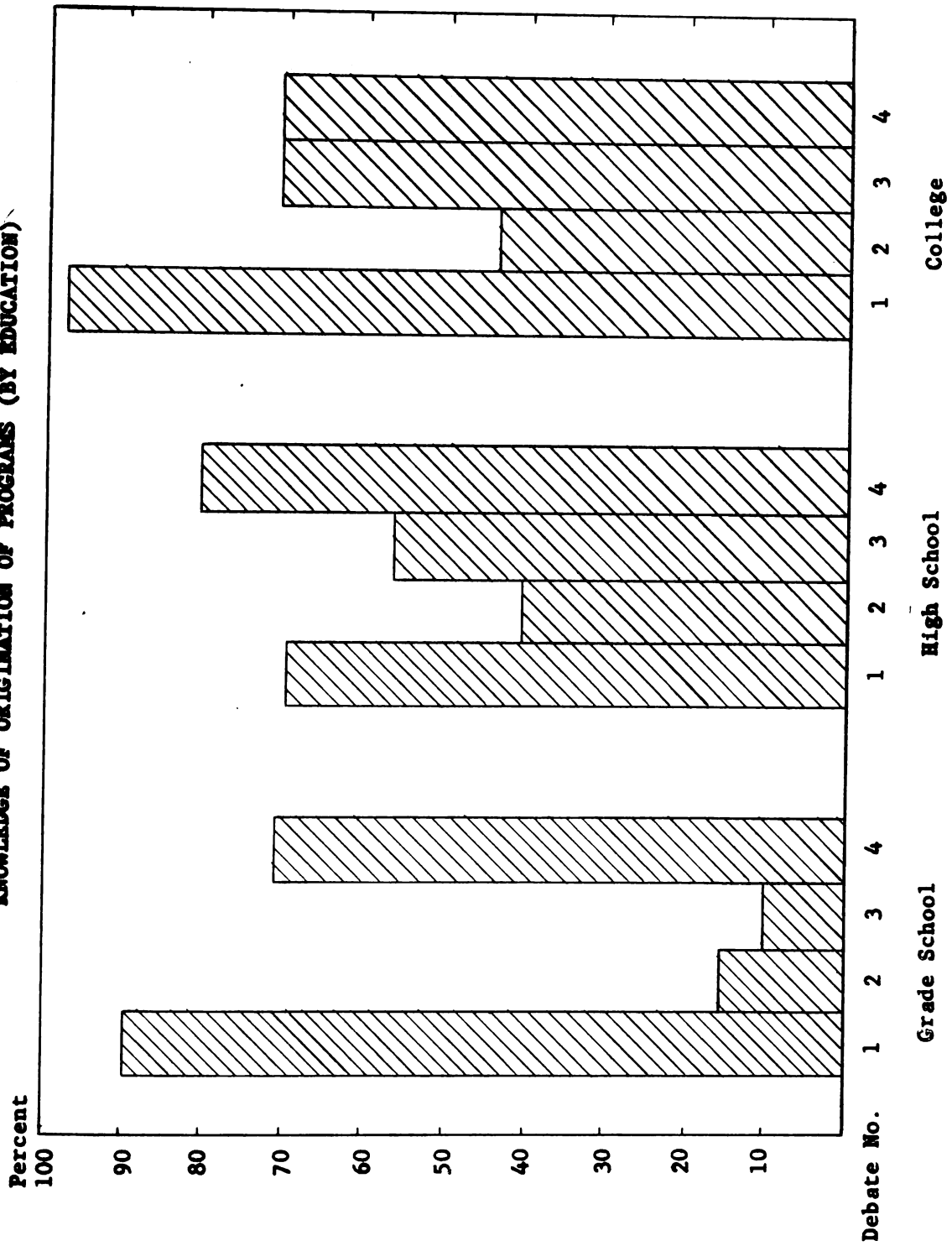


FIGURE 3
KNOWLEDGE OF FIRST SPEAKER (BY EDUCATION)

