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ABSTRACT

This study explores the influence that grade level, sex, mass media, and other outside interests have on the television viewing habits of children. Differences in the amount of viewing, program preference, type of program preferred, and typical daily patterns of viewing were items investigated. A questionnaire was used to survey general information, and a program recall list was used to determine the patterns of viewing. The children were grouped by grade level and questioned over a one-week period. The study revealed that children use television as a "time filler" but a majority have a special program in mind that they wish to watch. The average child views approximately 3.7 hours of television per day; boys tend to view television more than girls. Nine statistical tables show viewing categories and favorite programs by grade level. The questionnaire and program recall list and their results categorized by grade level are appended. (Author/DS)

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A STUDY OF THE INFLUENCES OF OUTSIDE INTERESTS
OTHER MASS MEDIA, GRADE LEVEL AND SEX
ON CHILDREN'S TELEVISION
VIEWING AND PROGRAM
PREFERENCES

by

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July 14, 1975

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CHAPTER I
INTRODUCTION

A child comes to television seeking to satisfy some need. He is able to find something there and is able to make some use of it. It is impossible to categorize television as being good or bad for children. For most children, under most circumstances, most television is probably neither particularly harmful or particularly beneficial.

Children begin viewing at a very early age. Something in a child's life makes him reach out for particular experiences received from television. This study will show that children make use of television in various ways. Consciously or unconsciously, children exercise choice in how much they view, and in the way they make time for viewing. They may drop a few activities or reduce the use of some of them or keep some of them with no change in their use.

The purpose of this study was to reveal through two instruments, the influence grade level, sex, other mass media and outside interests have on the viewing habits of children. Differences in amount of viewing, program preferences, types of programs preferred, and typical daily patterns of viewing are among specific items to which answers were sought.

The problem was a difficult one because the effects

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of television could manifest themselves in almost every aspect of children's lives. To find out what to measure, methods to use, and where to draw the line, it was necessary to turn to previous studies. This study was adapted after the extensive amount of research conducted between 1958 and 1960 by Wilbur Schramm, Jack Lyle, and Edwin B. Parker. In the Schramm, Lyle, and Parker research, 11 studies of television and its effects and impact on different select groups of North American children were conducted.

This study made use of two instruments. A questionnaire instrument was used to survey general information of the child and delve into areas influencing viewing habits, acquaintance with and use of other mass media, and choices of after school activities.

The aided program recall list was used to determine the amount of viewing and typical patterns of daily viewing.

The study was limited in the fact that the survey was conducted during a winter month. This would seem to have a direct bearing on the amount of television viewed. Studies have shown that children view less television in the summer months, due to satisfactory weather conditions for outside play. The fact that the study was conducted during a winter month also may have influenced the choice of after school activities.

During the course of the research, the area in which the school is located changed from EDST (Eastern Daylight Savings Time) to CST (Central Standard Time). This affected the bedtimes of most children, due to school beginning an hour earlier. Viewing after school usually began an hour earlier.

The children were grouped by grade level when the questionnaire was administered because of the time factor involved. The children were seated close to one another and were easily influenced by answers of the person seated next to them.

The accurateness of the amount of viewing is limited due to the fact that children designated programs on the aided program recall lists, even though they may not have seen the entire program. Channel hopping contributed to this fact, resulting in students marking more than one program during a half-hour time segment. Some students may also have watched only a portion of a program and then ceased watching altogether, but still indicated that a program was viewed.

There were also limitations of the usual sort due to using the questionnaire technique.

DEFINITIONS

Action-adventure program - this type of program usually tells the story of a simple, strong, good hero, who is always master of his fate despite a variety of adventures and perils, such as "Batman."

Cartoon program - program with animated characters, such as "Bugs Bunny"

Documentary program - program dealing with factual presentation

Drama - this type of program features a more serious plot than that of situation comedy, such as "Little House on the Prairie"

Educational program - this type of program attempts to develop and cultivate mentally and morally, such as "Sesame Street"

Family adventure - a program suitable for viewing by the entire family, such as "Wild Kingdom"

Game show - program where competition is prevalent, such as "Let's Make a Deal"

Mass media - used to signify radio, television, magazines, comic books, newspapers, and books

Multiple-choice questions or items - these terms refer to questions in the questionnaire, where the child is provided with ready-made answers from which to select the one(s) appropriate for him

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Mystery-police drama - this type of program involves the solving of a crime or mystery, such as "Police Woman"

News program - program relating current happenings in local, statewide, national and international areas

Open-ended questions - questions to which the child formulates his own answers

Program - a specific show viewed on television

Program recall lists - a list of television programs of the previous day and evening, on which the subject records, by circling, whether he viewed the program in total or in part

Questionnaire - a set of questions used to obtain necessary information

Situation comedy - programs with humor shown as serials, or series of programs, such as "Gilligan's Island"

Talk shows - programs where guests are interviewed or where discussions take place, such as "Johnny Carson"

Television - transmission and reproduction of a rapid series of images by a device that converts light waves into radio waves and then converts these back into visible light rays

Variety show - this program type features song, dance, and glamour, such as "Tony Orlando and Dawn"

Viewer - used to describe a person who watches television

CHAPTER II
REVIEW OF THE LITERATURE

Never has a mass media penetrated the lives of so many people as has television. At the beginning of 1948 there were scarcely 100,000 television sets in use in the United States. (Schramm, Lyle, and Parker, 1961, p.11) The figures rapidly grew, as the popularity of the electronic pied piper grew after the war in 1946. Between then and 1955 the number of families who owned television sets went from less than 20,000 to five million.

