

USE OF AND SATISFACTION WITH  
A PACKAGED CONSUMER  
EDUCATION SLIDE PROGRAM

Thesis for the Degree of M. A.  
MICHIGAN STATE UNIVERSITY  
M. Charline Hatchett  
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## ABSTRACT

### USE OF AND SATISFACTION WITH A PACKAGED CONSUMER EDUCATION SLIDE PROGRAM

By

M. Charline Hatchett

The purpose of this exploratory study was to evaluate an informational teaching technique (Ads Add Up slide program and related material) as to its implication for Cooperative Extension programs and other educational organizations working in Consumer Education. This was done by seeking the opinion of professionals who used the material.

An opinionnaire was developed to evaluate use of, and satisfaction with, the kit and to learn how users thought participants benefited from the information. The test group consisted of all purchasers of Ads Add Up for whom we had a specific name and address. Since New York Cooperative Extension Service bought Ads Add Up and recommended its use on a state-wide basis, data for this group was compared with all others. There were 37 usable responses from New York and 59 other usable responses--for a total of 96 respondents.

Method and Content satisfaction scores were developed by selecting questions which would represent each. A combination of these two scores represented Overall Satisfaction.

Scores were arbitrarily divided into three groups--Clearly Satisfied, Moderately Satisfied, and Clearly Dissatisfied.

Overall, only 10 respondents were Clearly Dissatisfied with the kit, however, respondents were better satisfied with the Method used than they were with the Content.

The recommendation of the Cornell Extension Staff for use of Ads Add Up on a state-wide basis seems to have influenced the New York group. When comparing New York and the Other group, satisfaction scores of New Yorkers were higher for both Method and Content than the Other group's. In spite of this fact, New Yorkers rated many related questions lower than the Other group--an inconsistency which could not be fully explained.

The Ads Add Up kit was developed under the assumption that professionals as well as consumers have an interest in learning about marketing functions such as food advertising. This study was based on the theory that information is an essential element in effective decision making, which in turn affects the management process.

The data shows a majority of respondents felt that participants learned the function of food advertising, felt the kit was relevant to teaching home management and food buying, and felt that the information would lead to improved decision making and buying practices.

M. Charline Hatchett

The findings of this study cannot be considered conclusive, but they do seem to indicate a need for further development of packaged information programs and for carefully planned research to evaluate them. Indications are that well designed packaged programs could fill a real need in the Consumer Education field and would be used if made available to professionals.



USE OF AND SATISFACTION WITH A PACKAGED  
CONSUMER EDUCATION SLIDE PROGRAM

by

M. Charline Hatchett

A THESIS

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## CHAPTER I

### PROBLEM AND RATIONALE

#### Introduction

Researchers predict that education in the future will be an organized lifetime activity rather than a segment in life of 12 or more years. Progress in this direction is evidenced by statistics from the first phase of the National Opinion Research Center's survey on Adult Education in America, done in 1962. The survey showed that 25,000,000 adults, or more than one in five, had been active in educational pursuits other than as full time students. (1).

From the Home Management-Consumer Economics point of view, this outlook is encouraging. In a very broad sense, education widens the scope for decision making, by broadening one's notion of what is possible. It enables the individual to engage in the general process of thinking through the problems he faces. Through education, a knowledge of alternatives is made a conscious ingredient in a person's thought processes which is one of the basics in decision making in all aspects of life. (2)

"It has been said that history turns on small hinges, and so do people's lives. We are constantly making small decisions, some of them apparently trivial. The total of these decisions finally determines the success or failure of our lives." (3)

Many decision making models have been developed. These usually take the form of a series of steps similar to the following: "(1) becoming aware of a choice situation, (2) discovering several alternative courses of action, (3) weighing these courses of action, and (4) making the choice." (4)

But, it is not enough to learn the technique for making decisions. Information about what is being decided is essential. Discussing decision making in relation to effective management, Paolucci says, "The prerequisites of effective management (sound decisions and effective execution of these) demands both involvement of persons concerned in determining the solution plus relevant and accurate information." (5) Gross says that in order to manage successfully". . . knowledge about each resource is necessary." (6) Paolucci and O'Brien spell out the need for information in effective decision making clearly when they say;

The mere recognition of a choice-making situation and some possible alternatives is not sufficient grounds for making an intelligent decision. The alternatives must be balanced one against another to determine which will lead to the greatest satisfactions. An effort must be made to predict the future consequences of each alternative, which entails knowing the possible outcome of each course of action. The more knowledge an individual has the greater his potential for accurate prediction. (7)

It has been said, "Information is not wisdom, but knowledge used for thinking." (3)



Another aspect of information is Glen Johnson's cost-risk idea. The idea implies a decision maker may find himself in one of several situations according to the amount of information he has for making a decision. Paolucci and O'Brien interpret Johnson's idea like this:

1. When present knowledge seems sufficient and more knowledge is apparently not worth the cost of acquisition, one is in a risk situation. . . .
2. A learning situation arises when action being considered is postponed until more knowledge is gathered. . . .
3. An inaction or no action situation exists when what one knows is insufficient to warrant positive action, yet the effort required to gain more knowledge is apparently not worthwhile. . . .
4. In a forced-action situation, outside influences compel an individual to act even though his existing state of knowledge is inadequate and he realizes that more knowledge would be worth acquiring. (7)

Decision making is barren without action; action involves courage. Having planned one must risk one's convictions in an act. (3)  
The problem, however, lies in knowing when enough information has been gathered to minimize the risk.

For many years the Cooperative Extension Service has been a leader in informal adult education. It's primary function as stated in the Smith Lever Extension Act is: "To aid in the diffusion among the people of the United States useful and practical information on subjects related to agriculture and home economics and to encourage the application of the same." (8)



One of the aims of the Michigan Consumer Marketing Information (CMI\*) program of the Cooperative Extension Service is to improve the economic literacy of consumers by developing a basic understanding of the roles played by various marketing functions in the overall food marketing system.

With this objective in mind, plans were made to develop a series, maybe as many as 12 to 15 packaged, self-contained consumer education slide programs. These would be made available to the CMI staff as well as to others who are concerned with consumer education.

The first such kit developed was Ads Add Up. The response from consumer educators in other states pointed out the interest in and need for this type of consumer education material. Because slide programs were a new type of effort for the CMI program, it was felt that an evaluation of one of the slide programs was needed before proceeding with the development of the complete series.

Evaluation has become an important part of Extension programs everywhere. Its importance is emphasized in a study of a consumer marketing program in Missouri. The authors say:

The findings of this study further demonstrate the feasibility and the desirability of incorporating systematic evaluation into the planning and execution

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\*Henceforth referred to as the CMI program.



of an educational program. In a very real sense, carrying on such programs requires systematic and continuous evaluation of the situation, methods used, and program content and end results. (9)

Recognizing the importance of evaluation, the CMI staff developed guidelines for evaluation soon after its program was initiated in 1954. These guidelines formed the basis for this study. (10)

#### Purpose of Study

This research was designed to evaluate Ads Add Up, A Look at Food Advertising, a consumer education slide program developed by the Michigan CMI staff at Michigan State University. Its purpose is to gain some insight into professional use of, and satisfaction with, packaged slide programs as a means of conducting consumer education programs. This information should prove useful in program planning for those responsible for Consumer Food Marketing Programs as well as those concerned with consumer education in general.

#### Objective of Study

The objective of this study was to evaluate an informational teaching technique (Ads Add Up slide program and related material) as to its implications for Cooperative Extension programs and other educational organizations working in consumer

education, by seeking the opinion of professionals who have used this material. Hopefully, information obtained from this study will be useful in development of future slide programs.

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## CHAPTER 11

### REVIEW OF LITERATURE

#### Consumer Economics Literature

According to Troelstrup, food management is ". . . one of the most important jobs in the home. The health and happiness of the family are directly dependent on the skill and information used in the kitchen and in the market place. The family pocketbook is affected too, because food is the largest single expense most families have in their budgets." (11)

Gordon and Lee. spell out the responsibilities of the consumer as follows:

A primary responsibility of consumers is to be aware of their role and function in the economy . . . . A second consumer responsibility is to perform effectively. This requires training and knowledge as well as independence of judgement and action. Consumers have an important job to do and must work at it conscientiously if they are to do it well. (12)

"Consumerism," consumer education and consumer economics have come to the forefront in the U.S. political and educational arenas in the last ten years. Better educated consumers, instant communications, mass marketing of consumer products, as well as the ebb and flow of consumer advocates on the scene have all contributed to the stirring of consumer awareness. President Kennedy's awareness of consumer concerns resulted in his setting



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forth a bill of Consumer Rights (13) and appointment of a Consumer Advisory Council. President Johnson in January 1964, appointed Esther Peterson the first presidential advisor on consumer affairs. Her first activity was to travel the country setting up consumer meetings to hear consumer complaints. Mrs. Peterson was followed by Betty Furness and then by Virginia Knauer, who now holds that position. In the meantime, Ralph Nader, with his crew of "raiders" arrived on the scene as a new voice of the consumer. Mr. Nader has conducted investigations of many industries as well as government agencies, charging many inadequacies in both business and government which adversely affect consumers.

With encouragement from government and others, consumers have begun to make themselves heard, and as they become vocal in the marketplace it is ever more apparent that they do not understand the economics of our marketing system. Recent attendance at a consumer dialogue in Detroit, sponsored by industry as an opportunity for businessmen in the food field to talk to a group of consumers, and at other dialogues, conducted by the Michigan CMI staff, revealed how uninformed consumers are in many areas. For instance, some consumers in the Detroit dialogue (14) thought that retail grocers averaged fifty cents out of every dollar sold as net profit. Only one out of eleven at this dialogue came close to the one to two cent actual profit



figure. She said three cents net profit from each dollar sold. If these women were at all typical, it is no wonder during the boycotts of 1966 and again during the beef boycotts in 1969, that women were making unrealistic demands.

At the same Detroit dialogue in answer to the question: "Would you be willing to pay more for groceries if you could have better service?", all 11 answered no but most felt that the stores could provide more and better service without increasing prices -- again unrealistic.

In answer to the question: "Do you think you would be interested in a course on how to become a better shopper?", all 11 said yes which indicates a conscious need for consumer information.

Not only do consumers need information, there is an indication that many of those who impart information to the consumer lack economic background in their college work and feel they need better sources of consumer economic information. This was pointed out in a study of high school home economics teachers and women Extension agents in Montana. The authors make the following statements regarding the findings of their study:

The majority of the home economists teaching consumer economics had had little actual course work while in college to help them adequately understand the basic laws of economics.

. . . . .



The results of the questionnaires indicate that 36 percent of the home economists call upon the food store manager as a resource person to assist them in teaching consumer economics; 27 percent named bankers, 15 percent, the Extension family economist; 11 percent, the Extension marketing specialist; and 12 percent, food processors. (15)

Those who use commercial sources of information (about 50 percent) felt that it was biased, but that ". . . it was more current than most available materials on consumer economics and marketing research." (15)

The home economics Extension agent and high school teacher teaching consumer economics feel poorly prepared to do this job adequately: 57 percent of the respondents rated themselves as average or below average in their degree of competency in this area. Approximately three out of four respondents wanted information in the following areas; installment buying and cost of credit, new products available to the consumer, seasonal sales, and managing the food dollar. (15)

If home economics teachers and home economics Extension agents in Montana are at all representative of those in other parts of the United States, then these groups indeed need in-depth, unbiased consumer education materials to aid them in classroom teaching as well as in informal adult education situations.

### Decision Making and Management Literature

Decision making has been called the "crux" of management. (16) Paolucci agrees by saying, "The key factor in 'making things happen' rather than 'letting things happen' is conscious,

deliberate choice-making." (17) In this statement Paolucci points out that decisions can be, and are made at the subconscious level, but it is only when they are made at the conscious level that they are managerial in nature. The writer believes that decisions made at the conscious level without the information and understanding needed to make an intelligent choice may be little better than ones made at the subconscious level. With this in mind, Troelstrup's writing on consumer buying decisions is of interest. He says, "In reviewing the studies of how consumers behave as buyers, . . . one is struck by the feeling that much, if not most, buying is routine. Only when a major purchase is contemplated -- a TV set or a house -- do consumers indulge in serious conscious decision making before the actual purchase." (11) And yet it has been estimated by the U.S. Department of Agriculture that a homemaker could save from six to ten percent on her food bill if she takes advantage of specials offered by grocery stores. (18)

Gordon and Lee go even further by saying, "The buyer who never shops around foregoes savings of 10 to 30 percent in food purchases and up to 100 percent on other commodities." (12) At another point they say, "A typical shopper could cut her food bill by 25 percent by shrewder shopping. This could amount to \$300 a year or more." (12)

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Troelstrup agrees that there are substantial savings to be made by saying, "Any alert shopper can save from 10 to 20 percent by seeking bargains widely available at most competitive supermarkets." (11) One way he suggests consumers can do this is by taking advantage of shopping the food ads for specials before going to the supermarket. He says comparing food costs before marketing is both economical and timesaving.

It is doubtful that homemakers could make a \$200 to \$300 savings, which shrewd food shopping seems to offer, on most of the larger items for which they go through a conscious decision making process. Yet, according to the Progressive Grocer, Colonial Store Study, "The typical woman shopper reads food store ads, but strangely, rarely buys the advertised specials." (12) In the Detroit dialogue mentioned earlier, nine out of 11 homemakers read food ads regularly but only five out of the nine said they used them to plan their shopping. (14)

Troelstrup has characterized some consumers as "good" routine shoppers and some as "bad." "A good routine shopper plans with care, is more discriminating, brings more information into use, shops around intelligently, and reads labels more carefully than a bad shopper. The buying skills of good shoppers must have been learned sometime, . . . however habitual these skills may have become. Perhaps one may correctly assume that many, if not most, good shoppers receive their earliest consumer education from their parents." (11)

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Troelstrup goes on to say that decision making takes place, but implies that much of it may be done, as Paolucci suggests, at the subconscious level. He also states that "sounder decision making could be encouraged . . . if effective consumer education were taught in schools and colleges." (11)

Dr. Joseph Uhl of Purdue University, (19) in reporting to economists on his studies of buying, commented recently that American education is producing scientific geniuses and illiterate consumers, however, the need for consumer education has finally made itself heard. In 1968, the Vocational Education amendment was passed and funds were earmarked to support consumer education in public schools.

Reporting on the passage of this amendment at the 1970 National Agricultural Outlook Conference, Rose Mary Bengel said, "In today's complex society, consumer education is viewed as a universal need. Consumer education programs in the public schools can reach a majority of the population, and can therefore do much to meet this need. Consumer education programs in their many forms must help people to comprehend and cope with problems of consumption by equipping them with tools to make wise decisions and choices." (20)

This amendment should improve the situation for consumers in the future but the consumers of today still need information. It is with today's consumers in mind that we look for better ways to communicate and to extend limited staffs to reach as many consumers as possible.

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### Audio Visual Literature

Most of the research on the use of slides and films has been done in the classroom or other formal training situations where at least part of the controls needed for valid research could be met.

It is assumed that the findings of this research would also apply to use of slides in an informal adult education situation.

The Encyclopedia of Educational Research reviewed the research on filmstrips and slides. Selected portions of this review considered to be relevant to this study are presented here. According to the author of this section:

Filmstrips and slides are among the most economical of AV materials; therefore, their effectiveness as compared with the more expensive motion picture has frequently been studied.

Early studies by Brown (21), James (22), McClusky (23), and McClusky and McClusky (24), comparing filmstrips and slides with the silent motion picture found in general that the projected still pictures were about as effective in teaching factual information as silent films.

Later studies comparing filmstrips and slides with sound motion pictures supported these earlier findings. Goodman (25) compared sound and silent filmstrips with sound and silent motion pictures in teaching four safety topics to Grades VI and VII students finding no significant differences among the four methods when tested a month after the lessons. (26)

In another article by the same author is found the following research reported:

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Stampolis and Sewell (27) compared the use of four filmstrips with lectures in teaching economic concepts to university students. In only one of the four cases was the filmstrip method significantly superior to the lecture method, no differences existing in the remaining three cases. However, every student felt that the filmstrip on business cycles, which produced the superior gain, was the best filmstrip of the four used. (28)

In general, the research indicates that well designed slide presentations can be an effective and inexpensive method of getting information to people.

#### Communication Literature

In the past it has been assumed that, given information for making choices, people would use this information to make rational choices. Like many other educational programs, the Consumer Marketing program has assumed this role of information giver. It relies heavily on mass and other specialized media to reach consumers.

Research on decision practices raises some question as to whether people actually use such information to maximize outcomes. At one time it was thought that the mass media were all powerful -- that one need only push a program through the media and everyone was influenced. This has been called the "hypodermic needle" model of communication. (29) Empirical research soon proved how difficult it is to "convert" people

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by means of mass media alone. Research also reveals that people are selective about their mass media exposure usually selecting information which reinforces the point of view they already hold. (30)

With the study, The People's Choice, (31) came the development of the idea of personal influence or the two-step flow of communication and the coining of the term "opinion leader." Opinion leaders are defined as those individuals from whom others seek advice.

In a review of research, Rogers (32) set forth the following generalizations concerning opinion leaders. Opinion leaders conform more closely to social system norms than the average member of society. There is little overlapping among the different types of opinion leadership. Opinion leaders use more impersonal, technically accurate, and cosmopolite sources of information than do their followers. Opinion leaders are more cosmopolite (in general) than their followers. Opinion leaders have more social participation, higher social status and are more innovative than their followers. In addition, Lazarsfeld and Menzel state "they are likely to have the strongest interest in the subject matter concerned." (33)

The literature further reveals the interplay between mass media and personal influence on decision making. A good deal of research has been done on the role of personal influence

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or the two-step flow of communication. The findings of these studies are almost as varied as the type and number of studies. For instance, evidence indicates that opinion leaders seek advice even more than followers. (34) It has been found that opinion leaders have opinion leaders themselves. (35) Some evidence suggests that the flow of information may operate directly from media to ultimate consumer, rather than through an opinion leader, (36) while still other evidence suggests that when the inactive segment is omitted, leaders and followers are equal in knowledge, mass media exposure, etc. and tend to share opinions rather than influence. (37)

Paolucci found that the teachers were "more influenced by their past teaching experience or by alternatives first presented to them by other home economics teachers than they were by formal education or alternatives offered by experts or administrators." (7) She says, "This suggests that past experience and persons with whom we relate on a face-to-face basis influence us more than impersonal sources when choosing among alternatives." (7)

On the other hand, in looking at decision making from the point of view of the adoption of a new idea, research shows that the most innovative, or the first to adopt a new idea, use different information sources than the majority. Beal (38) found for all stages in the adoption process (awareness,

information, application, trial and adoption) that innovators used government agency sources as their most important source of information. While laggards, or the last to adopt, used informal sources (neighbors, friends and relatives) as the most important sources of information at all stages of the adoption process.