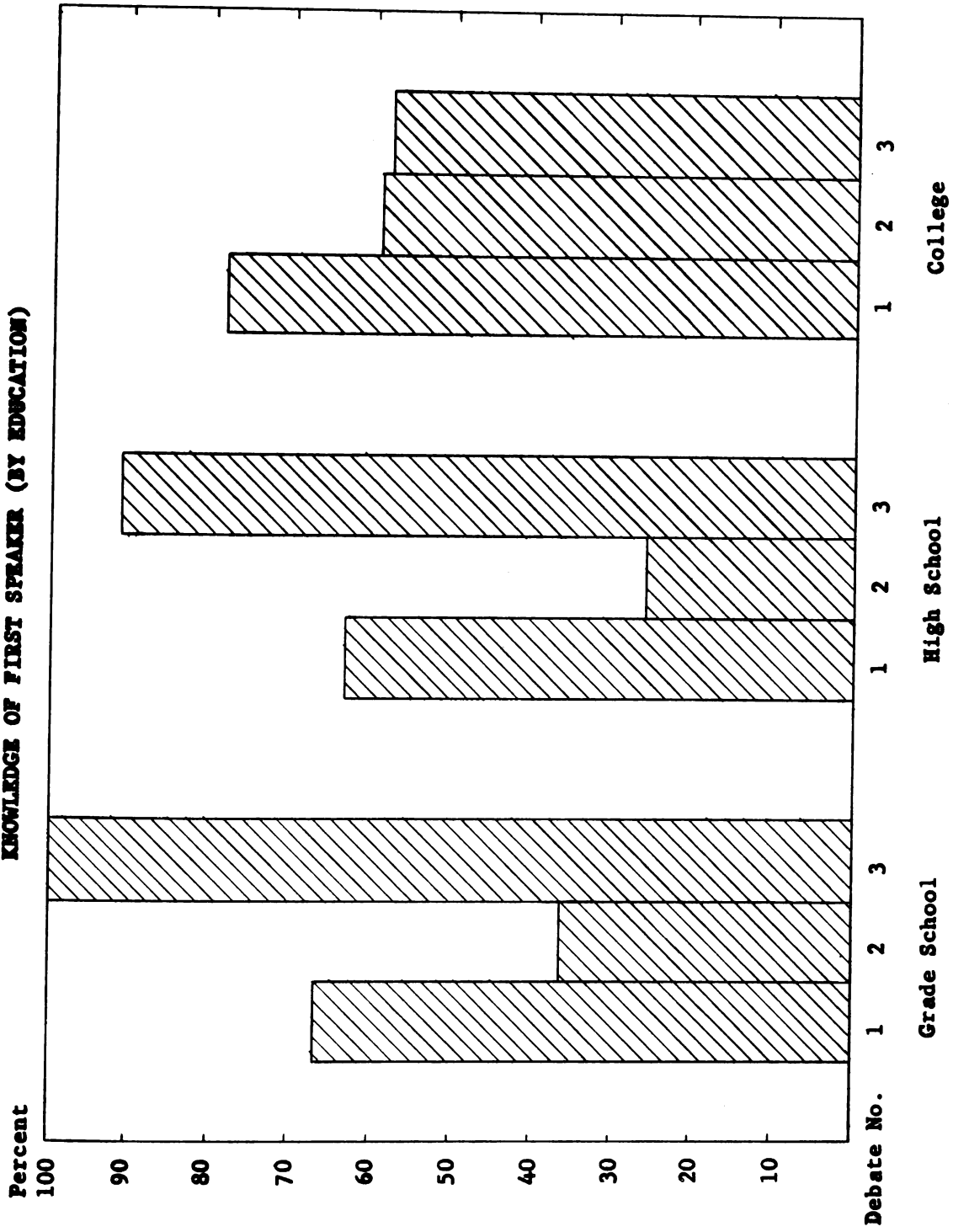


FIGURE 4
KNOWLEDGE OF SUBJECT OF DEBATE (BY EDUCATION)