(Himmelweit, Oppenheim, and Vince, 1958, p. 91) In January of 1961 the A.C. Nielsen Company reported 46.9 million homes equipped with one or more television sets. Color television became available in 1960 and found its way into over a third of the American homes by 1970. (Bower, 1973) A total of 66.2 million homes, or 97% of the homes in the United States were television equipped as of September, 1973 according to the A.C. Nielsen Company.

Television has become the greatest source of national entertainment. It has mostly taken over from movies, comic books, baby-sitters, and even playmates a large part of the job of entertaining children. Nearly all children have easy access to television. It is an important factor in their lives, a normal part of their living, and a major source of recreation. Television is almost a third parent.

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to many and some have even acquired for it a feeling of affection and trust.

There are some 30 million juvenile viewers and the biggest influence on them is the tube. (Galonoy, 1973) It starts as their babysitter, gives them their first words, and shows them relationships between adults. It reveals that nuns can fly, hitting people on the head is funny, only the bad guy bleeds, and that life is swell and funny and always has a happy ending. A child learns by observing and by acting out what he has seen. From television he can learn how to build a birdhouse, what clothes are in style, how to order dinner, how not to behave at a wedding, how to crack a safe, how to forge a check, how to swindle a victim or how to stab someone to death.

Television helps to contribute to forming this social system. It socializes children into a fictitious social system where criminals are always caught, minorities and the elderly are rarely seen, the guilty break down to a good lawyer's questions, problems are solved in an hour, and everything always works out for the best.

Much of what younger children view on television is in the form of cartoons. They serve as models for attitudes that children have been told are wrong. Too many of the cartoons are too loud and are ugly in story content and appearance. From caricatures seen of actors and other

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people, children have learned to laugh at big feet, funny faces, big noses, at anyone who looks or acts differently. The mighty becomes right, enemies become ludicrous. A child sees the winner as the smart aleck. On television he sees violent thoughtless solutions to all problems.

Perhaps Jerry Goodis, president of an agency in Toronto summed it up in a speech to a group at the University of Missouri:

The images your children are growing up with are not those of Washington, Jefferson, and Lincoln - they're images of Chevrolet, Colgate and Coke...they're images of commercials saying father is a jerk; mother is stupid and a gossip; all kids should make out; and elderly people sit around arthritic and constipated.

(Galonoy, 1973, p. 200)

Television is never too busy to talk to children. It never shuts them off because it has dinner to prepare. Television play with them, wants their attention and will go to any length to get it. It is a child's most accessible back door to the grown-up world.

Television does also have positive influences on children. It brings them people to meet and provides knowledge about the world with which they have no direct contact. This is a more vivid knowledge than would be received from words. Television informs children and provides them with answers to mystery questions. From television a child may learn where babies come from, what

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the importance of natural resources, how far away it is to the moon, and how much a blue whale weighs. Television informs children and provides them with things to do. Through the use of television children can learn communication skills. Specific information is transmitted and learned. Television broadens their knowledge and interests. In many cases, television motivates children to read. Through its use children acquire more social learning and have their imaginations stimulated. Parents need to be aware that the impact of television is greater than any medium available before. Patricia Swenson has attributed much to television by going so far as to say, "Sometimes I almost feel that school work, by interrupting a good television program, interferes with my children's education." (1967)

The outstanding power of television is its power to extend the vision of its viewers. To the ears of radio television adds eyes.

Researchers have found that children's viewing, on the most part, is relatively opportunistic and unplanned. It appears that while some programs might be selected, unplanned viewing is likely to follow. The viewer continues to watch whatever comes next on the channel or merely flips around the dial. For the most part children watch television to fill time. Even so, it is, on the most part, a useful experience. Relaxation and pleasure are also strong motives for viewing. Sometimes children watch to

relieve boredom and loneliness. Often times they will view specific programs to obtain information or because they believe they are going to learn something. Television often has a hidden effect on children. Some programs are able to teach them how to handle social problems, or how to cope with personal problems.

Children are found to ^{be} physically inactive while watching television. They cannot ask questions, nor can they change the pace of the action. The events roll on regardless of the child's reactions.

Because of the great impact television has on society, and especially on our youth, a great deal of research has been done in the area of television. In the mid 1950's Himmelweit, Oppenheim, and Vince, a team of British investigators, performed the first major field of study of the effects of television. They studied mainly 10 to 14 year old public school children. Shortly after, from 1958 to 1960 Schramm, Lyle, and Parker performed a series of similar studies in North America. Paul Witty conducted a series of studies on children's interests. In 1960 Steiner did a study on the adult's view of television. Bower did a follow-up to Steiner's study in 1970.