On the subject of information sources, Klapper says:

The source of a communication, or, to be more exact, the source as conceived by the audience, has been shown to influence the persuasive efficacy of the communication itself. . . . Audiences have been shown, for example to respond particularly well to specific sources because they considered them of high prestige, highly credible, expert, trustworthy, close to themselves, or just plain likable. (30)

While Klapper is talking about mass media, it seems that this idea of credibility of information source would apply here as well.

In commenting on a related subject, specialized sources of information Klapper says:

Highly specialized sources, directed to special interest, occupation or age groups, and thus not in a true sense mass media, have been observed to be especially persuasive for their particular audiences.

The effectiveness of such specialized publications is probably increased by the fact that exposure to them is likely to be highly selective and in accord with group norms and interests. It is quite possible that persuasiveness may even be correlated with degree of specialization, i.e., that very highly specialized publications are still more

persuasive than the ordinary run of specialized publications. (30)

This idea seems to have a direct relationship to Ads Add Up and other such specialized programs used as an information source.

### Food Marketing Literature

A search of the literature did not reveal many pieces of research in the area of food marketing, however, in those located the role of personal influence in marketing decisions was considered important.

A study by M. B. Minden, (39) found that talking with neighbors and friends was the most important source of food information, while Katz and Lazarsfeld (35) found in the Decatur study that personal influence played a more frequent and more effective role in decision making about food marketing than any of the mass media. Studies by Lewin (40) have demonstrated that group decision making was more effective in getting homemakers to change their food buying patterns than individual or lecture methods tested. Lewin also stressed the importance of the homemaker as the gatekeeper governing the channels which bring food to the family. He discussed the conflicts which arise as a result of making food buying decisions; such conflict,

no doubt, brings about the seeking out of opinion leaders for advice and discussion of the matter.

Whether there is a two-step flow, or a multi-step flow as some research seems to indicate, the importance of personal influence in the realm of food marketing has been demonstrated. Research also provides some evidence that many persons who are associated with and communicate directly with expert agencies, such as the Cooperative Extension Service, tend to be influential in interpersonal communication networks on the topic in question. (41) If this is the case, perhaps those who attend Extension meetings are in fact opinion leaders, some of whom will have a wide and others a more narrow range of influence.

## CHAPTER III

### METHODOLOGY

#### Research Method Used

Behavioral scientists generally recognize three measurable effects of communication...change in knowledge, change in attitude, and change in behavior. The least difficult of the three to measure is change in knowledge. To do this the researcher must give the participants a pre-test, expose them to the message, and then test to see if there is a change in knowledge level.

Ideally, this study should have evaluated change in level of knowledge of participants in sessions where Ads Add Up was used. Because the participants were scattered all over the country, the cost in time and money of this type of research would far outweigh its value. Considering limited time and funds, and the kind of information wanted, the most feasible method seemed to be a mailed opinionnaire to evaluate the opinions of those who had used the Ads Add Up kit in consumer education programs.

#### Development of Opinionnaire

An opinionnaire was developed to evaluate professional use of and satisfaction with, the Ads Add Up slide kit.

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Each kit contained:\*

- 51 color slides
- 10 copies Advertising Adds Up bulletin
- 2 copies Meat Ads bulletin
- 2 copies Food in the Light of the Law bulletin
- 1 copy slide script with supplemental material in back
- 1 copy quiz in back of script booklet

In addition, there was an informational brochure announcing the availability of the kit. All this was contained in a two-pocket folder, at a cost of \$10.00. A synchromatic sound tape was made available at a later date, but this was an optional purchase and not a part of the kit as such. Each purchaser was notified of the availability of the tape.

The opinionnaire was pre-tested twice. The first pre-test consisted of three users of the kit answering the questionnaire followed by a personal interview. For the second, ten questionnaires were mailed to users, eight were returned. Minor changes were made after each pre-test.

The opinionnaire was designed to get information regarding satisfaction of the user for each element of the kit. This was done so as to identify the least satisfactory elements which then could either be improved or eliminated from subsequent slide programs.

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\*See Appendix for a copy of all written material contained in the kit.

### Satisfaction Score Development

The following nine questions related to the slide presentation method were used to develop a score to indicate Method Satisfaction.

#### Question Number

- 3 Did the Ads Add Up promotional material describe the kit meaningfully?
- 5 Was the material presented in an interesting manner?
- 6 Do you feel the Ads Add Up slide program makes its points about the role of food advertising with enough impact?
- 8 Was there enough resource information in the kit to meet your needs in preparing to present Ads Add Up?
- 13 Was the number of slides adequate?
- 14 If you used the Ads Add Up slides, how would you rate the length of the slide presentation?
- 16 Did you like the style of art work on the slides?
- 17 How would you rate the technical quality (color quality, etc.) of the slides?
- 22 Rate the ease of use of the slide kit.

Because the field of possible responses varied for the questions used to develop the Method Satisfaction score, the data from questions 14, 17 and 22 was compressed into the three response pattern of the majority of questions used to develop this score.

All questions used to develop Method or Content Satisfaction were recoded as follows so the three and five pattern responses could be combined for an Overall Satisfaction score.

	Original	New Code
Questions with a field of five were recoded:.	0	= 0
	1	= 1
	N.A.	= 2
	2	= 3
	3	= 4

	Original	New Code
Questions with a field of three were recoded:	0	= 0
	N.A.	= 2
	3	= 4

The following five questions related to the slide program content were used to develop a score to indicate Content Satisfaction.

Question  
Number

- 9 Rate the quality of the following information sources in the kit as to relevant, factual information:
- a. Advertising Adds Up leaflet
  - b. Meat Ads leaflet
  - c. Food in the Light of the Law leaflet
- 18 How would you rate the appropriateness of the slide illustrations to the points made in the script?
- 19 How would you rate the content of the slide script in regard to accurate, factual information on the role of food advertising in the marketing system?

Responses to the preceding 14 questions were recoded so they could be added together to give an Overall Satisfaction score. An arbitrary decision was made to divide the scores into thirds as nearly as possible with the overlap going into the middle group to give three satisfaction groupings; Clearly Satisfied, Moderately Satisfied and Clearly Dissatisfied. These satisfaction scores were cross tabulated with the following questions to see if there was a relationship between satisfaction and other aspects of the Ads Add Up kit.

Question  
Number

- 20      How would you rate the information in the Ads Add Up slide kit as to its relevance in teaching management and food buying decisions?
- 25      Rate the slide program teaching technique in comparison with each of the teaching techniques listed below:
  - a. Lecture
  - b. Lecture-demonstration
  - c. Discussion
  - d. Motion picture
- 26      In your opinion does the information in Ads Add Up benefit participants by:
  - a. Improving buying practices
  - b. Improving decision making
  - c. Entertaining
  - d. Learning about the function of advertising

Questionable Data

Question Two caused some confusion for some respondents. Several thought the code numbers in parenthesis represented an answer range and merely checked their answer rather than writing in a number. This confusion occurred because the opinionnaire was pre-tested without code numbers.

2. With what kind of audience did you use the <u>Ads Add Up</u> slide program?	Number of times shown	Average Number in groups	Check groups material is suitable for
-Extension Leader training	___(3-4)	___(5-7)	___(8)
-Extension Club meeting	___(9-10)	___(11-13)	___(14)
-Church group	___(15-16)	___(17-19)	___(20)
-Women's Service Club	___(21-22)	___(23-25)	___(26)
-Men's Service Club	___(27-28)	___(29-31)	___(32)
In classroom:			
-Jr. High School	___(33-34)	___(35-37)	___(38)
-High School	___(39-40)	___(41-43)	___(44)
-College	___(45-46)	___(47-49)	___(50)
OTHERS: specify			
	___(51-52)	___(53-55)	___(56)
	___(57-58)	___(59-61)	___(62)

The data from Questions Two was recoded as follows:

- For those who gave a number answer, that number was used.
- For those who checked their answers, the check was coded to the highest number in the Number of Times Shown column while the check in Average Number in Group column was recoded to the middle number.

Example: If a respondent checked the (3-4) category in the Number of Times Shown column, this was recoded to four times shown -- and if they checked the (5-7) category in the Average Number in Group column, this was recoded as six.

The portion of Question Two regarding suitability of material for various audiences was not usable and all the data from Question Two are in serious question.

It should be noted that data presented in table form may not always add to 100 percent due to rounding error.

### Sample

Ads Add Up slide programs were sold to individuals, institutions and businesses across the United States. One large order came from Cornell University's Consumer Marketing program. Cornell purchased 61 sets which were in turn sold to New York County Extension offices. Because this was a concentrated effort as opposed to the sale and distribution of the other kits, it was decided to compare this group's evaluation of Ads Add Up with the rest of the sample. Respondents from New York were therefore coded so that they could be separated from the rest of the sample. Questionnaires were sent to every purchaser on our list for whom we had an individual's name. A list of names and addresses was obtained from Cornell for those individuals who had purchased kits in New York. A total of 190 opinionnaires were sent out; 148 or 77.9 percent were returned with only 96 or 50.8 percent of these usable. Percentage of returns ran somewhat higher for the New York group. See Table 1.

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Table 1. Opinionnaire response

	Number Sent	Total Number Returned	Percent Returned	Percent Returned And Usable
New York	63	55	87.2	58.7
Other	127	93	73.2	46.4
Total Sample	190	148	77.9	50.8

The first letter and opinionnaire mailed July 1, 1969, brought 73 responses, the second letter and opinionnaire mailed June 17, 1969, drew 64 replies and the final postcard mailed July 28, 1969, pulled 11 responses. See Table 2 for details of various reasons returns were not usable. A self-addressed return envelope which required no postage, was furnished with the two letters. See copies of this material in the Appendix.

Table 2. Breakdown of opinionnaire returns

	Number Returned			Reasons Not Usable				
	Total Returned	No. Not Usable	No. Usable	Addressee Unknown	On Leave	Did Not Use	Staff Use Only	Too Late
N.Y.	55	18	37	12	0	4	2	0
Other	93	34	59	8	3	17	4	2
Total	148	52	96	20	3	21	6	2



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## CHAPTER IV

### FINDINGS AND ANALYSIS

#### Respondents Occupation

Tabulation of respondents by occupation reveals, as expected, that an overwhelming majority were employed by the Cooperative Extension Service.

Of the 71.9 percent associated with Extension, 54.2 percent were county Home Economics Extension Agents who work directly with women's groups and other groups in the community.

The next largest group was teachers, with College Teachers representing 14.6 percent of total respondents; followed by Extension Marketing Specialists with 10.4 percent.

Of the 37 New York respondents, there were 35, or 94.6 percent, Extension County Home Economics personnel, one Extension Home Economics Specialist, and one food business. In the Other group, Extension personnel also made up the largest percentage of respondents with 55.9 percent. Of this group, only 28.8 percent were County Extension Home Economists. The remainder of the Other group was quite different from the New York sample. See Table 3 for specific breakdown by occupation for Total Sample, New York and Other.



Table 3. Number and percent of respondents by occupation

	Ext. Home Economist			Educators					Ext. Mkt.	Business		Other	Total
	county	specialist	director	high	Jr. high	college	state ed. dir.	ag. economist	specialist	advertising	food bus.	other	
Total sample													
Number	52	6	1	1	1	14	1	2	10	1	5	2	96
Percent	54.2	6.3	1.0	1.0	1.0	14.6	1.0	2.1	10.4	1.0	5.2	2.1	100.0
New York													
Number	35	1									1		37
Percent	94.6	2.7									2.7		100.0
Other													
Number	17	5	1	1	1	14	1	2	10	1	4	2	59
Percent	28.8	8.5	1.7	1.7	1.7	23.7	1.7	3.4	16.9	1.7	6.8	3.4	100.0

### Kinds of Audiences

In view of the make-up of the sample, it is not surprising to see the kinds of audiences with which the slide program was used. In the New York sample, 73 percent reported using the slides in Extension Leader Training or Extension Club meetings while only 49.1 percent of the Other group used the slides with Extension groups. See Table 4 for the breakdown of other kinds of audiences.

Table 4. Kind of audience

	Total Sample %	New York %	Other %
Extension Leader Training	27.1	24.3	28.8
Extension Club Meeting	31.3	48.6	20.3
Church Group	2.1	5.4	0
Women's Service Club	15.6	27.0	8.5
Men's Service Club	4.2	0	6.8
Junior High	8.3	13.5	5.1
High School	14.6	16.2	13.6
College	16.7	5.4	23.7
Other	23.9	10.8	32.2

### Satisfaction Scores

As mentioned in Chapter Two, nine questions were selected to build a Method Satisfaction score, and five questions were selected which would represent Content Satisfaction. See Tables 40 and 41 in the Appendix for how these questions were answered.

Satisfaction scores were tabulated for Method, Content, and Overall for the Total Sample of 96 respondents as well as for the New York group of 37 respondents and the Other group which represents 59 respondents.

The score possibility for Method Satisfaction using the nine questions was from 1 to 36. The score range for Content Satisfaction using five questions was from 1 to 20. The combination of these two for Overall Satisfaction had a score possibility of from 1 to 56.

#### Method Satisfaction

With score possibilities for Method Satisfaction ranging from 1 to 36, the Total Sample range fell between 4 and 36. In the Clearly Dissatisfied group there was a very wide range, from 4 the lowest, to 18--a span of 14 points. While the span in the Clearly Satisfied group was only 4 points, 77.1 percent of the respondents fell into the Clearly Satisfied category and only 4.2 percent into the Clearly Dissatisfied group. Compared with the Other group, the New York respondents were very satisfied with the method. Their lowest score was 28 as compared to a low score of 4 in the Other group. No New Yorkers were Clearly Dissatisfied with the method used in Ads Add Up and 83.8 percent of this group was Clearly Satisfied compared to 72.9 percent of the Other Group.

Table 5. Method satisfaction score distribution

	Scores	Total Sample		New York		Other	
		No.	%	No.	%	No.	%
Clearly Dissatisfied	4	1	1.0			1	1.7
	16	1	1.0			1	1.7
	18	2	2.1			2	3.4
Subtotal		4	4.1			4	6.8
Moderately Satisfied	22	1	1.0			1	1.7
	26	3	3.1			3	5.1
	28	7	7.3	3	8.1	4	6.8
	30	7	7.3	3	8.1	4	6.8
Subtotal		18	18.7	6	16.2	12	20.4
Clearly Satisfied	32	20	20.8	7	18.9	13	22.0
	34	6	6.3	4	10.8	2	3.4
	36	48	50.0	20	54.1	28	47.5
Subtotal		74	77.1	31	83.8	43	72.9
Total		96	99.9	37	100.0	59	100.1
9 questions, highest score: 36							

### Content Satisfaction

Score possibilities for Content Satisfaction were from 1 to 20. For the Total Sample the range was from 2 to 20. Once again, there were no Clearly Dissatisfied respondents in the New York group. The higher satisfaction of the New York respondents is clearly evident when they are compared with the Other group. Since all the Clearly Dissatisfied respondents fell into the Other group, there were 13.5 percent Clearly Dissatisfied in this group. Of the New York group, 54 percent were Moderately Satisfied with Content, compared to 55.8 percent in the Other Group. While 45.9 percent of the New York respondents were

Clearly Satisfied, only 30.5 percent of the Other group were Clearly Satisfied with Content.

Table 6. Content satisfaction score distribution

	Scores	Total Sample No.	%	New York No.	%	Other No.	%
Clearly Dissatisfied	2	1	1.0			1	1.7
	7	1	1.0			1	1.7
	8	2	2.1			2	3.4
	9	4	4.2			4	6.8
Subtotal		8	8.3			8	13.6
Moderately Satisfied	11	3	3.1			3	5.1
	12	7	7.3	2	5.4	5	8.5
	13	7	7.3	2	5.4	5	8.5
	14	7	7.3	3	8.1	4	6.8
	15	18	18.8	7	18.9	11	18.6
	16	11	11.5	6	16.2	5	8.8
Subtotal		53	55.3	20	54.0	33	56.3
Clearly Satisfied	17	9	9.4	4	10.8	5	8.5
	18	6	6.3	6	16.2		
	19	13	13.5	4	10.8	9	15.3
	20	7	7.3	3	8.1	4	6.8
Subtotal		35	36.5	17	45.9	18	30.6
Total		96	100.1	37	99.9	59	100.5
5 questions, highest score: 20							

### Overall Satisfaction

Score possibilities for Overall Satisfaction, a combination of the Method and Content scores, were from 1 to 56. For the Total Sample, 57.3 percent were Clearly Satisfied while only 10.4 percent were Clearly Dissatisfied. Since there were no



Clearly Dissatisfied New Yorkers, all of the Dissatisfied respondents fell into the Other group with a total of 17 percent of this group Clearly Dissatisfied.

Of the New Yorkers, 37.8 percent were Moderately Satisfied compared to 28.8 percent in the Other group, and 62.2 percent of the New Yorkers compared to 54.2 percent of the Other group were Clearly Satisfied overall.

As has been seen, the New York group noted their satisfaction with the kit much higher than the Other group. An explanation for this higher rating may be in the fact that the Ads Add Up slide program was purchased by the Cornell Cooperative Extension Service and recommended as a state-wide program. Because the program had the endorsement of the Cornell state level staff, giving it higher credibility, respondents may have been influenced by this endorsement in their evaluation of the kit. Klapper's (30) ideas about specialized sources of information, mentioned in Chapter Two seem to be applicable here as well.