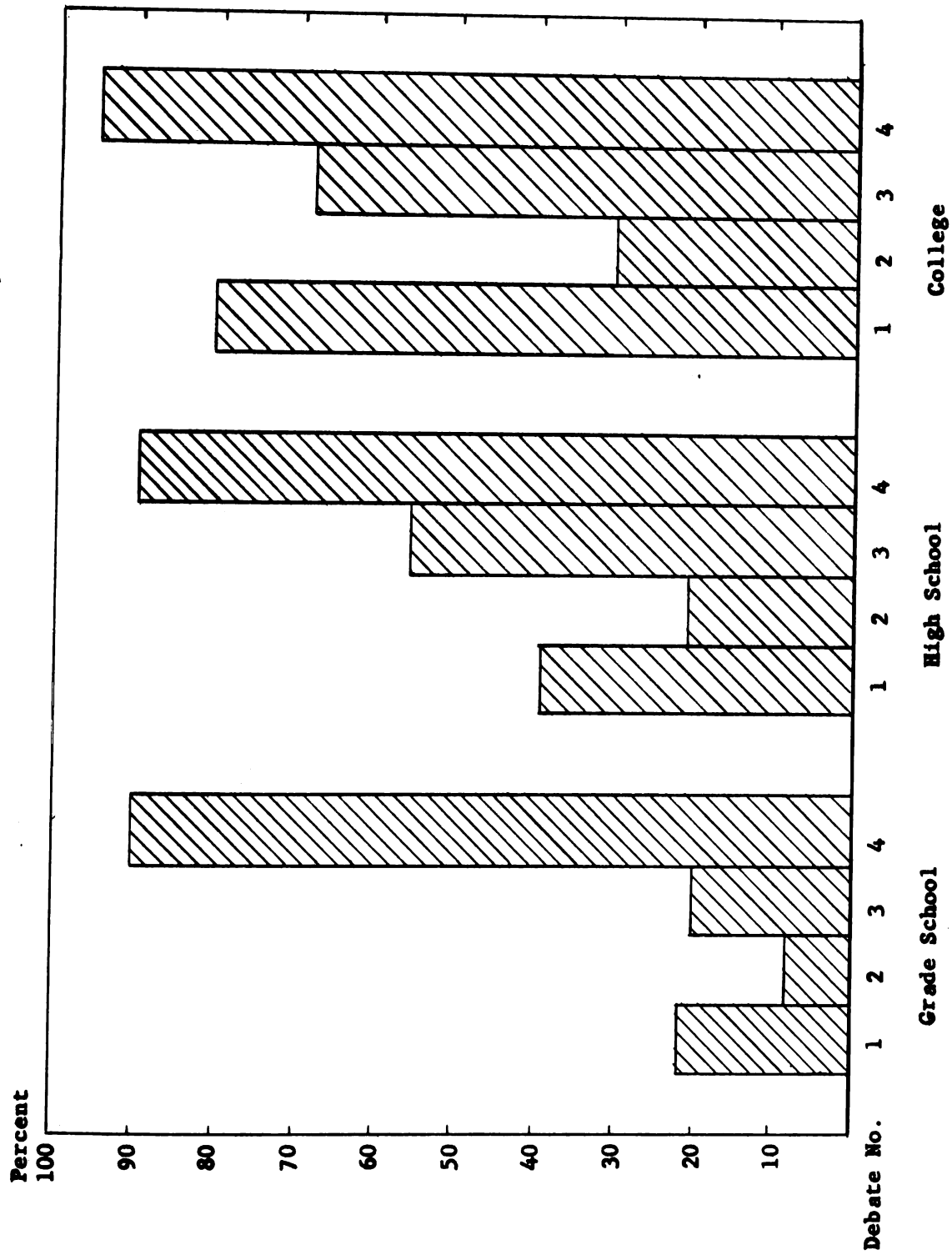


FIGURE 7
VIEWING INTENT (BY EDUCATION)