A typical child is now born into the world of television. The sounds of television blend into the surroundings just as wallpaper. It is as much a part of the home setting as the carpeting on the floor. For a child today to live without



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television would be like living without the sun or the sky.

Statistically, children spend more time watching television than any other single activity except sleep. (Kaye, 1974, p. 7)

By the time the average child enters school, he has already spent more hours learning about his world from television than he would spend in a classroom earning a college degree.

By the time the average child graduates from high school, he has watched some 15,000 hours of television compared with 12,000 hours spent in school. (Wren, 1972, p. 54)

These figures are not surprising when taken into account that on an average winter evening during prime time television (between the hours of 6 P.M. and 11 P.M.) fully one-half of the entire American population is watching television.

(Nicholas, 1973, p.22) Time Magazine in October 13, 1958, cited a report showing that 43 million homes in the United States had their sets turned on an average of five hours, 56 minutes each day. (Witty, 1961, p. 103) In 1971 the Broadcasting Yearbook reported this figure to be six hours, 18 minutes per day.

Most children do watch some television every day.

The amount of television viewed and the time of viewing change almost from year to year as the child grows older. There is greater uniformity among younger children in amount of time viewing than among older children. (Lylé and Hoffman, 1971) Frequent viewing of television begins when a child is approximately three years old and remains high until

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until he reaches the approximate age of twelve. The amount of viewing then begins to decline. (Surgeon General's Scientific Advisory Committee, 1972, p. 3)

Patterns of viewing time and program selection change almost from year to year so that there are very different audiences at different ages of childhoods. Rubenstein, Comstock and Murray (1971) found that one-third of the first graders watched for four hours or more on a weekday. Over one-fourth of the sixth graders watched at least five and one-half hours on a given school day. Over a week long period the first graders spent the equivalent of just less than one full day watching television.

Schramm et al. (1961) discovered that Saturday viewing is generally longer than any other weekday. Sunday viewing is longer than weekday viewing, in most cases. It is found that children view less television in the summer months!

When reported on a weekly basis, two to five year olds view approximately 28 hours per week, while 6 to 11 year olds view 23 hours per week. The average of both groups for a year is approximately 1200 hours or a solid one and two-thirds months per year. (Seldin, 1974, p. 50)

Heavy viewing for children begins about an hour after school ends and lasts until their respective bedtimes. As the child grows older, the bedtime moves to later hours and so does television time lengthen out. Most of the younger

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children will drop out of the viewing audience and will be in bed by 9 P.M. About one-third of the sixth-graders watch some television after 10 P.M. There is found to be a close correlation between later bedtimes and longer television time.

When looking at sex, there are many differences between boys and girls in their program tastes, but no significant difference in the amount of viewing. (Witty, 1952, p. 253)

For most people most of the time watching television is not a solitary affair. Television watching is still primarily an experience shared by family members, with the living room or another room serving as a family gathering room. In the prime evening hours, when television has its maximum audience, there is an average of two viewers per set. (Steiner, 1963, p. 79)

Most viewing recorded was done in the company of other members of the family. For children, viewing was most frequently done with their siblings. Viewing with other members of the family increased with age. Solitary viewing is higher among sixth graders than among first graders. First graders did very little viewing with friends. Even the older children viewed television with their siblings more than with their friends. (Rubenstein et al., 1971)

When a family has more than one set in the household there becomes a difference in the amount of viewing done together by the entire family. Bower (1973) found that when a family had only one television set, 94% of the

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time the family viewed television together. When the family acquired an additional set, 80% of their viewing time was done together. This figure dropped to 66% when the family had three television sets.

In homes with only one television set there is always the issue of program selection. In a recent study (Bower, 1973) it was concluded that when the entire family is watching television 42% of the program selections are made by the entire group watching, 27% of the selections were decided by dad alone, 10% were decided by the mother, 17% were decided by the children and 4% were made by other viewers.

There is a certain value in having to share the television. All learn to share and compromise on which things are more important than others. While it is natural that all persons will not like the same program, there will always be some they can enjoy together.

Many homes now report more than one television set in the house. There has been found to be a lower level of conflict over program selection between children and parents in multiset homes. With the addition of a second set in a home, one set becomes a children's set. (Lyle and Hoffman, 1971, p. 5) In 1970 over 31% of the homes in the United States reported having more than one set. (Bower, 1973, p. 3) The set is not likely to be in the bedroom when there is only one set in the house. But there is a good chance of

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a set in the bedroom when there are two or more televisions in the house. In a three and four set family, there is usually one set in the living room or in the family gathering room and one or more sets in the bedroom or playroom. (Bower, 1973, p. 144)

The amount of parental control of televiewing is found to be quite minimal. Of a group of first grade mothers, the majority made no effort to set hours or to restrict the amount of viewing. However, three-fourths of them did exercise some control over program selection. (Lyle and Hoffman, 1971, p. 15)

Himmelweit et al. (1958) found that if there was a program on television the child did not like, 45% of the children would go and do something else. Twenty-six per cent would cease watching for a period of time. Only 29% would continue to watch the program even though they did not care for the program. This illustrates that children can exercise a selectivity of their own. They are able to stop viewing or go away and do something else.