In looking at Overall Satisfaction for the Total Sample, it is interesting to note the contrast between Method and Content Satisfaction. Over twice as many respondents (77.1 percent) were Clearly Satisfied with the Method used than were Clearly Satisfied with Content (36.5 percent). Conversely, twice as many (8.3 percent) were Clearly Dissatisfied with the Content

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Table 7. Overall satisfaction score distribution

	Scores	Total No.	Sample %	New York No.	New York %	Other No.	Other %
Clearly Dissatisfied	17	1	1.0			1	1.7
	18	1	1.0			1	1.7
	26	1	1.0			1	1.7
	27	1	1.0			1	1.7
	29	1	1.0			1	1.7
	36	1	1.0			1	1.7
	37	1	1.0			1	1.7
	38	3	3.1			3	5.1
Subtotal		10	10.1			10	17.0
Moderately Satisfied	39	2	2.1			2	3.4
	41	2	2.1			2	3.4
	42	1	1.0	1	2.7		
	43	5	5.2	1	2.7	4	6.8
	45	3	3.1	2	5.4	1	1.7
	46	2	2.1	2	5.4		
	47	6	6.3	2	5.4	4	6.8
	48	10	10.4	6	16.2	4	6.8
Subtotal		31	32.3	14	37.8	17	28.9
Clearly Satisfied	49	4	4.2			4	6.8
	50	6	6.3	2	5.4	4	6.9
	51	15	15.6	7	18.9	8	13.6
	52	6	6.3	3	8.1	3	5.1
	53	4	4.2	2	5.4	2	3.4
	54	5	5.2	5	13.5		
	55	10	10.4	3	8.1	7	11.9
	56	5	5.2	1	2.7	4	6.8
Subtotal		55	57.4	23	62.1	32	54.4
Total		96	99.8	37	99.9	59	100.3
14 questions, highest score: 56							

Table 8. Respondent method, content and overall satisfaction with kit

		Clearly Satisfied %	Moderately Satisfied %	Clearly Dissatisfied %	Total Across %
Method	Total Sample	77.1	18.7	4.2	100.0
Satisfaction	New York	83.8	16.2	0	100.0
	Other	72.9	20.9	6.8	100.6
Content	Total Sample	36.5	55.2	8.3	100.0
Satisfaction	New York	45.9	54.0	0	99.9
	Other	30.5	56.8	13.5	100.8
Overall	Total Sample	57.3	32.3	10.4	100.0
Satisfaction	New York	62.1	37.8	0	99.9
	Other	54.2	28.8	17.0	100.0

than were Dissatisfied with Method (4.2 percent). This difference is, of course, very evident when looking at the data for the New York and Other groups.

Only 10.4 percent of all respondents were Clearly Dissatisfied with the kit. It should be noted, however, that the sample may be biased in the direction of the favorable reactions since at least two respondents wrote notes indicating negative reactions, but failed to fill out the opinionnaire so that these negative reactions could be tabulated.

The wide contrast in satisfaction between Method and Content would seem to indicate that professionals think the CMI program has found an effective method of presenting information, but that improvements need to be made in the content.

#### Satisfaction by Occupation

Method, Content, and Overall Satisfaction scores were tabulated by occupation for the Total Sample. As mentioned earlier, County Extension Home Economists were by far the largest group of purchasers. For Overall Satisfaction, out of the 52 County Extension Home Economists, 35 or 67.3 percent were Clearly Satisfied, 28.8 percent were Moderately Satisfied and 3.8 percent were Clearly Dissatisfied. The contrast between satisfaction of Method and Content of the kit is again striking. See Tables 9, 10, and 11.

Table 9. Overall satisfaction by occupation

	Total No.	Percent of total	Clearly Satisfied	No.	%	Moderately Satisfied	No.	%	Clearly Dissatisfied	No.	%
Ext. Home Ec.	52	54.2	35	67.3	15	28.8	2	3.8			
Ext. Home Ec. Spec.	6	6.3	2	33.3	3	50.0	1	16.7			
Ext. Home Ec. Dir.	1	1.0	0	0	1	100.0	0	0			
High School	1	1.0	1	100.0	0	0	0	0			
Jr. High	1	1.0	1	100.0	0	0	0	0			
College	14	14.6	6	42.9	4	28.6	4	28.6			
Educ. Director	1	1.0	0	0	1	100.0	0	0			
Ext. Mkt. Agent	0	0	0	0	0	0	0	0			
Ext. Mkt. Spec.	10	10.4	6	60.0	2	20.0	2	20.0			
Advertising	1	1.0	0	0	1	100.0	0	0			
Food Business	5	5.2	3	60.0	2	50.0	0	0			
Ag. Economist	2	2.1	0	0	2	100.0	0	0			
Other	2	2.1	1	50.0	0	0	1	50.0			
Total	96	99.9	55	31	10						

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The College Teacher group is the next largest occupation category with 14 respondents. This was also the most dissatisfied group. They represented two out of four, or half of all respondents, Clearly Dissatisfied with the Method. Five out of the eight respondents Clearly Dissatisfied with Content were from this group and on an Overall Satisfaction basis, they represented four out of the ten respondents Clearly Dissatisfied.

In Checking to see where the College Teachers rated each of the 14 questions used in building satisfaction scores, it was found that this group rated the Method questions slightly lower than the Total Sample, but it was in the Content area where the contrast was most evident. The number of "excellent" ratings for Content questions was in general, much lower -- the only aspect of content rated similar to the Total Sample rating was the 35.7 percent who rated the script "excellent". The College Teachers show a much higher percentage of "fair" and "poor" ratings related to all Content questions than the Total Sample. See Tables 40 and 41 in the Appendix. It should be noted that a high percentage of the College Teachers did not respond to the Content questions, so there was a high percentage in the "no answer" category.

It is difficult to speculate on the reason for College Teacher dissatisfaction, however, a number of possible reasons



come to mind. The one that comes to the forefront is that the Ads Add Up kit was developed by Extension personnel for use with informal adult education groups and not specifically for classroom teaching. The idea behind the kit was to acquaint audiences with the function of food advertising, its costs, who pays for it, and how the food buyer can make use of advertising. It is a general overview and probably is not detailed enough for classroom use unless other classes were devoted to the subject. Then too, there is the time limitation of the formal classroom which sometimes makes it difficult to set up, present, and then have time for discussion and other activities to supplement a slide presentation.

The third largest occupation category was Extension Marketing Specialists with 10 respondents. Seven out of 10 respondents in this group were Clearly Satisfied with Method. The remaining 3 respondents were Moderately Satisfied with Method. In contrast, only 3 out of the 10 Marketing Specialists were Clearly Satisfied with Content. Six were Moderately Satisfied and one Clearly Dissatisfied with Content.

#### Use Made of Information in Ads Add Up

Although data on frequency of use and on average size of audience are questionable for reasons explained in Chapter Two, this information is included for the reader's examination.

Table 12. Average audience size

Average No. in Group	Total Sample No.	New York No.	Other No.
1 - 20	43	21	22
21 - 40	26	5	21
41 - 60	6	1	5
N.A.	21	10	11
Total	96	37	59

Nearly half of all respondents reported average audience size as 20 or less, while about a third said average audience sizes fell between 21 and 40. Only 6 respondents reported audience sizes between 41 and 60. In general, there seems to be a tendency toward use of Ads Add Up with small groups probably due to Extension Club size. It is interesting that the majority of those using the kits with audiences above 20, fell into the Other group. Twenty-six respondents in the Other group reported audience sizes between 21 and 60, while the New York respondents reported only 6 larger audiences.

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Table 13. Number of times Ads Add Up was shown

No. Times Shown	Total Sample No.	New York No.	Other No.
1 - 5	50	13	37
6 - 15	23	13	10
16 - 30	7	3	4
30 - 52	3	2	1
N.A.	13	6	7
Total	96	37	59

Ads Add Up was shown a total of 663 times. The New York group (37 respondents) made more use of the kit, showing it 331 times, compared to 332 times shown by the Other group (59 respondents).

Over half of all respondents used the kit 5 times or less. A little less than a third used the kit 6 to 15 times. Only 10 respondents used the slide kit more than 15 times. Eight respondents used the kit only 1 time, while one respondent reported using it 52 times.

Another measure of the use made of the information in the kit was obtained from the question: "In what ways, besides as a slide program, have you used the information from Ads Add Up as resource material?"

The three highest uses made, for the Total Sample, were as resource material for giving talks -- 36.5 percent, preparing

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news releases -- 31.3 percent, and preparing for radio programs -- 27.1 percent. It would seem from this that the information in Ads Add Up received a fairly wide exposure to the public through mass media as well as through other types of meetings. See Table 14 for further breakdown of use made of information in Ads Add Up kit and contrast between New York and the Other group.

Table 14. Ways, besides as a slide program, information from Ads Add Up was used as resource material

		Total Sample %	New York %	Other %
In teaching class	Extension	22.9	21.6	23.7
	Junior High	4.2	0	6.8
	High School	7.3	8.1	6.8
	College	9.4	2.7	13.6
In a talk		36.5	29.7	40.7
In a news release		31.3	35.1	28.8
In a TV program		13.5	18.9	10.2
In a radio program		27.1	35.1	22.0
Other		10.4	8.1	11.9

Since the New York group had a much higher satisfaction score and because the kit was recommended for use on a state-wide basis, it was assumed that a state-wide consumer education project was in progress. However, in answer to the question, "Was Ads Add Up used in a series of related lessons being taught?", only 10.8 percent of the New York group used the kit

in this manner while 50.8 percent of the Other Group used the kit in a lesson series. It would seem that respondents in the Other group were probably seeking consumer education material to be used in a specific way, while the New York group may have used the material just because it was suggested to them.

Table 15. Respondents use of Ads Add Up in a series of related lessons

	Total Sample %	New York %	Other %
Used in series	35.4	10.8	50.8
Not used in series	59.4	86.5	42.4
N.A.	5.2	2.7	6.8
Total	100.0	100.0	100.0

For the reason stated above, it was also suspected that all of the information in the kit would be used more extensively by the New York group; however, this was not the case.

In answer to the question, "When you used Ads Add Up slides, did you go beyond the slide portion of the program and discuss sections in the latter part of the script?" A higher percentage of the Other Group, 42.4 percent, made use of this supplemental material than did the New York group with 29.7 percent.

Table 16. Respondent use of supplemental material in script

	Total Sample %	New York %	Other %
Used material	37.5	29.7	42.4
Did not use	38.5	43.2	35.5
N.A.	24.0	27.0	22.0
Total	100.0	99.9	100.0

In regard to use made of the quiz, the figures for the two groups are reversed, with 48.6 percent of the New Yorkers using the quiz compared to only 27.1 percent of the Others. There seems to be no explanation for this reversal. The only possible answer may lie in the fact that the Cornell State staff may have stressed the use of the quiz and not the use of the supplemental materials in the script; this does not, however, explain the lower percentage who used the quiz in the Other group.

Table 17. Respondent use of quiz

	Total Sample %	New York %	Other %
Used quiz	35.4	48.6	27.1
Did not use	58.3	43.2	67.8
N.A.	6.3	8.1	5.1
Total	100.0	99.9	100.0



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The data from two questions dealing with the interest Ads Add Up created in other consumer education programs and the general response of the audiences who saw Ads Add Up were again not as expected, especially when viewed with Satisfaction scores in mind.

Only 10.8 percent of the New Yorkers with their high satisfaction scores indicated that the program created interest in other consumer education programs. However, this may be explained by the fact mentioned earlier that the New York group used this as a "one shot deal" and not as a part of a series of lessons. This could account for some of the difference. It is interesting to note that 10.8 percent of the New York group used the kit in a series of related lessons and 10.8 percent of this group thought it created interest in other consumer education programs. It appears that interest created may revolve around the amount of interest the user of the kit has in the subject and whether they exhibit this interest to participants.

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Table 18. Respondents evaluation of interest kit created in other consumer education programs designed to create understanding of the food marketing system

	Total Sample %	New York %	Other %
Created interest	24.0	10.8	32.2
Created no interest	52.1	70.3	40.7
N.A.	24.0	18.9	27.1
Total	100.1	100.0	100.0

On the question of rating general audience response, only 8.1 percent of the Clearly Satisfied New Yorkers said their audiences were "very enthusiastic," 78.4 percent "mildly enthusiastic," compared to 23.7 percent of the Other group who said their audiences were "very enthusiastic" and 61.0 percent who said they were "mildly enthusiastic."

Table 19. General response of audience

	Total Sample %	New York %	Other %
Very enthusiastic	17.7	8.1	23.7
Mildly enthusiastic	67.7	78.4	61.0
Lacked enthusiasm	2.1	0	3.4
N.A.	12.5	13.5	11.9
Total	100.0	100.0	100.0

In general, the respondents felt the kit was "worth the price paid." However, a higher percentage of the New York group, 94.6, felt this way compared with 78 percent of the Other group.

Table 20. Kit worth price paid

	Total Sample %	New York %	Other %
Worth price	83.3	94.6	78.0
Not worth price	8.3	5.4	8.5
N.A.	8.3	0	13.6
Total	99.9	100.0	100.1

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Response to the question "Would you be interested in purchasing additional slide kit programs in the area of food marketing?" was particularly interesting when looking back at the data from the question, "Did Ads Add Up trigger interest in more consumer education programs designed to create a better understanding of the food marketing system?" Only 10.8 percent in New York compared to 32.2 in the Other group said it created interest, yet 70.3 percent in New York and 57.6 percent in the Other group were interested in purchasing additional consumer food marketing slide programs.

Table 21. Interest in purchasing other food marketing slide programs

	Total Sample %	New York %	Other %
Interested	62.5	70.3	57.6
Not interested	25.0	24.3	25.4
N.A.	12.5	5.4	16.9
Total	100.0	100.0	99.9

#### Satisfaction Related to Rating Other Aspects of the Kit

In this section is found what seems to be a contradiction or at least an inconsistency. There is a tendency here for the New York group, which consistently rated their Satisfaction with the kit higher than the Other group, to now rate the

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related questions lower in an almost equally consistent manner. For example, there were 5.4 percent Clearly Satisfied and 13.5 percent Moderately Satisfied New York respondents who rated the relevance of the kit to teaching Home Management and Food Buying as "fair." On the other hand, only 1.7 percent in the Clearly Satisfied and Moderately Satisfied Other group rated the relevance to teaching Home Management and Food Buying as "fair." The majority of those rating relevance to teaching Home Management and Food Buying as "fair" or below the Other group fell into the Clearly Dissatisfied category rather than in the Clearly or Moderately Satisfied groups. See Table 23.

Only 18.9 percent in the New York group as compared to 28.8 percent in the Other group rated the relevance to teaching Home Management and Food Buying as "excellent." See Table 22.

Table 22. Rating kit for relevance in teaching Home Management and Food Buying

	Total Sample %	New York %	Other %
Excellent	25.0	18.9	28.8
Good	57.3	62.2	54.2
Fair	13.5	18.9	10.2
Poor	1.0	0	1.7
N.A.	3.1	0	5.1
Total	99.9	100.0	100.0

Table 23. Satisfaction related to relevance in teaching Home Management and Food Buying

		Total Sample %	New York %	Other %
Clearly Satisfied	excellent	19.8	16.2	22.0
	good	34.4	40.5	30.5
	fair	2.1	5.4	0
	poor	0	0	0
	N.A.	1.0	0	1.7
Moderately Satisfied	excellent	5.2	2.7	6.8
	good	19.8	21.6	18.6
	fair	6.3	13.5	1.7
	poor	0	0	0
	N.A.	1.0	0	1.7
Clearly Dissatisfied	excellent	0	0	0
	good	3.1	0	5.1
	fair	5.2	0	8.5
	poor	1.0	0	1.7
	N.A.	1.0	0	1.7
Total		99.9	99.9	100.0

Respondents were asked to indicate whether or not they felt participants benefited from the information in Ads Add Up in the following ways:

Improves Buying Practices  
 Improves Decision Making  
 Entertains  
 Learns about Function of Advertising

Here again, New Yorkers responded somewhat differently from the Other group. On the question of whether the information improves buying practices, 69.5 percent of the Other group felt

the information improved buying practices compared to 51.4 percent of the New York group. A high percentage, 32.5 percent, of the Clearly and Moderately Satisfied New Yorkers indicated the information did not improve buying practices, compared to 5.1 percent in these two Satisfaction categories in the Other group. See Tables 24 and 25.

On the question of improvement of decision making, 76.3 percent of the Other group compared to 67.6 percent of the New York group felt it improved decision making. Of the New York group, 18.9 percent which fell into the Clearly and Moderately Satisfied groups, thought the information did not improve decision making compared to only 1.7 percent in the Other group...and this percentage (1.7) fell into the Clearly Dissatisfied category. See Tables 26 and 27.

Only one respondent out of the total felt that participants did not learn about the function of advertising from Ads Add Up. So even the majority of the Clearly Dissatisfied respondents indicated they felt participants learned about the function of advertising.

On the question of the entertainment value of Ads Add Up, the majority of respondents indicated they thought participants were entertained. About a third disagreed indicating they felt Ads Add Up had no entertainment value.