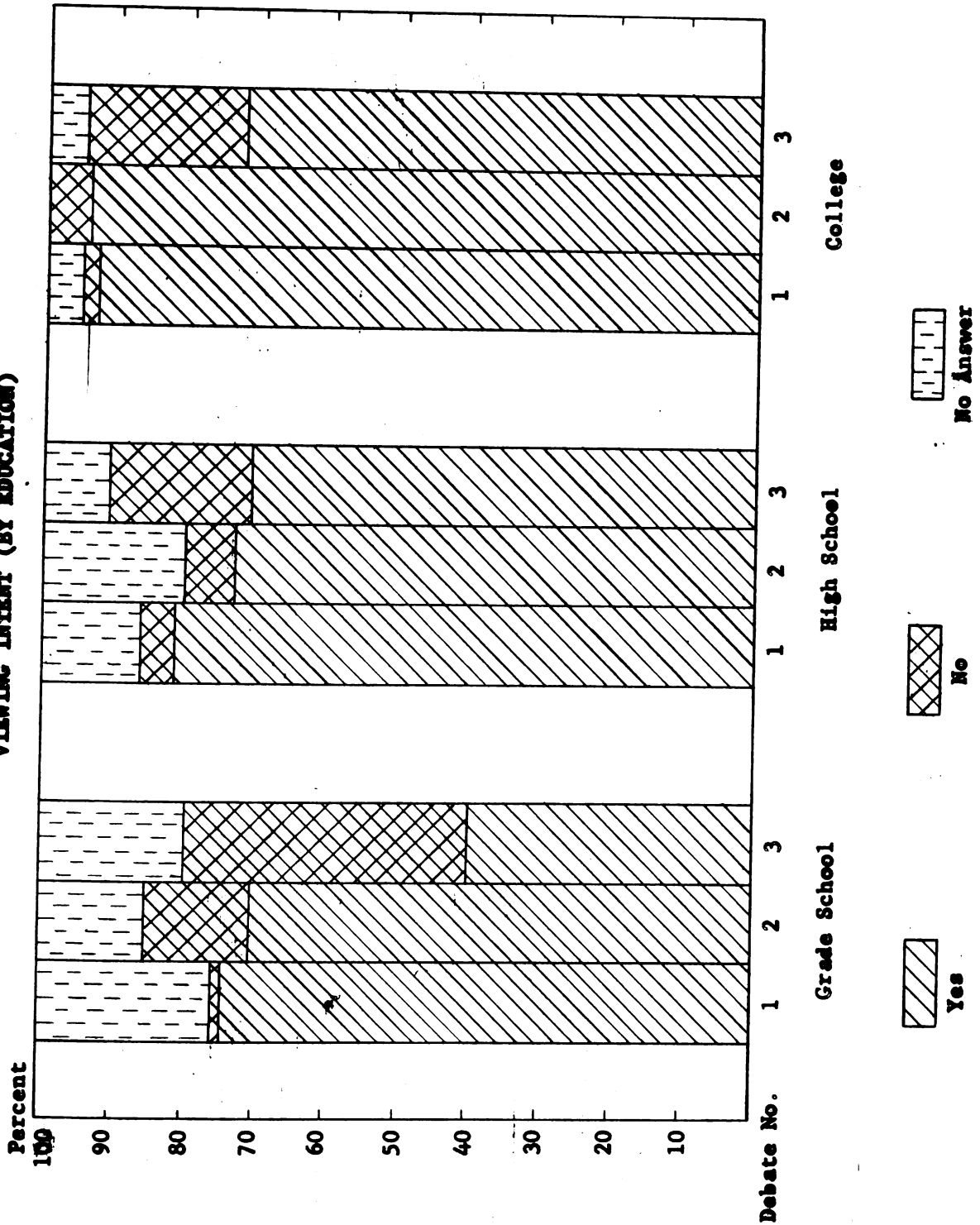


FIGURE 14
VIEWING INTENT (BY FAMILY SIZE)