The television networks navigate by the ratings rather than by the compelling needs of the audience. Pressure makes it essential for a program to attract the largest share of an available audience. The National Association for Better Broadcasting makes annual surveys of television programs for children. It has been found that the fare offered children has in general always been bad and is getting worse.

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Children were once considered a definite audience, but now, with the exception of the pre-school child, they are seen as part of a family audience. Knowing that children will watch whatever is on, provided there is nothing else to do, the costs of production and major purchases decisions made by the parents, broadcasters usually eliminate children's programs in favor of family programs, designed for wide-range audiences.

Many family situation series have little relation to real life problems. Family relationships are almost always simplistic stereotypes. The child has no control over the screen in front of him. He is unable to stop it to ask questions, thus often left confused even during commercials. Many programs involve sex stereotyping. In children's commercials on a specific Saturday morning in 1972, 49 commercials featured males only, while only 16 commercials featured females. Even toy ads are classified by sex roles. Girls are shown with dolls, boys with cars and trucks. Women are often seen as scheming, brainless, deceptive or frivolous. Men are the problem solvers, brave, and work outside the home. (Kaye, 1974, p. 54)

Of the 15 hours that the three major networks furnish programs on a Saturday morning from 8 A.M. until 1 P.M., only two and one-half hours are live action. Animation is a convenient catch-all. (Wren, 1972, p. 54) America's children's shows are generally poor in content, rely heavily

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on cheaply produced cartoons and are aimed at an audience of two to 12 year olds.

According to an international survey, Sesame Street is thus far the only American program that matches the quality of the programs of other countries. Other countries such as Britain, Austria, Japan, Australia and West Germany aim their programs at more specific age groups. The survey also found that the United States is the only country that does not schedule weekday afternoon children's programs. (Saturday Review, August 21, 1971, p. 48)

When speaking of specific program favorites, research indicates that primary children favor cartoons and comedy programs. Intermediate children also favor comedy. They enjoy serious types of suspense and drama. There is little interest in educational programs. (Witty, 1964, p. 37)

Research conducted shows that in 1957 the top program favorites were all children's shows. These included Disneyland, The Mickey Mouse Club, Lassie, and Fury. In 1965 the five favorites were classified as adult shows. Among these five were Man from UNCLE, Shindig, Addams Family, Bonanza, and Bewitched.

Himmelweit et al. (1958) found that age, intelligence, and sex were the main factors which affected what children liked to watch. Schramm et al. (1961) later noted that more younger boys than girls preferred westerns and adventure stories. Boys often stayed with cartoons and juvenile programs

longer than did girls.

It is found that children have television preferences as early as age three. By the time the child is in the first grade, the majority of boys and girls exhibit individual taste in program selection and preference for characters. As the child grows older his program choices become more diversified. The preferences of adolescent boys and girls differs more than the tastes of younger children. (Himmelweit, 1958, pp. 13-14) Unexpectedly girls are as interested as boys in crime and detective series. As they grow older girls will turn toward programs which relate to responsibilities they will have in life.

There is almost no viewing of news, Spanish programs, or political discussions and documentaries. Even the most popular program or type of program was mentioned by no more than one-third of the children. Within any age group there is a great deal of variation in taste. (Himmelweit, 1958, pp. 13-14)

Since children have extra channels from which to choose, their tastes play a dominant role in what they view. They often change from channel to channel following favorite program types. This tends to creat a somewhat narrow viewing diet.

It is an accepted fact that television plays a dominant role in the leisure time activities of children. It is usually the first of the activities to which children become



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acquainted. To a large extent the way a child divides his leisure time depends on the relative needs served by television and the competing pasttimes. A child's interests change and develop as he grows. He needs to strike a balance between the claims of television and those of other ways to spend leisure time. Children's televiewing is an activity that has found its place in competition with other activities, displacing radio, comics and motion pictures. But it has not displaced play, sports, and recreational activities.

Television appears to a fairly small extent to reduce the time children spend outdoors. When asked what they prefer to do after school, 58% of the children responded they would rather play. Only 20% of the group preferred to watch television. (Rubenstein, Comstock, and Murray, 1971, p. 162) Half of the children did not mention television. First grade boys listed other favorite passtime activities as going to movies, reading stories, listening to stories, reading comics, and listening to the radion. The girls enjoyed the same activities on the most part. (Seldin, 1974, pp. 15-23)

Children in grades three through six ranked watching television first. Boys also listed playing indoors, reading, playing outdoors, baseball and football. Girls mentioned reading, playing indoors, playing outdoors and ice skating.

When comparing television to the other mass media, television has pushed the other media into supporting roles. At the age of ten years, when a child is making use of all

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mass media, television is the only one he uses day after day. (Feeley, 1973, p. 141)

Almost all radio surveys in this country have shown that television hits radio listening more than any other activity. Radio cannot hold children like television. However, when surveyed, (Rubenstein et al., 1971, p. 153) it was found that 46% of the first graders had listened to radio the preceding day. There was found to be no substantial difference between boys and girls. Radio listening increased with age, with girls listening more than boys. Most listen to radio when riding in the car or when it is unsafe or impossible to look at television. They listen on the average of an hour a day. (Schramm et al., 1961, p. 35)

Almost no one read the newspaper with any regularity in the early grades, but over half are reading it everyday in the sixth grade. In the study conducted by Schramm et al. three percent of the second graders read the newspaper daily, while 57% of the sixth graders read it daily.