Table 24. Respondents evaluation of improved buying practices as a benefit derived from the kit

	Total Sample %	New York %	Other %
Improves buying	62.5	51.4	69.5
Does not improve	17.7	32.4	8.5
N.A.	19.8	16.2	22.0
Total	100.0	100.0	100.0

Table 25. Satisfaction related to respondents evaluation of improved buying practices as a benefit derived from the kit

		Total Sample %	New York %	Other %
Clearly Satisfied	Improves buying	43.8	37.8	47.5
	Does not improve	7.3	16.2	1.7
	N.A.	6.3	8.1	5.1
Moderately Satisfied	Improves buying	15.6	13.5	16.9
	Does not improve	8.3	16.2	3.4
	N.A.	8.3	8.1	8.5
Clearly Dissatisfied	Improves buying	3.1	0	5.1
	Does not improve	2.1	0	3.4
	N.A.	5.2	0	8.5
Total		100.0	99.9	100.1

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Table 26. Respondents evaluation of improved decision making as a benefit derived from the kit

	Total Sample %	New York %	Other %
Improves decisions	72.9	67.6	76.3
Does not improve	8.3	18.9	1.7
N.A.	18.8	13.5	22.0
Total	100.0	100.0	100.0

Table 27. Satisfaction related to respondents evaluation of improved decision making as a benefit derived from the kit

		Total Sample %	New York %	Other %
Clearly Satisfied	Improves decisions	47.9	45.9	49.2
	Does not improve	3.1	8.1	0
	N.A.	6.3	8.1	5.1
Moderately Satisfied	Improves decisions	20.8	21.6	20.3
	Does not improve	4.2	10.8	0
	N.A.	7.3	5.4	8.5
Clearly Dissatisfied	Improves decisions	4.2	0	6.8
	Does not improve	1.0	0	1.7
	N.A.	5.2	0	8.5
Total		100.0	99.9	100.1

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Table 28. Respondents evaluation of learning the function of advertising as a benefit derived from the kit

	Total Sample %	New York %	Other %
Learned	89.6	94.6	86.4
Did not learn	1.0	0	1.7
N.A.	9.4	5.4	11.9
Total	100.0	100.0	100.0

Table 29. Satisfaction related to respondents evaluation of learning the function of advertising as a benefit derived from the kit

		Total Sample %	New York %	Other %
Clearly Satisfied	Learned	55.2	59.5	52.5
	Did not learn	0	0	0
	N.A.	2.1	2.7	1.7
Moderately Satisfied	Learned	28.1	35.1	23.7
	Did not learn	0	0	0
	N.A.	4.2	2.7	5.1
Clearly Dissatisfied	Learned	6.3	0	10.2
	Did not learn	1.0	0	1.7
	N.A.	3.1	0	5.1
Total		100.0	100.0	100.0



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Table 30. Respondents evaluation of entertainment as a benefit derived from the kit

	Total Sample %	New York %	Other %
Entertains	42.7	43.2	42.4
Does not entertain	33.3	37.8	30.5
N.A.	24.0	18.9	27.1
Total	100.0	99.9	100.0

Table 31. Satisfaction related to respondents evaluation of entertainment as a benefit derived from the kit

		Total Sample %	New York %	Other %
Clearly Satisfied	Entertains	22.9	21.6	23.7
	Does not entertain	25.0	27.0	23.7
	N.A.	9.4	13.5	6.8
Moderately Satisfied	Entertains	15.6	21.6	11.9
	Does not entertain	6.3	10.8	3.4
	N.A.	10.4	5.4	13.6
Clearly Dissatisfied	Entertains	4.2	0	6.8
	Does not entertain	2.1	0	3.4
	N.A.	4.2	0	6.8
Total		100.1	99.9	100.1

In general, the New York and Other groups were fairly equal in their opinions as to whether the slide program technique was "Better Than," "About as Good," or "Not as Good" as other teaching techniques such as lecture, discussion, motion picture, and lecture-demonstration. The one exception lies in the New York group where a fairly high percentage of the Clearly Satisfied and Moderately Satisfied respondents rated the slide technique "Not as Good" as the other techniques, while a high percent of those Clearly Dissatisfied respondents in the Other group rated the slide technique as "About as Good" or "Better Than" the other techniques. See Tables 32 through 39.

For example see Table 33. While the New York group had no Clearly Dissatisfied respondents, 13.5 percent of the Moderately and Clearly Satisfied groups thought the slide technique was "Not as Good" as the lecture technique. On the other hand, 17 percent of the Other group were Clearly Dissatisfied and yet, every respondent in the Other group thought the slide technique was "About as Good" or "Better Than" the lecture technique.

An explanation of this apparent contradiction does not suggest itself, unless, an answer lies in the high percent of no answers in the Other group.

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Table 32. Respondents evaluation of the slide teaching technique compared to the lecture technique

	Total Sample %	New York %	Other %
Better than	67.7	67.6	69.5
About as good	13.5	13.5	11.9
Not as good	5.2	13.5	0
N.A.	13.5	5.4	18.6
Total	99.9	100.0	100.0

Table 33. Satisfaction related to respondents evaluation of the slide teaching technique compared to the lecture technique

		Total Sample %	New York %	Other %
Clearly Satisfied	Better than	42.7	40.5	44.1
	About as good	8.3	10.8	6.8
	Not as good	3.1	8.1	0
	N.A.	3.1	2.7	3.4
Moderately Satisfied	Better than	21.9	27.0	18.6
	About as good	2.1	2.7	1.7
	Not as good	2.1	5.4	0
	N.A.	6.3	2.7	8.5
Clearly Dissatisfied	Better than	4.2	0	6.8
	About as good	2.1	0	3.4
	Not as good	0	0	0
	N.A.	4.2	0	6.8
Total		100.1	99.9	100.1

Table 34. Respondents evaluation of the slide teaching technique compared to the discussion technique

	Total Sample %	New York %	Other %
Better than	34.4	40.5	28.8
About as good	40.6	37.8	44.1
Not as good	10.4	13.5	8.5
N.A.	14.6	8.1	18.6
Total	100.0	99.9	100.0

Table 35. Satisfaction related to respondents evaluation of the slide teaching technique compared to the discussion technique

		Total Sample %	New York %	Other %
Clearly Satisfied	Better than	27.1	32.4	23.7
	About as good	22.9	18.9	25.4
	Not as good	3.1	5.4	1.7
	N.A.	4.2	5.4	3.4
Moderately Satisfied	Better than	6.3	8.1	5.1
	About as good	15.6	18.9	13.6
	Not as good	4.2	8.1	1.7
	N.A.	6.3	2.7	8.5
Clearly Dissatisfied	Better than	0	0	0
	About as good	3.1	0	5.1
	Not as good	3.1	0	5.1
	N.A.	4.2	0	6.8
Total		100.0	99.9	100.1

Table 36. Respondents evaluation of the slide teaching technique compared to the motion picture technique

	Total Sample %	New York %	Other %
Better than	19.8	18.9	20.3
About as good	50.0	59.5	44.1
Not as good	13.5	16.2	11.9
N.A.	16.7	5.4	23.7
Total	100.0	100.0	100.0

Table 37. Satisfaction related to respondents evaluation of slide teaching technique compared to the motion picture technique

	Total Sample %	New York %	Other %
Clearly Satisfied	10.4	10.8	10.2
	35.4	37.8	33.9
	6.3	10.8	3.4
	5.2	2.7	6.8
Moderately Satisfied	7.3	8.1	6.8
	12.5	21.6	6.8
	5.2	5.4	5.1
	7.3	2.7	10.2
Clearly Dissatisfied	2.1	0	3.4
	2.1	0	3.4
	2.1	0	3.4
	4.2	0	6.8
Total	100.1	99.9	100.2

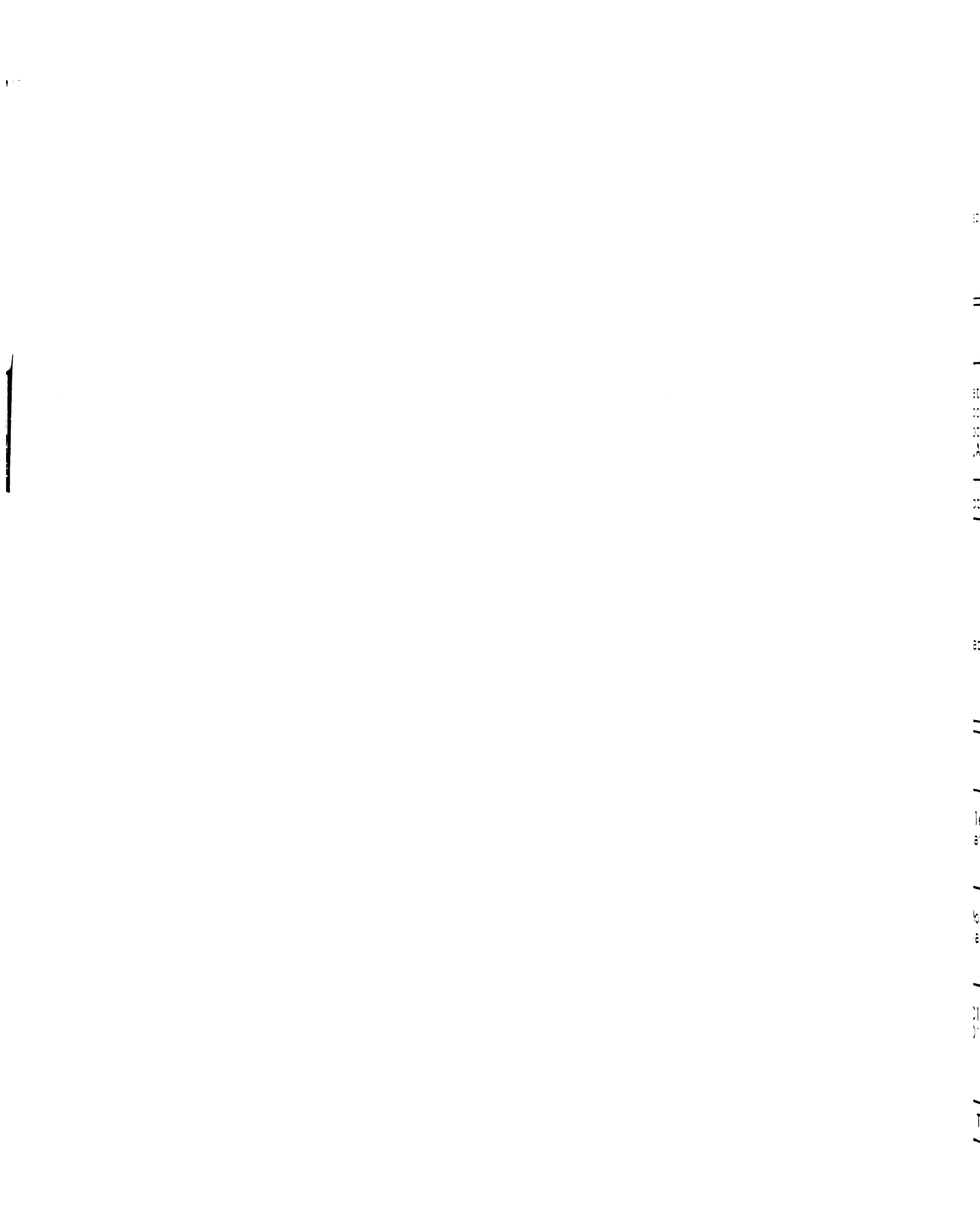




Table 38. Respondents evaluation of the slide teaching technique compared to the lecture-demonstration technique

	Total Sample %	New York %	Other %
Better than	19.8	21.6	18.6
About as good	58.3	56.8	59.3
Not as good	8.3	16.2	3.4
N.A.	13.5	5.4	18.6
Total	99.9	100.0	99.9

Table 39. Satisfaction related to respondents evaluation of slide teaching technique compared to the lecture-demonstration technique

		Total Sample %	New York %	Other %
Clearly Satisfied	Better than	14.6	16.2	13.6
	About as good	37.5	37.8	37.5
	Not as good	2.1	5.4	0
	N.A.	3.1	2.7	3.4
Moderately Satisfied	Better than	4.2	5.4	3.4
	About as good	16.7	18.9	15.3
	Not as good	5.2	10.8	1.7
	N.A.	6.3	2.7	8.5
Clearly Dissatisfied	Better than	1.0	0	1.7
	About as good	4.2	0	6.8
	Not as good	1.0	0	1.7
	N.A.	4.2	0	6.8
Total		100.1	99.9	100.4

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The majority of respondents, 67.7 percent, rated the slide technique "Better Than" while 13.5 percent rated it "About as Good" as a lecture. When comparing the slide technique with the discussion technique 34.4 percent of the Total Sample rated the slide technique "Better Than" and 40.6 percent "About as Good" as discussion.

A majority of respondents rated motion picture and lecture-demonstration "About as Good" as the slide technique.

In answer to the question, "If you were assigned to revise Ads Add Up, what would you do to improve it?", there came a variety of answers, some of which should be considered in the development of future slide programs. However, no visible trend for suggested changes developed.

There were several suggestions to cut the length of the program and several others who would provide more extensive detail, which no doubt would lengthen the program. A couple of comments indicated that the program was not sophisticated enough for college students. Other comments dealt with giving more practical illustrations -- information which the homemaker could take home and put to use. Several wanted more emphasis on deceptive advertising and the moral issues of advertising.

In another vein, there were numerous suggestions which dealt with the technical aspects of the kit. For instance, it

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bothered some that a couple of slides were repeated; one would not use art, but actual photographs; others wanted the slides to say more; and the problem of keeping the information up to date was also mentioned.

In addition to the above, there were numerous positive comments such as, "it's good as is," or "can't think how to improve it," or "flexible enough to be adapted to almost any audience."

### Major Findings

1. Overall, only 10 respondents were Clearly Dissatisfied with the kit. All 10 Clearly Dissatisfied respondents fell into the Other group.
2. Respondents were much better satisfied with the Method used than they were with the Content.
3. The New York group's Satisfaction scores were higher for both Content and Method, than were the Other group's. In spite of this fact, New Yorkers rated many related questions lower than the Other group.
4. Over 80 percent rated the kits relevance to teaching Home Management and Food Buying as "excellent" or "good." In addition, a majority felt participants benefited in the following ways, (1) learned about the function of food advertising; (2) improved buying practices; (3) improved decision making.

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## CHAPTER V

### SUMMARY AND DISCUSSION

There is general agreement in the Home Management-Decision Making literature that information is an important element in decision making. This study evaluated a packaged consumer education slide program as a method of communicating consumer information and was based on the theory that information is an essential element in effective decision making which, in turn, affects the management process.

One of the aims of the CMI program is to provide consumers with information to help them understand the food marketing system. As one means to accomplish this goal, plans were made to develop a series of packaged slide programs on the various aspects of food marketing.

Ads Add Up, A Look at Food Advertising was the first program developed. This kit was made available on a materials replacement cost basis, to all who had an interest in the information. Because slide programs were a new method of communicating consumer marketing information for the CMI program, it was felt that an evaluation of this slide kit would provide information useful in the development of additional kits.

Simmons and Roehm (15) in their study of the needs of Home Economics Teachers and Extension Home Economists in Montana, demonstrated that professionals need in-depth, unbiased consumer education information.

The consumer movement, which in many respects is an information seeking movement, along with trends in the widening scope of Adult Education add strength to the idea that consumers need and want consumer information. This, in turn, points to the need to explore different communication methods in order to develop more efficient ways to disseminate information, and in the process, extend limited professional staff time.

Evaluation has become an accepted part of most Extension programs and one of the important findings in this study supports the need to evaluate a project of this type. Even though only a small percent of the respondents were clearly Dissatisfied with the kit, the study reveals an apparent weakness in the content of the kit which the CMI staff would not likely have suspected.

### Summary

The objective of this study was:

1. to evaluate an informational teaching technique (Ads Add Up slide program and related materials) as to its implications for Cooperative Extension programs and other educational organizations working in Consumer Education, by seeking the opinions of professionals who used this material.



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No hypotheses were formulated since this was an exploratory study.

In the review of literature, the lack of current research which evaluated audio-visual methods of communicating information was shown. Much of the previous research was done in the 1930's and usually tested one teaching method against one or more audio-visual methods. There was little evidence of any type of packaged information programs having been evaluated in the Home Management-Consumer Economics area. In the communications field, researchers had looked at where homemakers get information related to food buying decisions. This research revealed that homemakers obtain most food buying information in personal contacts with family members, friends, and neighbors. In one such study, persons from whom others seek information were labeled "opinion leaders."

Research also indicates that opinion leaders use different, more technically accurate sources of information, and are often found to be in direct contact with organizations which provide such information. From this it was speculated that women who are associated with the Cooperative Extension may be, in fact, opinion leaders.

The review of literature revealed numerous research possibilities, but considering limitations of time and money alone, the mailed opinionnaire seemed to be the most appropriate method available.

An opinionnaire was developed to evaluate use of, and satisfaction with, the kit and to learn how users thought participants benefited from the information in Ads Add Up. The opinionnaire was first pre-tested with three users, who were then interviewed to identify areas of concern to them. The revised opinionnaire was then mailed to a sample of 10 users. Only minor changes were made after this pre-test. The opinionnaire was then pre-coded so that data could be punched directly from the opinionnaire to computer cards. The presence of the code numbers on the opinionnaire caused a problem for a number of respondents, particularly on Question Two. The data from this question had to be recoded in order to be used and its reliability is in question.

Method Satisfaction and Content Satisfaction scores were developed by selecting questions which would represent each. A combination of these two scores represented Overall Satisfaction with the kit. These satisfaction scores were arbitrarily divided into three groups -- Clearly Satisfied, Moderately Satisfied, and Clearly Dissatisfied.

In an analysis by occupation, the 52 County Home Economics Extension agents were by far the largest group. A majority of this group was Clearly Satisfied while only 3.8 percent were Clearly Dissatisfied with the kit. The next largest occupation group was College Teachers with 14 respondents. This was also

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the most Dissatisfied group. Comments in open-ended answers indicated the information probably was not specific enough for the college level. This may be due to the fact that Ads Add Up was developed for use in informal Adult Education situations rather than for use in the classroom.

For the majority of the analysis, respondents were divided into two groups. Those from New York (37 respondents) who had the kit recommended to them by the Cornell Extension staff and all Others (59 respondents) for a total of 96 respondents.

Overall, only 10 respondents out of 96 were Clearly Dissatisfied with the kit. There were no Clearly Dissatisfied respondents in the New York group, so, all 10 Clearly Dissatisfied respondents fell into the Other group.