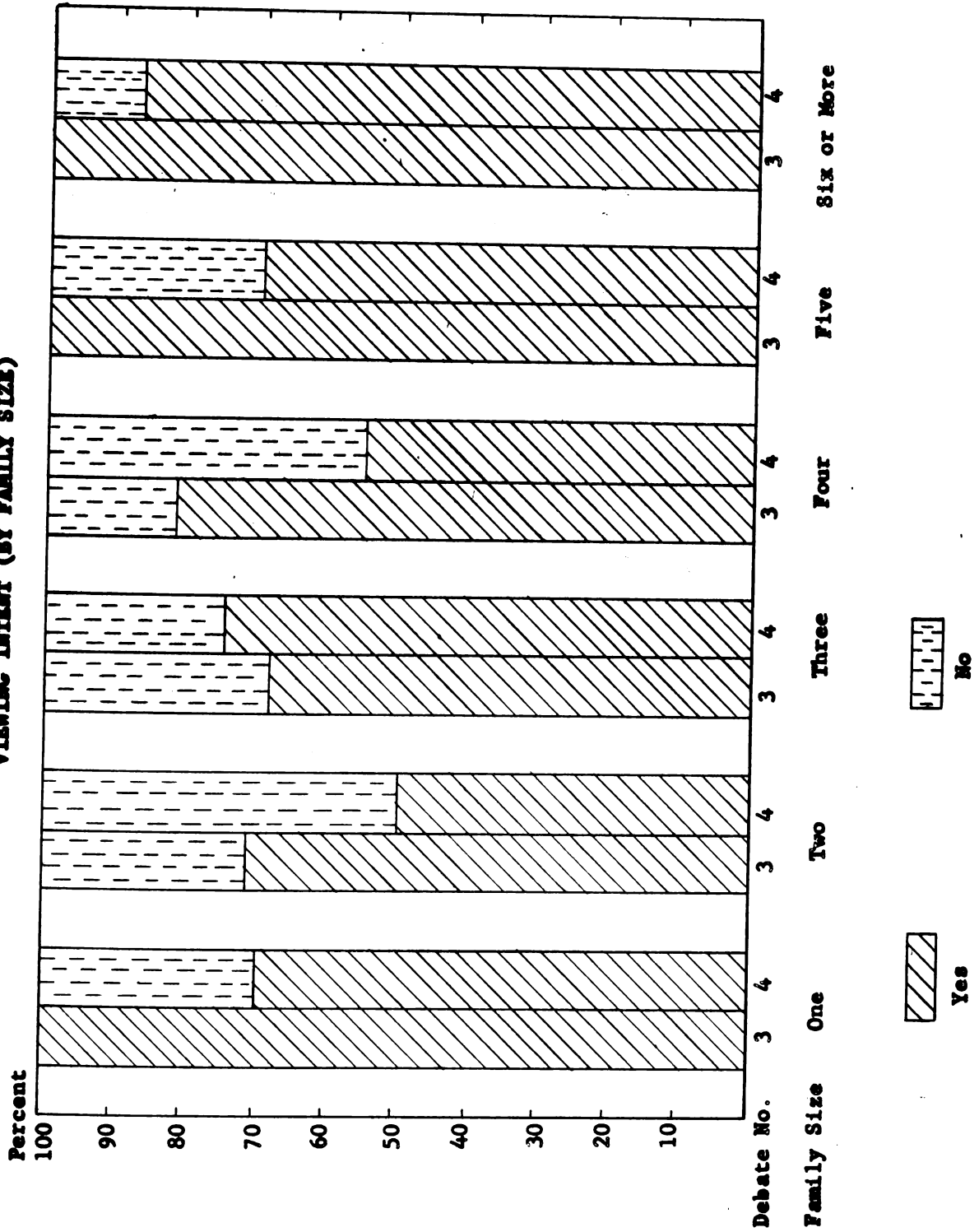
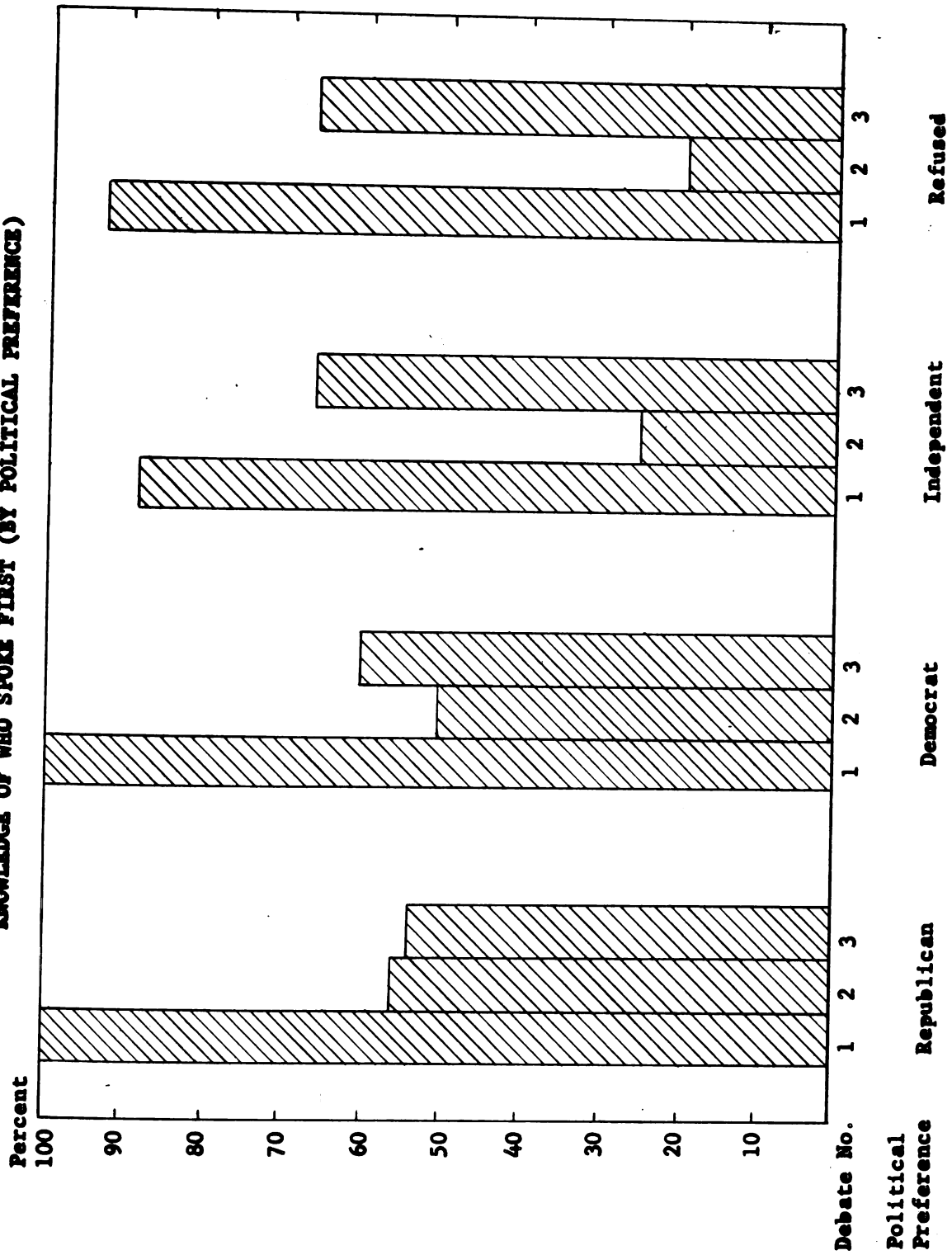


TABLE 17
KNOWLEDGE OF WHO SPOKE FIRST (BY POLITICAL PREFERENCE)



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