Acquaintance with magazines broadens as reading skills increase. Children typically begin their magazine reading with children's and picture magazines. They leaf through picture journals before they read anything else. Second graders read an average of .8 magazines per month while sixth graders read 2.6 magazines per month. (Schramm et al., 1961, p. 26)

The reading of comic books begins, typically, at a

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very early age. The child looks at the pictures in a comic book usually bought by an older sister or brother. Often his parents read comic strips from the newspaper to him. When he himself becomes old enough to read, he usually reads newspaper comics first. Rubenstein et al. (1971) found that 82% of the first graders read comic books, with boys reading more than girls. In the sixth grade 35% read no comic books, while 32% read five or more a week. The average child reads three to four books per week, while five percent read none, and 17% read seven or more. Boys are usually heavier readers than girls.

Books are the first mass media with which most children become well acquainted. This is through stories their parents read to them from picture books. Story reading remains important to children until sometime after they themselves learn to read. Then a child learns to find books he can read for himself. The amount of book reading increases from grades one to six. The average number of books read in a month is two to three. Girls are found to read more than boys. Younger children are found to read more than adolescents. This could be due to shorter books. (Himmelweit, 1958)

If too much time seems to be devoted to television, other activities should be encouraged to insure a balanced individual. Television is a problem where parents let it become and remain a problem. The influence of the mass media must filter through the family.

CHAPTER III,
DESIGN OF THE STUDY

The purpose of the study was to determine the influence of grade level, sex, other mass media, and outside interests on the viewing habits of boys and girls in grades one through six. It was determined that the needed information could best be obtained by using a survey questionnaire and daily aided program recall lists.

The idea of the study was discussed with the principal of a select Northern Indiana school. Permission was invariably given to conduct the study. Parents of children in grades one through six were informed of the study by means of a letter. A meeting was conducted with the involved school personnel to discuss the objectives and mannerisms of the research.

The study was conducted for a period of one week during February of 1975. The work with the children consisted of two sections. Survey questionnaires used to obtain the bulk of the desired information were completed by 369 students. The number of students completing the aided program recall lists varied each day due to attendance. (See Tables A and B for grade distribution and daily distribution for recall lists.)

In grades one and two the interview method was used in completing the questionnaire because written instructions

and spontaneous answers would have proved too difficult for all but the brightest students. Children in grades three through six were grouped by grade level and given detailed oral instructions. These children wrote their own answers to the questions under the conditions of anonymity.

The questionnaire consisted of open and closed questions. Closed questions required the child to select answers from a number of prepared choices. Questions concerning necessary general information about the children were asked. Items concerning the existence and placement of television sets within the home were included. Children were questioned about their specific habits. This involved items dealing with reasons for watching television, persons with whom they view, persons who control the selection of programs, and the selectivity they are able to exhibit. From a list of various activities offered, the children chose three as their favorite after school interests. Items involving the children's use of other mass media were included. From a list of mass media they were to choose the one they would miss the most if all but one were taken away. There were two open questions which extracted a free reply from the children. They were asked to name their favorite television program and to state their usual bedtime.

The second section of the work with the children consisted of aided program recall lists. These were used to determine the amount of viewing and typical patterns of

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of viewing according to each half-hour of the day. Instructions on administering the program recall lists were given orally and in writing to the involved faculty, as they were to administer the lists daily. On each day the children would be given a list of all the programs available for viewing on the preceding day. They were asked to designate the programs or parts of programs which they viewed. The recall lists commenced on Wednesday, February 19th and continued through the following Tuesday, February 24th. If no television was viewed on the preceding day, this was to be indicated.

Data received from the survey questionnaire was transferred to IBM sheets and then analyzed by means of a computer. Information received from the aided program recall lists was tallied by time of day. It was then analyzed into amount of viewing and typical patterns of viewing.

On the whole, the children enjoyed the process. They were mostly at an age where they felt at ease and like giving their opinions.

CHAPTER IV
DATA ANALYSIS

Children are often seen as voracious, unselective viewers who spend all of their free time in front of the television set, and who can be coaxed only with great difficulty into going outside to play, having their meals, or going to bed. How much truth is there in this image? How much time do children, in fact, spend in viewing? In what ways does this differ from grade level to grade level and between boys and girls? What are some of the circumstances that limit viewing or promote it? Does the parent step in and restrict the child's viewing hours or is the child able to exhibit self-limitations? Do children have pronounced likes and dislikes in television programs? Do they show enough discipline to stop watching a program if it does not interest them? Due to the amount of televisions present in the home today, is there still conflict among family members for the control of the set? Are children's outside interests and their use of other mass media influenced by the use of television?