There was a wide difference between respondent satisfaction with Method and satisfaction with Content. Overall, twice as many respondents were Clearly Satisfied with the Method used, than were Clearly Satisfied with Content. Conversely, twice as many were Clearly Dissatisfied with Content than were Clearly Dissatisfied with Method. This contrast in Method and Content Satisfaction seems to indicate that respondents felt the CMI staff had found an effective method for presenting information, but that improvements needed to be made in the Content. A partial explanation for the discontent with Content may lie in the fact that two bulletins included in the kit were Michigan

oriented with information regarding laws and regulations for the State of Michigan. It should also be pointed out that a New York version of the Food in the Light of the Law bulletin was printed for use in that state.

The New York group's satisfaction scores were higher for both Content and Method, than were the Other group's. This finding may be partially explained by the fact that the kit was recommended to the New York group by the Cornell Extension staff at the state level. Such a recommendation may have influenced respondent evaluation by creating a higher credibility for the information in Ads Add Up.

The data related to how Ads Add Up was used, specifically if it was used in a series of related lessons, seems to indicate that respondents in the Other group were probably seeking consumer education material to be used in a specific way, while the New York group may have used the program just because it was suggested to them.

The data also reveals an inconsistency relative to the New York group. This group which consistently rated their Satisfaction with the kit higher than the Other group, rated related questions about other aspects of the kit lower than the Other group in an almost equally consistent manner. A reason for this inconsistency escapes the writer.

Ads Add Up was developed under the assumption that professionals and participants wanted information about and had an interest in, learning about the function of food advertising -- its purpose, who pays for it, and how homemakers can use food ads and merchandising techniques to advantage. The data show that 90 percent of the respondents felt that participants learned the function of food advertising. In addition, over 80 percent rated its relevance to teaching Home Management and Food Buying as "excellent" or "good". Over 60 percent felt the information led to improved buying practices, while over 70 percent felt it would lead to improved decision making. A review of communications research leads one to believe that the respondents in this study, in all probability, were over optimistic in their evaluation of the benefits derived from the information in Ads Add Up. However, Lewin's research revealed that group decision making was more effective in changing behavior than lecture or individual methods. So, the way in which Ads Add Up sessions were conducted, no doubt, influenced the benefits participants received. Then, too, if women who associate with "expert agencies" are in fact, "opinion leaders" as some research suggests, perhaps respondent evaluation of benefits derived from Ads Add Up are not so far off base after all.

The variety of ways the kit was used is another indication that professionals want, need and will use this type of packaged





information. Respondents reported using the kit a total of 663 times. New Yorkers used it proportionally a larger number of times, but the Other group reported larger audience sizes.

About a third of all respondents reported using the information in Ads Add Up as resource material for giving talks, preparing news releases and preparing for radio programs. Communication research on the effects of mass media show that reinforcement of existing ideas and beliefs is more likely to be the result of mass media than changing ideas and beliefs. However, if the people who used this information as resource material for mass media are recognized as a "specialized source of information" and if they have a following, mass media used in this way may be more effective as a source of information than the usual mass media program -- at least for part of the audience.

### Implications

On one hand, the Home Management literature states that information is an essential element in effective decision making, while on the other, the Simmons and Roehm (15) study reveals professional home economists feel a lack of training and a lack of unbiased consumer education information. Where are professionals, or for that matter, consumers to get accurate, unbiased consumer information on which to base decisions?

The findings of this study raise about as many questions as they answer and cannot be considered conclusive, but they do seem to point the way to the need for further development of packaged information programs and for sound research designed to evaluate them. Just from the standpoint of economies of professional time alone, this type of pulling together of information seems to justify itself.

Lewin's (40) research indicated that group decision making was more effective in changing behavior than lecture or individual methods. It would seem that research on the effectiveness of various methods used when presenting information to groups could help guide those who design programs. In addition, this information could be used as suggested guides for presenting consumer education material. Along this same line, some testing of effectiveness between individuals who are more or less told they should use materials and those who make this decision themselves could prove interesting.

Since the CMI program relies heavily on mass and other specialized media for dissemination of consumer information, it would seem that cooperative research, which builds on past research in the Audio-Visual and the Communications areas would benefit each discipline.

Even though the method used was considered the most appropriate under the circumstances, one of the main weaknesses of

this study lies in the fact that it did not go far enough. It solicited user opinions rather than measuring change in knowledge of participants. With a little planning one could compare user opinions with what participants actually learned. For example, cooperation of two or three users in pre-testing and post-testing their audiences could provide enough data for this comparison.

Another weakness was the lack of clarity regarding code numbers on the opinionnaire. If such codes are to be used, they should be on the questionnaire during pre-testing in order to eliminate such problems.

The development of a satisfaction score seems to have some merit. In this study it revealed a very clear picture of the differences between satisfaction with the method used and the content. This technique was somewhat limited; however, when used to try to relate satisfaction to other questions in the evaluation. This limitation seemed to be due to the fact that there were very few Clearly Dissatisfied respondents so that the majority of respondents fell into the two top categories.

It is doubtful that a packaged program such as Ads Add Up, could ever be developed that would please all who need and want specific information on a particular subject. However, steps could be taken to increase the versatility of such kits. For

example, better suggestions could be made on how to shorten or lengthen the program. In addition, specific materials could be developed for use with a specific audience such as, 4-H, high school, or college groups.

The main strength of this study seems to be: it shows that even with inevitable shortcomings, well designed packaged information programs could fill a real need in the Consumer Education field and will find use if made available to professionals.

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## APPENDIX

Table 40. Questions used in method satisfaction score development

		% Yes	% No.	% N.A.	Total Across
3. Promotional Material Meaningful	Total	92.7	4.2	3.1	100.0
	N.Y.	94.6	2.7	2.7	100.0
	Other	91.5	5.1	3.4	100.0
	College	85.7	7.1	7.1	99.9
5. Material Presented in Interesting Manner	Total	89.6	3.1	7.3	100.0
	N.Y.	91.9	0	8.1	100.0
	Other	88.1	5.1	6.8	100.0
	College	78.6	7.1	14.3	100.0
6. Program Makes Point with enough Impact	Total	87.5	9.4	3.1	100.0
	N.Y.	94.6	2.7	2.7	100.0
	Other	83.1	13.6	3.4	100.1
	College	71.4	28.6	0	100.0
8. Enough Resource Material	Total	88.5	8.3	3.1	99.9
	N.Y.	89.2	8.1	2.7	100.0
	Other	88.1	8.5	3.4	100.0
	College	85.7	14.3	0	100.0
13. Number of Slides Adequate	Total	89.6	1.0	9.4	100.0
	N.Y.	91.9	0	8.1	100.0
	Other	88.1	1.7	10.2	100.0
	College	71.4	0	28.6	100.0
14. Length of Presentation*	Total	74.0	15.6	10.4	100.0
	N.Y.	75.7	10.8	13.5	100.0
	Other	72.9	18.6	8.5	100.0
	College	71.4	14.3	14.3	100.0
16. Like Style of Art	Total	87.5	7.3	5.2	100.0
	N.Y.	97.3	2.7	0	100.0
	Other	81.4	10.2	8.5	100.1
	College	71.4	7.1	21.4	99.9
17. Technical Quality of Slides**	Total	90.6	5.2	4.2	100.0
	N.Y.	94.6	5.4	0	100.0
	Other	88.1	5.1	6.8	100.0
	College	85.7	0	14.3	100.0
22. Ease of Use of Kit**	Total	89.6	3.1	7.3	100.0
	N.Y.	100.0	0	0	100.0
	Other	94.9	0	5.1	100.0
	College	71.4	7.1	21.4	99.9

\* too long and too short = no  
about right = yes

\*\* Used recoded data

Table 41. Questions used in content satisfaction score development

Rate the following:		Excellent %	Good %	Fair %	Poor %	N.A. %	Total Across
9a. Advertising Adds Up Bulletin	Total	30.2	51.0	7.3	1.0	10.4	99.9
	New York	29.7	59.5	2.7	0	8.1	100.0
	Other College	30.5 7.1	45.8 50.0	10.2 7.1	1.7 7.1	11.9 28.6	100.1 99.9
9b. Meat Ads Bulletin	Total	33.3	40.6	8.3	1.0	16.7	99.9
	New York	48.6	40.5	5.4	0	5.4	99.9
	Other College	23.7 14.3	40.7 21.4	10.2 21.4	1.7 7.1	23.7 35.7	100.0 99.9
9c. Food in the Light of Law Bulletin	Total	34.4	39.6	5.2	2.1	18.8	100.1
	New York	45.9	43.2	5.4	0	5.4	99.9
	Other College	27.1 14.3	37.3 28.6	5.1 14.3	3.4 7.1	27.1 35.7	100.0 100.0
18. Appropriateness of Illustrations	Total	31.3	57.3	5.2	3.1	3.1	100.0
	New York	32.4	62.2	2.8	2.7	0	100.1
	Other College	30.5 21.4	54.2 50.0	6.8 14.3	3.4 7.1	5.1 7.1	100.0 99.9
19. Content of Script	Total	35.4	52.1	5.2	1.0	6.3	100.0
	New York	37.8	62.2	0	0	0	100.0
	Other College	33.9 35.7	45.8 21.4	8.5 21.4	1.7 7.1	10.2 14.3	100.1 99.9

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**COOPERATIVE EXTENSION SERVICE**

**MICHIGAN STATE UNIVERSITY . EAST LANSING . MICHIGAN 48823**

**Marketing Information for Consumers**

**AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING**

29 Chittenden Hall

As a purchaser of Ads Add Up slide program, you are in a unique position to help the Michigan Consumer Marketing program.

In your position, I am sure you are aware of the importance of evaluation in program planning. Would you please take the time to help us evaluate Ads Add Up by filling out the enclosed opinionnaire?

A self-addressed envelope, which requires no postage, is enclosed for your convenience. If possible, I would like to have the opinionnaire back in my office by June 15.

Your cooperation is very much appreciated.

Sincerely yours,

M. Charline Hatchett  
Extension Specialist  
Consumer Marketing Information

MCH:jp

Enclosures

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**COOPERATIVE EXTENSION SERVICE**

**MICHIGAN STATE UNIVERSITY . EAST LANSING . MICHIGAN 48823**

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**AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING**

**Marketing Information for Consumers**  
29 Chittenden Hall

June 17, 1969

Our Consumer Marketing Staff is in the process of evaluating the slide program, Ads Add Up and as a purchaser of Ads Add Up, we need your help. A couple of weeks ago, I sent out an opinionnaire and we have had good response, but as yet, I have not received your reply.

For your convenience I am enclosing another copy of the opinionnaire along with a self-addressed envelope which requires no postage.

Won't you please take a few minutes to check your answers?

Thanks so much for your cooperation.

Sincerely yours,


M. Charline Hatchett  
Consumer Marketing  
Information Specialist

MCH:jp

Enclosures

As a purchaser of, "Ads Add Up" slide kit, I still need your help. I know how busy this time of year can be, but won't you please take a few minutes to fill out the opinionnaire sent earlier. Only you can help to evaluate our efforts on the slide program, Ads Add Up.

Thanks so much,

 M. Charline Hatchett

Consumer Marketing Information Specialist



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U. S. DEPARTMENT OF AGRICULTURE  
MICHIGAN STATE UNIVERSITY  
EAST LANSING, MICHIGAN 48823  
OFFICIAL BUSINESS  
\$1.00

# COOPERATIVE EXTENSION SERVICE

MICHIGAN STATE UNIVERSITY • EAST LANSING • MICHIGAN 48823

Marketing Information for Consumers

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

OPINIONNAIRE - ADS ADD UP KIT  
Slides and Related Material

<p>1. My area of work is: (1-2)</p>	<p>Extension Home Economist</p> <p>0 County _____</p> <p>1 Specialist _____</p> <p>2 Director _____</p> <p>3 High School Teacher of _____</p> <p>4 Junior High Teacher of _____</p> <p>5 College Teacher of _____</p> <p>6 State Education Director _____</p>	<p>Extension Consumer Marketing</p> <p>7 Agent _____</p> <p>8 Specialist _____</p> <p>10 Advertising Firm _____</p> <p>11 Food Business _____</p> <p>12 Agricultural Economist _____</p> <p>13 OTHER specify _____</p>	
<p>2. With what kind of audience did you use the <u>Ads Add Up</u> slide program?</p> <p>-Extension Leader training _____</p> <p>-Extension Club meeting _____</p> <p>-Church group _____</p> <p>-Women's Service Club _____</p> <p>-Men's Service Club _____</p> <p>In classroom: _____</p> <p>-Jr. High School _____</p> <p>-High School _____</p> <p>-College _____</p> <p>OTHERS specify _____</p>	<p>Number of times shown</p> <p>_____ (3-4)</p> <p>_____ (9-10)</p> <p>_____ (15-16)</p> <p>_____ (21-22)</p> <p>_____ (27-28)</p> <p>_____ (33-34)</p> <p>_____ (39-40)</p> <p>_____ (45-46)</p> <p>_____ (51-52)</p> <p>_____ (57-58)</p>	<p>Average number in groups</p> <p>_____ (5-7)</p> <p>_____ (11-13)</p> <p>_____ (17-19)</p> <p>_____ (23-25)</p> <p>_____ (29-31)</p> <p>_____ (35-37)</p> <p>_____ (41-43)</p> <p>_____ (47-49)</p> <p>_____ (53-55)</p> <p>_____ (59-61)</p>	<p>Check groups material is suitable for</p> <p>_____ (8)</p> <p>_____ (14)</p> <p>_____ (20)</p> <p>_____ (26)</p> <p>_____ (32)</p> <p>_____ (38)</p> <p>_____ (44)</p> <p>_____ (50)</p> <p>_____ (56)</p> <p>_____ (62)</p>
<p>3. Did the <u>Ads Add Up</u> promotional material describe the kit meaningfully? (1)</p>	<p>Yes _____</p> <p>3</p>	<p>No _____</p> <p>0</p>	

4. Was Ads Add Up used in a series of related lessons being taught? (2)

Yes 3

No 0

If YES, what type of lesson?

\_\_\_\_\_

5. Was the material presented in an interesting manner? (3)

Yes 3

No 0

6. Do you feel the Ads Add Up slide program makes its points about the role of food advertising with enough impact? (4)

Yes 3

No 0

7. What was the general response of your audiences? (5)

very enthusiastic 2  
mildly enthusiastic 1  
lacked enthusiasm 0

8. Was there enough resource information in the kit to meet your needs in preparing to present Ads Add Up? (6)

Yes 3

No 0

9. Rate the quality of the following information sources in the kit as to relevant, factual information:

excellent	good	fair	poor
3	2	1	0

- a. Advertising Adds Up leaflet (7)
- b. Meat Ads leaflet (8)
- c. Food in the Light of the Law leaflet (9)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

10. Did you use the quiz? (10)

Yes 3

No 0

11. If YES, rate the quiz as:

excellent	good	fair	poor
3	2	1	0

- a. a pre-test (11)
- b. a test (12)

_____	_____	_____	_____
_____	_____	_____	_____

[illegible]

12. How would you improve the quiz?

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

13. Was the number of slides adequate? (13)

Yes 3

No 0

14. If you used the Ads Add Up slides, how would you rate the length of the slide presentation? (14)

too long 0

too short 0

about right 3

15. a. When you used Ads Add Up slides, did you go beyond the slide portion of the program and discuss sections in the latter part of the script? (15)

Yes 3

No 0

b. If YES, list the sections you discussed.

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

c. Rate general audience participation in this discussion: (16)

excellent 3

good 2

fair 1

poor 0

16. Did you like the style of art work on the slides? (17)

Yes 3

No 0

17. How would you rate the technical quality (color quality, etc.) of the slides? (18)

poor 0

fair 1

good 2

excellent 3

18. How would you rate the appropriateness of the slide illustrations to the points made in the script? (19)

excellent 3

good 2

fair 1

poor 0

<p>19. How would you rate the content of the slide script in regard to accurate, factual information on the role of food advertising in the marketing system? (20)</p>	<p>poor <u>    </u> 0      fair <u>    </u> 1      good <u>    </u> 2      excellent <u>    </u> 3</p>
<p>20. How would you rate the information in the <u>Ads Add Up</u> slide kit as to its relevance in teaching management and food buying decisions? (21)</p>	<p>excellent <u>    </u> 3      good <u>    </u> 2      fair <u>    </u> 1      poor <u>    </u> 0</p>
<p>21. Did you purchase the syn- chromatic sound tape for <u>Ads Add Up</u> when it became available? (22)</p> <p>If <u>YES</u>, rate the techni- cal quality of the tape. (23)</p> <p>If <u>NO</u>, specify reason (24)</p>	<p>Yes <u>    </u> 3      No <u>    </u> 0</p> <p>excellent <u>    </u> 3      good <u>    </u> 2      fair <u>    </u> 1      poor <u>    </u> 0</p> <p>Lack of equipment (synchromat, recorder) <u>    </u> 0          Lack of knowledge for using equipment <u>    </u> 1          Lack of interest in this type program <u>    </u> 2          OTHER: specify <u>                    </u> 3</p>
<p>22. Rate the ease of use of the slide kit. (25)</p>	<p>very easy <u>    </u> 3      difficult <u>    </u> 1</p> <p>easy <u>    </u> 2      very difficult <u>    </u> 0</p>
<p>23. In what ways, besides as a slide program, have you used the information from <u>Ads Add Up</u> as resource material?</p>	<p>In teaching a class</p> <p>(26) Extension <u>          </u>      (31) In news release <u>          </u>          (27) Junior High <u>          </u>      (32) In TV program <u>          </u>          (28) High School <u>          </u>      (33) In radio program <u>          </u>          (29) College <u>          </u>      (34) OTHER: specify <u>          </u>          (30) In a talk <u>          </u></p>

24. Did the Ads Add Up program trigger interest in more consumer education programs designed to create a better understanding of the food marketing system? (35)

No 0

Yes 3

If YES, list the kinds of programs:

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25. Rate the slide program teaching technique in comparison with each of the teaching techniques listed below:

Slide program teaching technique is...

Not as Good  
0

About as Good  
1

Better Than  
2

- a. Lecture (36)  
b. Lecture-demonstration (37)  
c. Discussion (38)  
d. Motion picture (39)

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26. In your opinion, does the information in Ads Add Up benefit participants by:

Yes  
3

No  
0

- a. Improving buying practices (40)  
b. Improving decision making (41)  
c. Entertaining (42)  
d. Learning about the function of advertising (43)

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27. Would you be interested in purchasing additional slide kit programs in the area of food marketing? (44)

Yes 3

No 0

If YES, what areas of food marketing would you like to see covered?

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28. Do you feel the Ads Add Up slide kit was worth the price you paid? (45)

Yes 3

No 0

29. Please indicate which parts of the kit you actually used; and which, as far as you are concerned, could be left out without affecting the usefulness of the kit:

Actually  
Used  
0

Could Be  
Left Out  
1

- Quiz (46)
- Script (47)
- Slides (48)
- Bulletins:
  - Advertising Adds Up (49)
  - Food in the Light of the Law (50)
  - Meat Ads (51)

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30. If you were assigned to revise the Ads Add Up slide program, what would you do to improve it?

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

Thank you for your cooperation.

Sincerely yours,

*Charline Hatchett*

M. Charline Hatchett  
Consumer Marketing Specialist



# ADS ADD UP

A LOOK AT FOOD ADVERTISING



# ADS ADD UP

## CONSUMERS' ANNUAL STATEMENT

BILLED TO: Each U.S. consumer

AMOUNT DUE: \$240 per household . . about  
\$70 per person

SERVICE RENDERED: Exposure to 1500  
messages daily

Yes, you pay this bill each year — about a fifth of it for food ads. With every purchase you contribute to a dynamic and vital educational movement . . . . American advertising. You increase the number of TV and radio commercials. . . . put more ads in newspapers and magazines . . . . ask for more direct mail promotion. Why?

“Ads Add Up” — A new and fascinating color slide-lecture program for consumers — goes directly to the heart of this question. It examines closely how advertising . . . made possible by your support . . . is essential to the successful operation of our food distribution system and well being.

Written and produced by the Consumer Marketing Information Agents of the Michigan State University Cooperative Extension Service, “Ads Add Up” can be presented by any

group leader or teacher — regardless of previous advertising background — to class or group meetings.

To investigate advertising from the inside out, "Ads Add Up" examines:

- What is advertising?
- The main purpose of advertising
- Advertising as an economic force in the food business
- The psychology of advertising . . . good ads vs. bad ads, etc.
- Media for advertising
- Regulation and controls over advertising
- Food promotions and merchandising practices

#### AUDIENCE:

Consumer groups — men and women in civic groups, Cooperative Extension groups, service clubs, church groups, high school home economics and economics classes, etc.

#### PACKET CONTENTS:

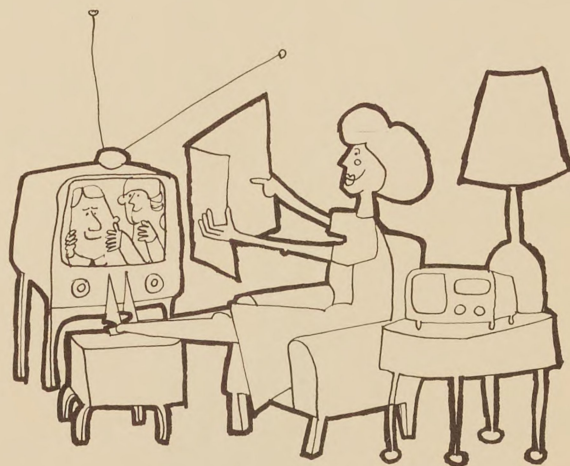
- 50 35mm Kodachrome slides with complete script
- Teaching guide offering program presentation tips, additional information to supplement the slide presentation, suggestions for additional illustrations, etc.
- A brief quiz on food advertising
- 10 copies of accompanying 4 page leaflet, "Advertising Adds Up"
- 2 copies each of reference leaflets, "Food In Light of the Law" "Meat Ads"

#### PROGRAM TIME:

- From 45 minutes to 1 hour depending upon amount of supplemental material added to slide program

#### PRICE:

- \$10 . . . complete kit
- \$1.50 . . . script only



#### ADS ADD UP . . . ORDER REQUEST

Enclosed is: \$ \_\_\_\_\_  
 (Make checks payable to Michigan State University)  
 For: \_\_\_\_\_ kits of "Ads Add Up" @ \$10 each  
 \_\_\_\_\_ copies of script @ \$1.50  
 \_\_\_\_\_ copies of accompanying leaflet, "Advertising Adds Up" @  
 10-99 copies . . . . .6c each  
 100-999 copies . . . . .4c each  
 Over 1000 copies . . . . .2c each  
 (Minimum order \$1.50)

Send to:

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COOPERATIVE EXTENSION SERVICE  
*Marketing Information for Consumers*  
Old Forestry Building  
Michigan State University  
East Lansing, Michigan 48823

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East Lansing, Michigan 48823

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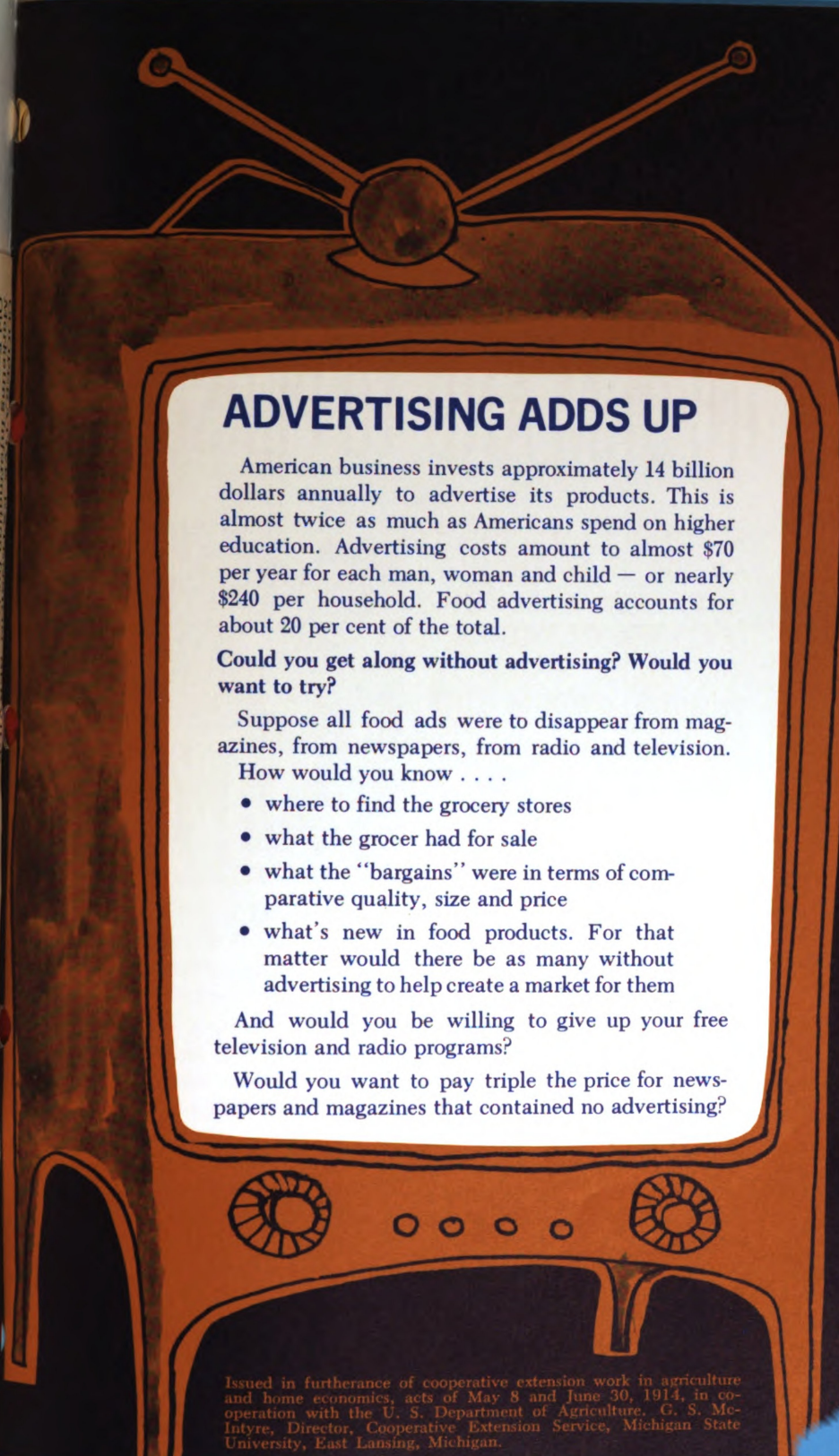
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COOPERATIVE EXTENSION SERVICE  
Marketing Information for Consumers  
Old Forestry Building  
Michigan State University  
East Lansing, Michigan 48823







## ADVERTISING ADDS UP

American business invests approximately 14 billion dollars annually to advertise its products. This is almost twice as much as Americans spend on higher education. Advertising costs amount to almost \$70 per year for each man, woman and child — or nearly \$240 per household. Food advertising accounts for about 20 per cent of the total.

**Could you get along without advertising? Would you want to try?**

Suppose all food ads were to disappear from magazines, from newspapers, from radio and television.

How would you know . . .

- where to find the grocery stores
- what the grocer had for sale
- what the "bargains" were in terms of comparative quality, size and price
- what's new in food products. For that matter would there be as many without advertising to help create a market for them

And would you be willing to give up your free television and radio programs?

Would you want to pay triple the price for newspapers and magazines that contained no advertising?

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture. G. S. McIntyre, Director, Cooperative Extension Service, Michigan State University, East Lansing, Michigan.



# TWO IMPORTANT FUNCTIONS OF ADVERTISING ARE TO INFORM AND TO PERSUADE

**A GOOD NEWSPAPER AD FOR FOOD SHOULD HAVE SOME OF THE FEATURES OF THE TYPICAL NEWS STORY. IT SHOULD INFORM YOU ABOUT:**

**WHO . . .** is selling the product—and, in the case of brands, WHOSE reputation is at stake in the claims being made. You can't judge the quality of the hundreds of individual articles you buy. Brand names, made familiar through advertising, make it possible for you to repeat satisfactory purchases. They relieve the grocer of the job of "selling" each of the approximately 8,000 items in the store.

**WHAT . . .** is the product being advertised. WHAT the ad tells you depends on whether you and the seller speak the same language—a language of sizes, grades, quantities and brands. It's worth knowing—that size 150 oranges, for example, are smaller than size 100 because size is measured by the



number needed to fill a crate. Or that a ham half costs more than a ham portion because the portion has had the center slices removed.

**WHERE . . .** to find the better values. Stores rely on the power of advertising to coax you into the store. They feature "specials" and then hope you'll do other shopping there as well. This pulling power is one reason why food retailers have increased their advertising more than four-fold since 1950.

**WHEN . . .** you can buy the product. Is the special for tomorrow only? All week? While



the supply lasts? And what about seasons? Foods are usually higher in quality and lower in price when they are most plentiful. By informing you of plentiful supplies, advertising reduces waste of perishables, thus benefiting both producer and consumer.

**HOW** . . . much the product costs. Price is an important feature of newspaper food advertising. If the **WHO**, **WHAT**, **WHERE** and **WHEN** features are also present in the ad, you

have a pretty complete picture of the market before you start your shopping.

And finally, a good food ad should **PERSUADE**. It should tell:

**WHY** . . . you ought to buy the product. Perhaps a food offers unique nutritional advantages. Perhaps it's quick to fix—easy to store—an improvement on the old form. The ad should make these special advantages clear to a shopper.

ADVERTISEMENT

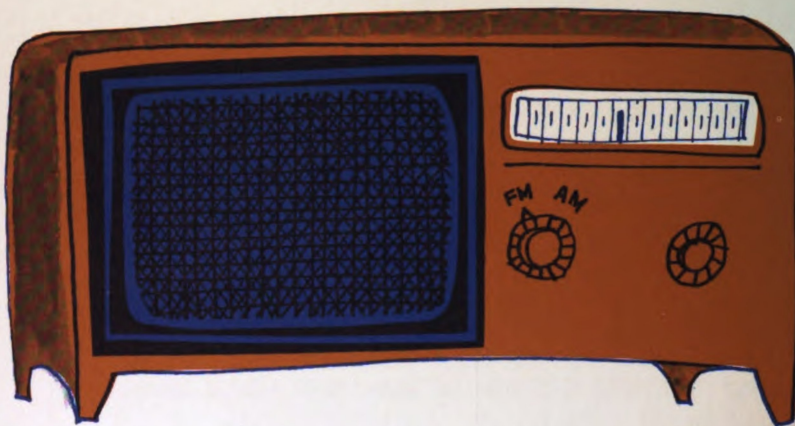
**SALE 68<sup>LB</sup>**  
**SPECIAL**  
**THIS WEEK**  **HARRY'S  
SUPPERETT**

### CONSUMER PROTECTION

We frequently hear that the law or the government protects consumers. Industry also provides protection.

It is good business and just plain good sense to do so.





## IN GENERAL, BE AWARE. THEN YOU NEED NOT BEWARE

But . . . what should you do if you think you have been misled by an ad?

First, inform the seller. It may be an honest error. Most sellers will want to make good to keep you as a customer.

If this doesn't work, write to the manufacturer. The law requires that the name of the manufacturer, packer, or distributor appear on food labels. Reliable business firms value their reputations and they should be quick to act on your complaint. Another possibility might be to notify the Chamber of Commerce or Better Business Bureau if you have one in your community.

Or, armed with hard facts, go to the newspaper, radio or TV station carrying advertising for the product. Truth in advertising is too important for these media to lose their reputation by carrying false ads.

If you have been victimized by deliberately misleading or dishonest claims in food advertising, go to the Food Inspector Division of the Michigan Department of Agriculture.

*By Sheila Morley, District Extension Consumer Marketing Agent*

Michigan State University Cooperative Extension Service, U. S. D. A. and Michigan Counties cooperate to provide Marketing Information for Consumers in these Cooperative Extension Offices:

**Detroit:**  
2832 E. Grand Boulevard  
Room 302, 48211  
873-0794

**Flint:**  
Lyle Hutton  
64215 West Pasadena Ave. 48504  
732-1470

**Grand Rapids:**  
Ada Shinabarger  
728 Fuller Ave., N.E. 49503  
459-4471 Ext. 32

**Kalamazoo:**  
Maryann Meldrum  
420 W. Kalamazoo  
Ave. 49006  
382-2860

**East Lansing:**  
22 Old Forestry Building,  
MSU 48823  
355-3328

**Marquette:**  
Ingrid Bartelli  
500 West Kaye Ave. 49855  
226-3508

**Saginaw:**  
Sheila Morley  
6 Merrill Building 48602  
793-9100 Ext. 223

**Mt. Pleasant:**  
Margaret Doughty  
Courthouse Annex 48858  
773-5804





# FOOD in the LIGHT of the LAW

## MEAT ADS

### HAVE YOU EVER ASKED . . .

- What is the real purpose of meat ads? What do they tell me? How can I protect myself from being misled by an advertisement?

### THE PURPOSE OF ALL ADVERTISING IS TO INCREASE SALES

- A "special" or "feature" is an advertising tool . . . food sold at or near cost to a customer in hope that other food will be purchased. Usually it is the same quality sold at higher prices by competing stores.

### MEAT "SPECIALS" OR "FEATURES" ARE PRODUCTS . . .

- Purchased by the retailer at a low cost . . . due to a heavy seasonal supply, or heavy accumulated wholesale stocks. He is passing his savings on to the customer.

- Selected as "promotional" items . . . products which are always popular or in demand during a special week — and will mean large volume sales to the store. Coupons, stamps and cents-off promotions may be included in this group.

**FINEST MEAT SOLD-  
ANYWHERE!**

**ROUND**

S FOOD

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Information for Consu  
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State University  
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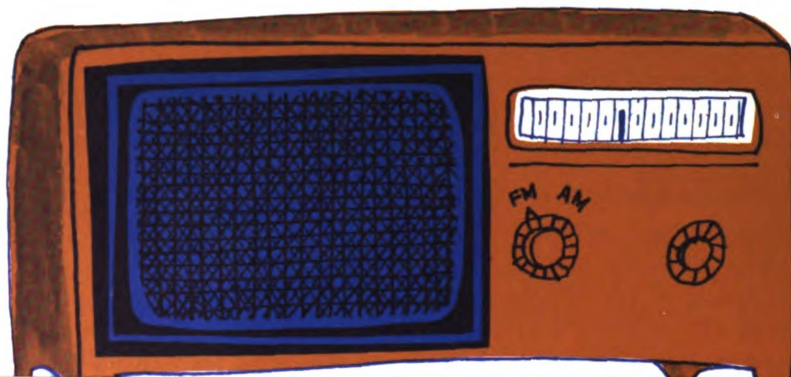
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# LEAKY 59<sup>c</sup> lb. Chuck Roast

## WHAT'S IN A MEAT AD?

*Price situation* . . . meat prices have gone up or down. If all stores are advertising one kind of meat, supplies of that meat are large, and prices down.

*Menu suggestions* . . . ideas for relieving meal monotony. Large bold type in the ad indicates that the meat is a "promotional" or "feature" value.

*Buying decisions* . . . tentative shopping list before going to the store.

## MEAT ADS WILL MEAN MORE IF YOU RECOGNIZE THE TERMS

POT ROAST and SWISS STEAK are methods of cookery. They designate no particular cuts — they may be a number of different cuts.

Swiss Steak . . . from the round, the arm chuck.

Pot Roast . . . from any of the chucks, the heel of the round, the brisket, the neck.

PORK SHOULDER ROAST may be either the Boston butt roast or the fresh picnic.

U. S. PRIME, U. S. CHOICE, U. S. GOOD generally refer to grain-fed beef. Remember U. S. PRIME is the top grade.

The words "Thrifty," "Juicy," "Tender," "Economy," "Lean" when used with no grade listed in the meat ad, generally refer to grass fed or cow beef. They usually identify a lower quality or a lower grade beef.