This study revealed that children use television much of the time as a time-filler. As Table 1 shows, the majority of the children watched because of special programs on which they had a desire to watch. This was true for all grade levels. Few of the children watched

TABLE 1. PER CENT OF RESPONSES INDICATING REASONS FOR VIEWING TV BY GRADE LEVEL

Reason for viewing	Grade Level					
	1	2	3	4	5	6
Nothing else to do	40	39	40	26	10	14
Most of the time	51	43	53	61	74	79
Sometimes	9	18	7	13	16	7
Never						
Think I can learn something						
Most of the time	29	32	32	18	29	12
Sometimes	56	57	60	66	64	81
Never	16	11	8	16	7	7
Special program I want to see						
Most of the time	71	61	78	56	66	74
Sometimes	27	30	22	42	33	25
Never	2	9	0	2	1	1
TV is already on						
Most of the time	11	30	31	19	23	16
Sometimes	64	39	47	45	49	55
Never	25	31	22	36	28	29
To put things off						
Most of the time	13	30	18	16	16	9
Sometimes	44	9	37	40	38	53
Never	43	61	45	44	46	38
TV relaxes me						
Most of the time	13	39	38	44	45	30
Sometimes	64	34	53	45	38	45
Never	23	27	9	11	17	25
Watch more than planned						
Most of the time	60	39	49	52	38	39
Sometimes	33	48	41	45	56	45
Never	7	13	10	3	6	16

television to put things off. More of the younger children than older children watched more television than they planned to watch when viewing began.

In order to discover the actual amount of viewing done by children, an aided program recall list was employed. Table 2 illustrates that the average child viewed about 3.7 hours of television per day.

TABLE 2. AVERAGE NUMBER OF TELEVIEWING HOURS PER DAY BY SEX

Day of the week	Boys	Girls	Total
Monday	3.1	3.1	3.1
Tuesday	3.0	2.9	3.0
Wednesday	4.9	4.6	4.8
Thursday	3.2	3.3	3.3
Friday	3.4	3.4	3.4
Saturday	4.8	4.4	4.6
Sunday	4.3	3.4	3.9
Total Average	3.8	3.6	3.7

When this is averaged per week, it amounts to 25.9 hours, as is noted in Table 3. However, the detailed daily number of hours in Table 4 illustrated that there was considerable difference between grade levels and some difference between boys and girls in the same grade level.

TABLE 3. AVERAGE HOURS OF TELEVIEWING PER WEEK BY GRADE LEVEL AND SEX

Grade Level	Boys	Girls	Total
1	25.3	22.4	23.9
2	28.1	24.9	27.0
3	24.3	24.4	24.4
4	27.5	27.2	27.4
5	29.7	26.3	28.0
6	25.2	25.9	25.6
Total Average	26.7	25.2	25.9

On the average, boys tended to view slightly more than girls, but the difference was not significant. It is important to remember that averages in viewing time do not necessarily mean that all children are clustered closely around the average, but there may be large groups far under or far above the average.

Saturday viewing averages from one-half to two hours longer than the other days of the week. Sunday viewing averages from one-half to one and one-half hours longer. It is interesting to note that Wednesday viewing seems to encompass the largest averages. This was perhaps due to the fact that Wednesday was the first day the children completed the aided program recall lists and perhaps over-reacted.

As has been stated, Saturday and Sunday viewing is usually longer than weekday viewing. Saturday viewing

TABLE 4. AIDED RECALL ESTIMATES OF VIEWING TIME BY GRADE AND SEX

Grade	Sex	N*	Estimate in hours							Weekly
			Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
1	M	(30-25)	2.9	2.5	4.7	2.6	2.8	6.1	3.7	25.3
	F	(23-20)	2.7	2.5	3.8	3.3	3.1	4.1	3.0	22.4
	Total	—	2.8	2.5	4.3	3.0	3.0	5.1	3.4	23.9
2	M	(22-16)	3.2	3.1	5.6	3.3	3.6	5.0	4.3	28.1
	F	(23-17)	2.9	2.1	4.5	3.5	3.0	5.0	3.9	24.9
	Total	—	3.1	2.6	5.1	3.4	3.3	5.0	4.1	26.5
3	M	(36-31)	2.7	2.7	4.8	2.7	3.2	4.4	3.7	24.3
	F	(33-27)	3.2	3.1	4.8	3.4	2.9	4.1	3.0	24.4
	Total	—	3.0	2.9	4.8	3.1	3.1	4.3	3.4	24.4
4	M	(32-28)	2.7	3.0	5.1	3.4	3.9	4.5	4.8	27.5
	F	(31-28)	3.3	3.3	5.4	3.1	4.0	4.8	3.4	27.2
	Total	—	3.0	3.2	5.3	3.3	4.0	4.7	4.1	27.4
5	M	(43-33)	3.8	3.6	5.3	3.8	3.7	4.8	4.7	29.7
	F	(42-27)	3.2	3.2	5.1	3.6	4.0	4.0	3.3	26.3
	Total	—	3.5	3.4	5.2	3.7	3.9	4.4	4.0	28.0
6	M	(40-34)	3.3	2.9	3.7	3.6	3.2	4.1	4.5	25.2
	F	(39-35)	3.5	3.2	4.2	3.2	3.6	4.5	3.7	25.9
	Total	—	3.4	3.1	4.0	3.4	3.4	4.3	4.1	25.6
Total	M	—	3.1	3.0	4.9	3.2	3.4	4.8	4.3	26.7
	F	—	3.1	2.9	4.6	3.3	3.4	4.4	3.4	25.2
	Total	—	3.1	3.0	4.8	3.3	3.4	4.6	3.9	26.0

* Attendance varied over the seven days



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varies greatly with individuals, but as Table 4 shows, younger children view more than the older children. This is a result of Saturday morning programming consisting mainly of cartoon.