# FOOD in the LIGHT of the LAW

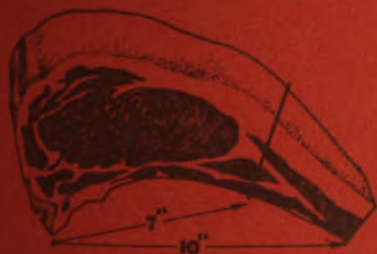
## THE BEST MEAT ADS TELL YOU...

### Exact Name of the Cut

If the **CHUCK ROAST** is a **BLADE** or a **ROUND-BONE (ARM)** cut — if the **BLADE** is a **CENTER-CUT** or the **END** cut (which contain more fat and bone per pound and are often called pot-roasts).

If the cut of **HAM** is a **BUTT HALF** or a **SHANK HALF**, a **BUTT PORTION (END)** or a **SHANK PORTION** — if it is **SKINLESS** — the amount of **BONE** it contains — how much **PROCESSING** has been done, if it is fully-cooked.

What **RIB ROAST** you are buying



#### BEST AD

U. S. Choice rib roast  
7" cut . . . first 3 ribs  
79¢ per lb.

#### OTHER AD

Juicy, tender rib roast  
59¢ per lb.

The first 3 ribs contain one large eye muscle — the 6th and 7th contain several smaller muscles separated by fat — the first 3 ribs are usually the most tender and higher in price. A 7-inch cut has had the short ribs removed and has more lean meat per pound.

### Grade or Quality

If the **GRADE** or **QUALITY** is a **U. S. GRADE** or a **BRAND** name which you recognize to be a consistent quality.

### Price per Pound

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Information for Consumers  
Extension Service  
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## THE LAW REQUIRES

If advertised as PRIME, CHOICE, GOOD, or STANDARD, the meat must either have been graded by the U. S. Department of Agriculture or be of equal quality to the federal grade designated.

*Hamburger* cannot be advertised as *ground beef*. *Ground beef* must be made only from fresh ground skeletal beef and must contain not more than 20% fat. *Hamburger* must meet the same regulations except it must contain not more than 30% fat.

It is ILLEGAL to advertise:

Anything that is untrue.

Any pork shoulder cut as HAM.

Any cut as LAMB or YEARLING from an animal over two years old.

Any cut of beef as BABY BEEF.

Any ham portion by the term of ONE HALF or HALF HAM if it has had a center slice removed.

A QUALITY of meat without having that quality for sale.

## BE INFORMED

Know the regular (normal) prices of meat cuts . . . to be sure that the advertised specials are actually "special" values.

Recognize the amount of lean meat per pound . . . know the approximate number of servings the cut will yield. A lower price per pound does not necessarily mean more economical meat if you're buying bone and fat.

### Customer Marketing Information Program

Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture, G. S. McIntyre, Director, Cooperative Extension Service, Michigan State University, E. Lansing, Michigan.

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Ave. 49006  
382-2860

East Lansing:  
22 Old Forestry Building  
MSU 48823  
355-3328

Marquette:  
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226-3508

Saginaw:  
Sheila Morley  
6 Merrill Building 48602  
793-9100 Ext. 223

Mt. Pleasant:  
Margaret Doughty  
Courthouse Annex 48858  
773-5804

EAKS

KEY SAVOR

CK ROAST

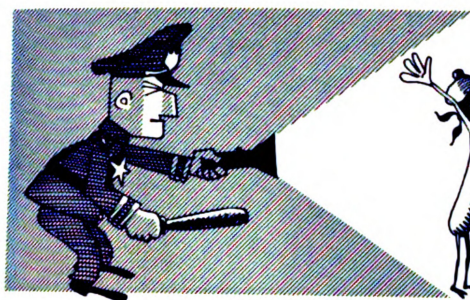
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# FOOD in the LIGHT of the LAW

## **Over 100 Michigan laws protect you**

*when you buy*

- food produced and sold within Michigan
- food entering Michigan from other states and nations

## **In Light of Protection, Shop with Assurance**

Some laws set standards for food quality and sanitary conditions — they assure you of buying

- food that's safe to eat
- grade and size as stated on labels
- grade and size as stated in advertisements
- food as represented on labels and in ads

Some laws regulate food quantity — they assure you of buying

- exact weight or measure as stated on labels
- exact amount weighed or measured for you in the market

Some food laws and protective services are cooperative efforts of Michigan Department of Agriculture and United States Government.

### **EXAMPLES ARE:**

Laws which govern pure food under the Federal Food, Drug and Cosmetic Act

Federal-State Fruit and Vegetable Inspection Service

Federal-State Poultry Products Grading Service

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Issued in furtherance of cooperative extension work in agriculture and home economics, acts of May 8 and June 30, 1914, in cooperation with the U. S. Department of Agriculture. N. P. Ralston, Director, Cooperative Extension Service, Michigan State University, E. Lansing, Mich.

## In the LIGHT of INSPECTION



Some foods produced and sold in Michigan must “*pass inspection.*”

These foods are inspected and certified for  
Grade, Quality and Condition:

APPLES  
CANTALOUPE  
SLICING CUCUMBERS  
RED TART CHERRIES for  
canning or freezing  
GRAPES  
PEACHES

PEARS  
POTATOES  
TOMATOES  
DRY BEANS  
EGGS  
POULTRY

Michigan food plants where food is prepared, manufactured, processed or sold must pass inspection for *sanitary conditions*. These plants include:

Bakeries  
Canning, freezing or  
other processing plants  
Dairies  
Frozen food locker plants  
Flour mills and grain elevators

Restaurants  
Meat processing plants  
Slaughtering plants  
Soft Drink plants  
Confectioneries

Foods and beverages coming into Michigan from other states and nations must pass inspection too.

Food and beverages from out of state may have been  
inspected — **BUT** —

Michigan inspectors examine them too, to make sure  
*All Foods and Beverages* consumed in Michigan meet the high  
requirements of Michigan food standards for sanitation.

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Michigan food laws are enforced by the Food Inspection Division, Michigan Department of Agriculture, Lewis Cass Building, Lansing 13, Mich.

---





### **Do you read it?**

Michigan food laws demand label information that assures you of exact size, quality or quantity of foods as stated. For example —

**1 Egg cartons or containers must be marked with**

- Number of eggs in the container
- Size of eggs
- Name and address of the producer, distributor or packer
- Grade of eggs

**2 Apple and potato bags or containers must be marked with**

- Net weight of contents (not counting weight of container)
- Grade of apples or potatoes
- Name and address of person or persons responsible for the grading

**3 Packaged apples must also show minimum size and variety**

**4 Prepackaged foods must be marked with**

- Name of the food
- Weight, measure or numerical count of food in the package
- Name and address of packager or distributor

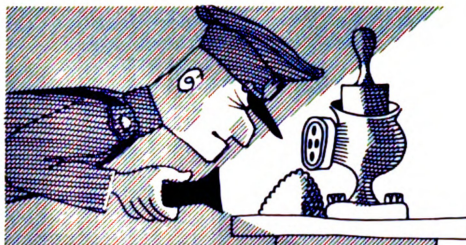
Artificial color, artificial flavor and harmless preservatives, where permitted, must always be declared if used.

Foods and beverages for human consumption, when *artificially* sweetened, must be labeled as dietary products.

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**MICHIGAN FOOD LAWS** are constantly being revised for greater protection for the consumer.

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## GROUND MEAT in the LIGHT of the LAW

Compared to laws of other states, Michigan's comminuted (ground) meat law is probably strictest of all—even more strict than Federal requirements.

**Fresh ground beef** must be all beef . . . with not more than 20% beef fat.

**Hamburger** shall meet the same requirements as ground beef except that it shall contain not more than 30% fat.

**Pork sausages and processed sausages** such as wieners or bologna and luncheon meats must be ground skeletal meat\* —

4% dried milk solids may be added to hold it together.

Seasoning and flavoring may be added.



## in the LIGHT of the ADS

### Do you understand them?

Meat ads tell you what your grocer has for sale.

Michigan laws require that descriptions be exact—for example:

**Fresh Meat**—when described as *Prime*, *Choice* or *Good* must be USDA graded or be of equal quality.

**Ham** must be described as *skinned* or *regular*. **Half Ham** means just that—it is a ham cut in half with no center slices removed.

**"Ham portion"** means one or more center ham slices have been removed.

**"Picnic"** is part of a shoulder of a hog—somewhat *similar* to ham (hind leg) in appearance and flavor, but not like ham in texture or amount of meat in proportion to bone and fat.

\*Michigan law defines skeletal meat as any clean edible part of *striated* muscle (attached to bones) including head meat and cheek meat.

Michigan State University, Cooperative Extension Service, U.S.D.A. and Michigan Counties cooperate to provide Marketing Information for Consumers in these Cooperative Extension Offices:

Detroit: Marjorie Gibbs 2930 W. Grand Boulevard TR 3-0794	Grand Rapids: 728 Fuller, N.E. GL 9-4471	East Lansing: Eileen Bell 113 Agr. Hall, M.S.U. 355-3328	Mt. Pleasant: Margaret Doughty SP 5-0121	Saginaw: Sheila Morley 6 Merrill Building 793-9100, Ext. 223
Flint: Lysle Hutton G-4215 W. Pasadena Ave. 235-4636	Kalamazoo: Maryann Meldrum County Building FI 3-1201	Marquette: Ingrid Bartelli P.O. Box 640 CA 6-3508	Pontiac: 155 N. Saginaw St. FE 4-2564	

# ADS ADD UP

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## a look at Food advertising

A PART OF MARKETING OUR NATION'S FOOD

AN EDUCATIONAL PROGRAM FOR CONSUMERS

Produced by:

Marketing Information for Consumers  
Cooperative Extension Service  
Michigan State University  
East Lansing, Michigan

Author:

Sheila Morley

Project Coordinators:

Charline Hatchett  
Joan Witter  
Mary Zehner

Artist:

Ramon Hutson

## CONTENTS OF PROGRAM KIT - ADS ADD UP

I.	Information for Ordering . . . . .	1
II.	Brief of Program . . . . .	1
III.	Guide for Presentation . . . . .	2
IV.	Equipment and Materials Needed . . . . .	3
V.	Program Outline . . . . .	3
VI.	Program Presentation . . . . .	4
VII.	Quiz for Program (optional) . . . . .	20
VIII.	Bulletins - <u>Meat Ads</u> and <u>Food in the Light of the Law</u> - for background information	
IX.	Bulletin - <u>Advertising Adds Up</u> - to be distributed to audience	
X.	50 35 mm Kodachrome slides	

CONSUMER MARKETING gratefully acknowledges use of material from ADVERTISING, 2nd Ed., by John W. Crawford, Publisher, Bacon and Allyn, 1965; and for contributions by Kenward L. Atkin, Dept. of Advertising, MSU.

## I. INFORMATION FOR ORDERING

ADS ADD UP program kits are available from:

Cooperative Extension Service  
Marketing Information for Consumers  
Old Forestry Building  
Michigan State University  
East Lansing, Michigan

Bulletin - ADVERTISING ADDS UP - in quantities of

10-99	-	6¢ each
100-999	-	4¢ each
Over 1000	-	2¢ each

(Minimum order - \$1.50)

Program Script only \$ 1.50

Program Kit (50 slides, script, 10 bulletins, etc.) \$ 10.00  
(make checks payable to Michigan State University)

For program information in Michigan contact the Consumer Marketing Agent in your area:

Detroit:  
Marjorie Gibbs  
2930 W. Grand Boulevard  
TR 3-0794

East Lansing:  
Eileen Bell  
22 Old Forestry, MSU  
355-3328

Flint:  
Lysle Hutton  
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Kalamazoo:  
Maryann Meldrum  
County Building  
FI 3-1201

Mt. Pleasant:  
Margaret Doughty  
Courthouse Annex  
SP 5-0121

Pontiac:

155 N. Saginaw St.  
FE 4-2564

## II. BRIEF OF PROGRAM FOR ADS ADD UP

### Purpose:

Michigan State University's Marketing Information for Consumers Program has planned this kit to include what every consumer should know about food advertising. ADS ADD UP explains the purposes of advertising, the size of the industry, laws and regulations controlling food advertising, and provides information on merchandising and



promotion. This information will help consumers better understand our complex food distribution system and the important role food advertising plays in helping it operate effectively.

#### WHO CAN USE:

ADS ADD UP is suggested for use by any consumer group wanting a 45-minute to two-hour presentation. It is planned so that the important information can be covered in 45 minutes or be extended to a longer period.

This program would be especially pertinent for: men's or women's social or service clubs or organizations, high school economics or homemaking classes, church groups, labor union meetings, credit union meetings, etc.

#### HOW TO PRESENT:

ADS ADD UP is planned to fit the time schedule of most organizations. Visuals used will depend upon the group size and the person presenting the program. Teachers might decide to divide the subject matter into a unit or lesson series.

A four-page leaflet has been prepared for everyone attending the program. This is a condensation of the important points covered in the presentation. It is suggested that the leaflet be issued at the close of the program. In Michigan contact the District Consumer Marketing Agent in your area to obtain the number of copies needed.

See the following guide for details regarding program presentation.

### **III. GUIDE FOR PRESENTATION**

ADS ADD UP may be condensed or expanded to fit the need of the audience.

\*It can be presented as a 45-minute to 1-hour slide program by using the entire text.

\*It can be condensed by selecting one or more parts of the outline rather than the total for one presentation.

\*It can be expanded by developing supplemental activities or projects to enhance the subject matter. For example: a teacher might combine sections III and V of the program presentation, and following the lesson, visit a large food market to observe techniques of food advertising, merchandising, and promotion. A women's study club might consider section VI and arrange a visit to an advertising agency - or concentrate on sections IV and VIII and invite a representative of the Michigan Department of Agriculture to enlarge on Michigan Food Laws and Regulations.



\*Two Consumer Marketing Information leaflets are included as supplemental material to allow further study of "Food in the Light of the Law" and "Meat Ads."

\*A suggested quiz is included to focus attention on food shopping habits and how they might be influenced by advertising. This may be used at the beginning of the presentation to stimulate interest and discussion.

#### IV. EQUIPMENT AND MATERIALS NEEDED

1. ADS ADD UP Program kit
2. Slide projector (extra projector bulbs)
3. Screen
4. A light for reading script
5. Supply of Bulletin - Advertising Adds Up for each member of the audience
6. Examples of "good" and "poor" ads
7. Copies of the quiz on advertising (Duplicate own copies of quiz)

#### V. PROGRAM OUTLINE

- I. INTRODUCTION
- II. WHAT IS ADVERTISING? - (Slides 1 to 9)
  1. Economic Communication
  2. Tool for Selling
- III. WHAT DOES ADVERTISING DO? - (Slides 10 to 21)
  1. Advertising Informs
  2. Advertising Persuades
- IV. WHAT ABOUT THE DOLLARS SPENT ON ADVERTISING? - (Slides 22 to 37)
  1. The Nation's Total Advertising Bill
  2. Percent of National Total Spent for Food Advertising
  3. Food Advertising at the Local Level
  4. Advertising Costs for Various Food Groups
  5. Goals of Food Advertising
- V. PROMOTIONS AND MERCHANDISING - (Slides 38 to 50)
  1. Trading Stamps
  2. Coupons and Samples
  3. Cents-Off Deals
- VI. PSYCHOLOGY OF ADVERTISING - (Show examples of advertising)
  1. What, Where, When, How often
  2. "Good" vs. "Poor" Ads
- VII. MEDIA FOR ADVERTISING
  1. Newspapers and Magazines
  2. Radio and Television
- VIII. REGULATIONS AND CONTROLS
  1. Legal Controls
  2. Voluntary Controls
  3. Informed and Active Consumers

## VI. PROGRAM PRESENTATION

### ADS ADD UP

#### I. INTRODUCTION

No American is entirely removed from the influence of advertising. It affects all of us, businessman and housewife, young and old. We spend hours each day watching TV, listening to the radio, reading newspapers and magazines. We're exposed to some 1500 ads a day. Is it any wonder, then, that most of us have developed certain very definite opinions about this everpresent influence in our lives? Is it surprising that it draws criticism from all sides?

Some economists complain that the wide use of advertising creates undue costs and can be a bar to free competition.

Some home economists charge it with being an unreliable guide for consumers.

Students of ethics accuse it of occasional displays of poor taste and even misrepresentation.

The poet Ogden Nash, who is known for his irreverent comments on our life and times, has his say on advertising along with all the rest of us:

"I think that I shall never see  
A billboard lovely as a tree  
Perhaps, unless the billboards fall,  
I'll never see a tree at all."

To criticize advertising is healthy; but to deny its usefulness is foolish. That it has imperfections is obvious to all.

There's a saying in the advertising profession that "Doctors bury their mistakes,

lawyers hang theirs, but ad men publish theirs for all to see."

However, we need to focus on its positive values, for there is no question that advertising is here to stay.

Too much criticism of advertising is based on too little knowledge. Therefore, let's examine this force in our daily lives... what it does FOR us, what it does TO us, who pays for it, who controls it, and finally, let's consider how we can put advertising to work for us...how we can really get our money's worth!

## II. WHAT IS ADVERTISING?

### 1. Economic Communication

SLIDE 1

(ADS ADD UP)

(title)

SLIDE 2

(Cooperative Extension Service, Consumer Marketing Information)

(Produced by)

SLIDE 3

(Sheila Morley)

(Author)

SLIDE 4

(Men & Horse)

Advertising is communication between buyer and seller where they do not meet face to face. It's people communicating with other people about products or services which one group provides in order to supply the needs and desires of a larger group.

It's what a company does when it cannot send a salesman.

### 2. Tool for Selling

SLIDE 5

(Magnifying glass)

Advertising is a tool for selling. Like any tool, it is only an instrument in the hands of the people who use it. In examining advertising, we must differentiate between

advertising itself, the motives of the advertisers, and the content of the advertising message.

SLIDE 6  
(Dr. & criminal)

Consider a knife. In the hands of a surgeon, it can be an instrument for saving life. In the hands of a murderer, it can be an instrument for taking life.

So it is with advertising. Used by honest men to sell an honest product with honest enthusiasm, advertising can produce good results. Used by dishonest men for dishonest purposes, then evil can result.

SLIDE 7  
(Molly Malone)

Years ago, men cried their wares in the open ...remember Molly Malone and her barrow full of cockles and mussels, alive - alive oh?

SLIDE 8  
(Peddler)

Then came the peddler and the traveling salesman. But with modern methods of distribution and transportation to carry the fruits of mass production to widely separated markets, distributors learned that personal, face-to-face, one-salesman-talking-to-one-customer-at-a-time communication was simply too slow.

SLIDE 9  
(Housewife: radio,  
T.V., Newspaper)

So business turned to advertising as the way to carry messages beyond the range of the human voice...the means of getting the word to thousands of potential customers at one time.

### III. WHAT DOES ADVERTISING DO?

#### 1. Advertising Informs

SLIDE 10  
(Variety of Products)

Advertising informs you of the very existence of products and services. For example, where did you first hear about nylon, boil-in-a-bag frozen vegetables, or the coated skillet that are so easy to clean?

Probably by reading an ad or hearing a commercial, or talking with friends who had.

**SLIDE 11**  
**(Location)**

Ads save you time by telling you where you can buy. They can alert you to the availability of seasonal foods that are in the market only at certain times.

**SLIDE 12**  
**(Price)**

Ads also give you price information so you can determine whether you can afford the goods or service, or whether you could perhaps buy them for less at one store than another.

**SLIDE 13**  
**(Men & Horse)**

When ads describe the quality and the characteristics of products, they let you compare and contrast so you can choose the product that has the greatest value and usefulness to you.

**SLIDE 14**  
**(Store aisle)**

Without the information that advertising supplies, you might find it difficult to arrive at a wise and appropriate decision between competing products.

**SLIDE 15**  
**(Comparative ads)**

Not all ads, of course, give enough specific information on quality and quantity in relation to price. It is impossible, for example, for the arm chair shopper to compare an ad for USDA Choice Rib Steak at 69¢ a pound with an ad for Rib Steak at the same price. There just isn't enough information about quality in the second ad for a valid comparison.

**SLIDE 16**  
**(Bacon brands)**

Brand identification, certainly a part of advertising, permits you to pick and choose among products of the same general kind.

SLIDE 17  
(John Hancock)

Brand names today are like the hallmarks or signatures put on products of which their companies are very proud...products they wish to claim before all the world.

SLIDE 18  
(Consumer spurning  
poor product)

Putting a brand or continuing identification on a product can be risky if the product doesn't live up to its promises. It can be a signal to the shopper to avoid that product on all future shopping trips; and, if you are seriously displeased with the goods, it gives you a place to complain.

## 2. Advertising Persuades

SLIDE 19  
(Young man on knees)

Another function of advertising is to persuade. It's when we come to this role of advertising that critics really get into high gear. The surface critic says, in effect, "Well, it's all right when the preacher or the teacher attempts to persuade you to do something, but it's all wrong when an advertiser attempts to do this."

SLIDE 20  
(Diamonds, furs, etc.)

Actually, persuasive advertising simply tells you why the seller thinks you ought to buy the product being advertised. It points out its advantages over other competitive products.

SLIDE 21  
(Girl rejecting boy)

But this is all persuasive advertising can do. It can persuade, influence, pre-dispose. But it cannot front for an inferior product or a needless product. And it certainly can't compel you to buy again a product that disappointed you or failed to fulfill a valid need the first time around.

IV. WHAT ABOUT THE DOLLARS  
SPENT ON ADVERTISING?

1. The Nation's Total  
Advertising Bill

Overall, advertising is an economic force that plays a role in the production, distribution and consumption of wealth.

SLIDE 22  
(14 Billion)

Last year, almost 14 billion dollars (\$13,980,000,000) was spent on advertising.

SLIDE 23  
(\$240/Household)

This bill, if divided among the entire population, cost each man, woman and child about \$70 last year or about \$240 per household. As an expense of doing business, this cost is passed on to the consumer buying the products and services advertised.

SLIDE 24  
(Cars/price tags)

You may not like the idea of paying the \$10 advertising cost of your new car, nor the fraction of a cent added to your bottle of Coke or Diet Pepsi. Nevertheless, without advertising to create a big demand, mass production and its economies might be impossible, and products could therefore cost much more.

2. Percent of National Total  
Spent for Food Advertising

SLIDE 25  
(17 - 20%)

Seventeen to 20% of all advertising in the United States is for foods and food products ...a total of about 3 billion dollars. The lion's share of this sum is spent by food processors...somewhere near 2 billion dollars...primarily in an effort to establish brand identity.

SLIDE 26  
(Ill'd chart)

Between 2/3 and 3/4 of the food advertising in newspapers, magazines, on radio and TV is paid for by processors. Retailers, wholesalers, and distributors account for most of the balance.

### 3. Food Advertising at the Local Level

SLIDE 27  
(1950 to today)

The U.S. Department of Agriculture says that retail grocers are major advertisers of food at the local level. They have increased their spending for advertising about five-fold since 1950 - from \$60 million to a currently estimated \$400 million...most of it in newspapers.

SLIDE 28  
(Ad composite)

The total is easy to believe when you consider the number of full-page food ads in just the Wednesday and Thursday editions of your own newspaper. Rates vary, but they average close to \$350 per page in a paper with a circulation of 60,000...\$750 per page if the circulation is 120,000.

### 4. Advertising Costs for Various Food Groups

SLIDE 29  
(Boy & watermelon)

There are certain limitations on the potential return from food advertising, no matter how informative and persuasive it might be. One is the size of the human stomach; you can eat only so much. Another is that most food products have substitutes that can be readily used. Thus food advertising is not likely to increase total food use.

SLIDE 30  
(Soda - coke)

The limitations and fickleness of appetites create some guidelines for food advertising efforts. Much of it becomes necessary to match the advertising of competitors where substitution can take place easily.

SLIDE 31  
(Type - %'s)

Around 30% of all advertising by food processors is on cereal, bakery and grain products. Canned fruits and vegetables and seafoods combined and dairy products each



account for around 15% of the total. Meat products, which represents a far larger item in the shoppers' food budget, make up only 10% of advertising expenditures.

SLIDE 32  
(Store scene)

Increased sales of one product or by one store probably reflect shifts from other products and other stores. For example, greater sales of fruit "nectars" and fruit "drinks" come at the expense of sales of true fruit juices...and as cake mix sales increase, sales of cake flour and baking powder diminish.

5. Goals of Food  
Advertising

SLIDE 33  
(Type)

Advertisers try to increase sales by:

1. Increasing the average use of a product or of a store's merchandise and service by the customer.
2. Getting customers to shift from one product to another, or from one store to another store.
3. Attracting new buyers to a product or store because of population growth and new family formation.

SLIDE 34  
(Grocer & lady)

Food advertisers try to attain lasting results in still another way. This is by attempting to make sales less responsive to price changes. This requires the development of brand or store loyalty in the minds of a large number of consumers. The advertiser tries to acquire many customers who will buy his brand or shop at his store, even if prices are not as low as those of his competitor.

SLIDE 35  
(Type: 6-8000)

With 6,000 to 8,000 items in the usual food market today, new products could easily get lost and fail to attract the necessary attention to gain sales and a permanent place on the food market hit parade.

SLIDE 36  
(Eye in dark)

It's been said that doing business without advertising is like winking at a girl in the dark. You know what you're doing but no-one else does.

SLIDE 37  
(New food examples)

The emphasis on new products in food retailing today makes the informational role of advertising especially important.

## V. PROMOTIONS AND MERCHANDISING

SLIDE 38  
(First cousins)

Promotion and merchandising are first cousins to advertising. These are methods used to make a sale, once consumer interest has been established.

SLIDE 39  
(Woman & coupon)

Examples of promotions include trading stamps, coupons, cents-off deals, and premiums. Merchandising refers to general store layout, product displays, price policy, and special services offered by the store.

### 1. Trading Stamps

SLIDE 40  
(Trading stamps)

Trading stamps are a familiar form of promotion. Some 90% of food chains and 40% of independent supermarkets offer trading stamps to customers at a total cost of \$535 million per year.

SLIDE 41  
(1% in hole)

The average cost of stamps is 2% of the store's gross sales. Since most grocers operate on a low profit margin (usually 1% of the gross sales), they would be 1% in the hole if they absorbed all of the cost of the stamps. The consumer pays at least

a portion of the bill for trading stamps in the form of higher prices.

SLIDE 42  
(TS's & ?)

Today there is widespread questioning, particularly among local chains and independents, whether the \$25,000 spent by a million dollar (gross) supermarket per year for stamps could be applied more productively.

SLIDE 43  
(\$150.00 = 1 book)

Twenty-seven percent of the stamps given out are not cashed in, although each one is worth 2/10 of a cent. You must buy \$150 worth of groceries to fill a book worth between \$2 and \$3 at the stamp redemption center.

## 2. Coupons and Samples

SLIDE 44  
(Woman & coupon)

At the end of 1965, grocery manufacturers had distributed 2.5 billion coupons and samples by mail to American homes...more than 40 per family...at a cost of more than \$110 million, not including the cost of the samples themselves or the cost of coupon redemption.

SLIDE 45  
(Door samples)

This total is for food samples and coupons. When those for soaps and other cleaning compounds are added in, the total soars even higher.

Coupons and samples introduce you to the product at the manufacturer's expense in hopes you'll become a steady customer. They are a very direct form of promotion.

SLIDE 46  
(Percentages)

Coupon values range from a low of 5¢ to a high of 39¢, yet studies show that redemption rates are very low.

Coupon redemption rates by distribution method average...

15%	Mail
10%	In-product
6%	Magazine
3½%	Newspaper

SLIDE 47  
(Lion & cage)

Retailers believe that coupons and giveaways move merchandise and build store traffic. For these reasons, thousands of retail stores now issue their own coupons in addition to those issued by manufacturers.

### 3. Cents-Off Deals

SLIDE 48  
(Cents-off deal)

Cents-Off Deals are another direct method of getting you to try the product at the manufacturer's expense.

The price stamped or printed on the package should be the stated number of cents lower than the price on the shelf strip. You should check to be sure that the price really has been reduced. With 6,000 to 8,000 prices to keep track of, markets can make mistakes.

SLIDE 49  
(Saw & penny)

Approximately 58% of all food shoppers take advantage of some kind of promotion...cents-off labels, cash-value coupons, or retailers price specials.

The USDA reports that if a homemaker could take advantage of all the specials offered in a supermarket, she could save up to 10% on her food bill.

Since it is probably never possible to take advantage of ALL specials and promotions, a more realistic figure might be 6%.

SLIDE 50  
(Disclaimer)

The use of brand names or registered trademarks as illustrations does not imply endorsement of these products by Michigan State University.

## VI. PSYCHOLOGY OF ADVERTISING

### 1. What, Where, When, How Often

Certainly, ad men utilize principles of psychology in persuading you to buy...just as you do when you persuade your husband to buy you a new winter coat.

The first law of advertising is to start where the audience is and shape the message accordingly.

The advertiser can control just four things:

What he will say

Where he will say it

When he will say it...and

How often.

As an example of how these factors can be artfully combined, let's consider one ad per day on the Captain Kangaroo TV show (what, when, how often) followed by a display at child's eye level on the supermarket shelf (where and what); and before you know it, you've bought a can of Big-Shot or Jack-Frosted.

### 2. "Good" Ads Vs. "Poor" Ads

It's when we get involved in what our advertiser will say about his product that a discussion of advertising tends to become controversial.

Since advertising, like the knife, is only a tool in the hands of men, and since men are not always governed by the highest motives, how do we distinguish between the good and the bad - the right and the wrong - the ad which benefits the consumer and the ad that cheats society?

Probably we do this by looking at the ads themselves...and probably we have developed a rather high degree of sophistication as our daily quota of 1,500 ads pass within range of our conscious observation.

We've learned to ignore many of them.

The American Association of Advertising Agencies reports that, in a recent test, consumers were given a counter, and asked to click it each time they were conscious of seeing or hearing an ad.

Out of the possible 1,500 (billboards, packages, bus-cards, store-windows, direct mail, etc. in addition to such common media as

radio, TV, and newspapers), the average consumer counted just 79.8 ads per day!

Most - 85% of the ads made virtually no impression on the consumer.

These same women were then asked to evaluate the ads that did catch their attention.

They classed	37% as informative
	34% as enjoyable
	24% as annoying
	5% as offensive

(If audience was asked to bring examples of ads it liked, consider them here.)

There's no doubt that some ads breach the bounds of good taste and good sense--even, in some cases, the bounds of honesty in attempting to persuade you to buy the product.

This is less true in the field of food advertising than in most others.

It may be that food distributors are more conservative than others. It may also be that while you buy a new mattress or a major appliance only about once in 15 years, you buy food several times a week. If you, as a food shopper, are dissatisfied, action or reaction is swift and sure. You stop buying the product altogether or you take your business elsewhere.

(If audience was asked to bring examples of ads it didn't like, consider them here.)

Classification of advertising as "liked" or "disliked" varies by media and by products.

Television and radio advertising have a higher number in the objectionable category, while magazines and newspapers rated higher in informative and enjoyable advertising.

## VII. MEDIA FOR ADVERTISING

Advertising supports our mass media...our newspapers and magazines, our radio and TV stations.

### 1. Newspapers and Magazines

Newspapers and magazines are the most important media for advertising. Without advertising, they would triple in price.

Newspapers estimate that two-thirds of their revenue comes from their ads, and there is some evidence that without advertising you might refuse to buy the paper at all.

Several years ago, a newspaper was launched in New York City that carried no advertising. People just didn't buy it, and observers felt that the lack of advertising contributed to the failure of that newspaper.

Few things are so logically and so lucidly tied together as NEW products and NEWspapers. The element of NEW is the key in each.

Newspapers, unlike the entertainment media (magazines and television) mean things NEW to the customer...new political trends, new births, new taxes, new products, and new prices.

Nine out of 10 American families buy a newspaper every day to find out "What's new," and most of them ascribe news value to the advertising.

## 2. Radio and Television

Radio and television which comprise the second most important media for advertising get their entire income from advertising.

Altogether, about a million people depend entirely or in part on advertising for their livelihood. Most of these people can be found working in four major groups:

- advertising agencies
- the mass media
- advertising departments of firms
- service agencies such as printers, artists, film makers...even your own son, if he is a paper boy.

## VIII. REGULATIONS AND CONTROLS

There are three types of controls over advertising...three ways to make sure it's honest. And, for the most part, it is.

### 1. Legal Controls

First there are legal controls. These are the federal, state, and local laws governing what an advertiser can and cannot say about his product.

The Federal Trade Commission is the major federal body responsible for regulating national advertising. This agency reports

that it has found only 3% of the advertising it has investigated to be in any way cause for legal action. In other words, 97% of the advertising complaints reaching the FTC are dismissed.

In the area of food advertising, the Food and Drug Administration sets up standards of identity, quality, and fill of container for food products in line with the congressional mandate to "promote honesty and fair dealing in the interest of consumers."

In 1961, the Intergovernmental Relations Subcommittee of the House Government Operations Committee initiated a study to determine how many federal agencies were concerned with activities that:

1. directly protected the consumer
2. advanced the interest of the consumer
3. indirectly involved the consumer or protected the general public

The results? Out of 35 departments and agencies of the federal government, only two perform no activities in the consumer field. One hundred eighteen different activities were listed as directly protecting and advancing consumer interests.

In Michigan, there are comprehensive statutes to protect consumers against dishonest or misleading advertising.

See CMI leaflet: "Food in the Light of the Law"

## 2. Voluntary Control

The second type of control for advertising is voluntary control. This category includes the action of such groups as the American Association of Advertising Agencies, the National Association of Broadcasters, and the Better Business Bureau.

Here advertising agencies and businessmen band together to police their own ranks. Seldom do you find reputable business firms violating the codes of honest advertising.

Most radio and television stations subscribe to the codes of the National Association of Broadcasters. The code forbids the advertising of hard liquor, fortune telling, and offensive medical products. It sets standards for the number and length of commercials per hour of broadcast time.

## 3. Informed and Active Consumers

The third protection against dishonest advertising is supplied by you--as an informed and active consumer who has the final word



when you vote your dollars in the market place for or against the advertiser.

If, in spite of all the laws and regulations set up for your protection, you feel you have been misled by a deceptive ad - what should you do?

First inform the seller. The possibility of honest error always exists; in most cases, the seller will be anxious to make good in order to keep you as a customer.

If this doesn't solve the problem, then write a note to the manufacturer. The law requires that the name of manufacturer, packer, or distributor appear on all food labels. Because reliable business firms value their reputations, they should be quick to act on your complaint.

The American Association of Advertising Agencies has stated publicly that "The consumer as a defenseless being--subject uncritically to the commands of advertising--is a myth."

In the long run she is, perhaps, her own best protector. Given guarantees of purity and safety, much of the rest is dependent on what she wants, how much she can spend for it, and other factors of very personal preference.

And as every businessman knows, when the lady of the house votes "No Sale," there is no recount!

## VII. QUIZ (Optional)

On your last major food shopping trip:

1. Did you look at newspaper food ads before you made your shopping list or left for the store? \_\_\_\_\_  
Did this influence WHERE you shopped? \_\_\_\_\_
2. How many foods, new to you, did you buy as a direct result of seeing or hearing an ad for them? \_\_\_\_\_  
Where did you see or hear the ads? \_\_\_\_\_
3. Did you NOT buy any food products because an ad offended or annoyed you? \_\_\_\_\_
4. Did you NOT repeat a food purchase because the product did not live up to its advertising? \_\_\_\_\_
5. Did you decide against buying any items on your list because your usual brand was not available? \_\_\_\_\_
6. Did you cash in any coupons? \_\_\_\_\_  
Where did they come from? \_\_\_\_\_  
\_\_\_\_\_

How does advertising score with you:

7. How many ads were you exposed to yesterday? \_\_\_\_\_
8. What does an ad tell you? \_\_\_\_\_
9. How much do you think advertising costs your family annually?  
\_\_\_\_\_

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