The heavy viewing time for children begins about an hour after school and lasts until their respective bedtimes. As the children grow older, their bedtimes move to later hours. So, also, do their television times lengthen out. There is a close correlation between television time and bedtime. Younger children usually reported earlier bedtimes. First grades were retired by 8:00 P.M. By third grade the bedtime had moved to 9:00 and the sixth grade children had bedtimes of 9:30 or 10:00. (Table C)

Sunday viewing is scattered throughout the day, but the heaviest viewing for all levels and sex groups occurs between the hours of 6:30 and 7:30 in the evening. Saturday viewing is likewise scattered throughout the day. However, for the younger children, especially grades one through three, the heaviest viewing time of the day is the forenoon hours, due to their preference for cartoon programs. Sixth graders viewed the heaviest during the early evening hours, with the heaviest viewing around 8:00.

Weekday viewing was divided into two parts for analyzation.

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The area in which the school is located changed from EDST (Eastern Daylight Savings Time) to CST (Central Standard Time) during the week of research. Wednesday through Friday viewing patterns were grouped with the children on EDST. Monday and Tuesday viewing patterns were grouped with the children on CST. Viewing for younger children was heaviest during the hours immediately after school and the hours immediately following the dinner hour. Most of the younger children had ceased viewing by 8:30. The older children viewed also after school, although not in as heavy amounts. Their heaviest viewing time was after the dinner hour. (Figures 1 through 24 in the Appendix give detailed information on typical viewing patterns of the children)

Viewing is very much a family affair. As shown in Table 5 younger children almost invariably watch television with either parents or siblings. As a child gets older he begins to view television with his friends, although not to a great extent. Children also watch less television alone when they are younger. Among the first graders, 27% reported never watching television alone. Among sixth graders, only 5% never watched television alone. Viewing with friends had even greater margins of difference. Of the first graders 42% said they never viewed with friends, while only 13% of the sixth graders reported never viewing with friends.

Table 5. Persons with Whom Children View Television - Distribution by Grade Level

		<u>Grade Level</u>					
		1	2	3	4	5	6
Brothers and sisters	Most	58	50	51	42	53	49
	Sometimes	38	43	41	53	36	43
	Never	4	7	8	5	11	8
Parents	Most	51	61	51	42	41	29
	Sometimes	47	32	44	56	56	69
	Never	2	6	5	2	4	2
Friends	Most	16	16	10	10	4	1
	Sometimes	42	55	66	76	68	86
	Never	42	29	24	14	28	13
Alone	Most	31	32	15	29	12	17
	Sometimes	42	59	62	56	78	77
	Never	27	9	23	15	10	6

Other factors may influence the amount of viewing and the program selections a child is able to make. When asked if they were allowed to view any program they choose, the majority in every grade level reported yes, most of the time. An average of 59% reported this choice. An average of only 4% reported they were never allowed to choose their own programs. (See Table D)

Other members of the family and the number of sets also influence the choices a child is able to make in program selection. When different people in the family wish to watch different programs, younger children reported that

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the father usually made the decision. Children in fifth and sixth grades reported choices made in a more democratic fashion. They mentioned such ways as picking straws, voting, taking turns and drawing names.

Results show children can exhibit selectivity of their own if they dislike a program. First graders reported that 49% of them leave the room and do not watch the program. Second through fourth graders usually watched the program anyway. Fifth graders stated this was not a problem because there were enough televisions to satisfy everyone's needs. Sixth graders were also more selective in their viewing and left the room though not in as great a majority as the first graders. (See Table E)

When discussing the number of televisions in the homes of the children, it is interesting to note that there is an average of 1.76 televisions per home. The majority of the homes reported one or two sets in the home. An average of 16% of the children had three sets in their homes while only 6% reported four or more. (See Table F)

Most of these sets were found in the living room or family gathering room. This is similar to information found in other studies. As the child grows older there is more chance that there would be a television in his bedroom. Only 7% of the first graders had televisions

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in their bedrooms, while 16% of the sixth graders had televisions located in their rooms.

Almost all of the children said they had particular programs they watched every day. In grades one and four all children responded affirmatively. The smallest number reporting no particular program they viewed every day was 6% of the fifth graders.

In order to obtain a general pattern of preferences, the children were asked to list their favorite program. The distribution of choices for the most popular programs is shown in Table 6. This table shows a number of interesting findings. Contrary to findings by Himmelweit et al. (1958), these children did not choose the majority of their favorite programs from evening television. Many of the program selections were cartoon shows or situation comedies. In generalizing, the younger children showed more similarity in their selections. As the children grew older their program preferences grew more diversified.

The favorite program among both first and second graders, regardless of sex was Bugs Bunny. The percentage declined from first to second grade but the favorite remained the same. Batman was an equal first choice for boys in the second grade. Third grade boys favored Batman while the girls turned to a variety show, The Mickey Mouse Club. Fourth grade boys remained with Batman while 32%

TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

Grade 1			
Boys		Girls	
Bugs Bunny	42%	Bugs Bunny	52%
Batman	11	Gilligan's Island	13
Gilligan's Island	13	Walt Disney	10
Mickey Mouse Club	9	Dr. Seuss	5
Wild Kingdon	4	Little House on the Prairie	5
Night Stalker	4	Mickey Mouse Club	5
Little House on the Prairie	4	Police Woman	5
Six Million Dollar Man	4	Villa Allegre	5
Laurel and Hardy	4		



TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

Grade 2			
Boys		Girls	
Batman	17%	Bugs Bunny	29%
Bugs Bunny	17	Happy Days	10
Spiderman	13	Bewitched	10
Get Smart	13	The Rifleman	10
Banana Splits	9	Gilligan's Island	10
Gilligan's Island	9	Banana Splits	5
Little House on the Prairie	4	Sesame Street	5
Family Classics	4	Little House on the Prairie	5
Emergency	4	Night Stalker	5
Speed Racer	4	Spiderman	5
The Virginian	4	Batman	5
		Bozo	5

TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

Grade 3			
Boys		Girls	
Batman	26%	Mickey Mouse Club	21%
Mickey Mouse Club	11	Little House on the Prairie	12
Bugs Bunny	9	Night Stalker	6
Gilligan's Island	9	Nanny	6
Spiderman	6	Lucy	6
Three Stooges	6	Bugs Bunny	6
Yogi Bear	3	Rifleman	6
Creature Feature	3	Tony Orlando and Dawn	6
Rifleman	3	Get Christie Love	3
Adam 12	3	Flintstones	3
Zoom	3	Gilligan's Island	3
Speed Racer	3	Happy Days	3
Six Million Dollar Man	3	That's My Mama	3
It Takes a Thief	3	Truth or Consequences	3
Gunsmoke	3	Bonanza	3
Superman	3	Run, Go Run	3
Hogan's Heroes	3	One Life to Live	3
Mac Davis	3	Speed Racer	3



TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

		Grade 4	
Boys		Girls	
Batman	20%	Little House on the Prairie	32%
Bugs Bunny	13	Li'l Rascals	10
Spiderman	10	Bugs Bunny	10
Get Christie Love	7	Mickey Mouse Club	10
Night Stalker	7	Rifleman	6
Six Million Dollar Man	7	I love Lucy	3
Popeye	3	Lucas Tanner	3
Little House on the Prairie	3	Match Game	3
Abbott and Costello	3	Bonanza	3
Adam 12	3	Lone Ranger	3
Green Acres	3	Six Million Dollar Man	3
Baseball	3	Emergency	3
Scooby Doo	3	Spiderman	3
Mickey Mouse Club	3	Night Stalker	3
Elvis Presley	3		
NFL Football	3		
Rifleman	3		

TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

Grade 5			
Boys		Girls	
Li'l Rascals	12%	Li'l Rascals	12%
Football	7	Little House on the Prairie	12
Little House on the Prairie	7	Lucas Tanner	6
Bugs Bunny	7	Bewitched	6
Baseball	5	Young and the Restless	6
Cher	5	Abbott and Costello	6
Six Million Dollar Man	5	Emergency	6
Emergency	5	Petticoat Junction	6
Night Stalker	5	Rifleman	3
Rifleman	2	Money Maze	3
Land of the Lost	2	Mickey Mouse Club	3
Get Christie Love	2	Rhoda	3
Abbott and Costello	2	Night Gallery	3
Police Woman	2	Police Woman	3
Ironside	2	Six Million Dollar Man	3
Jerry Kurdys Polka	2	Nanny	3
Movin' On	2	Marcus Welby, M.D.	3
Mickey Mouse Club	2	Tony Orlando and Dawn	3
Speed Racer	2	I Love Lucy	3
SWAT	2	Gilligan's Island	3
Sports Spectacular	2	The Jeffersons	3
Gilligan's Island	2		
IU Basketball	2		
Bonanza	2		

TABLE 6. FAVORITE PROGRAMS BY GRADE AND SEX (CONTINUED)

Boys	Grade 6		
		Girls	
Football	18%	Happy Days	18%
Basketball	10	Little House on the Prairie	13
Happy Days	10	I Love Lucy	11
Night Stalker	8	Gilligan's Island	8
Baseball	5	Lucas Tanner	8
Six Million Dollar Man	5	Bewitched	5
Movin' On	5	Rhoda	5
Night Gallery	3	Wide World of Sports	3
Hot L Baltimore	3	The Rifleman	3
S.W.A.T.	3	Bonanza	3
That's My Mama	3	MASH	3
Rockford Files	3	ZOOM	3
Bewitched	3	Movin' On	3
Good Times	3	The Waltons	3
The Rookies	3	Tony Orlando and Dawn	3
Abbott and Costello	3	Walt Disney	3
MASH	3	Good Times	3
Hockey	3	Superstars	3
Little House on the Prairie	3	Medical Center	3
Emergency	3		
Gilligan's Island	3		
News	3		

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of the girls selected Little House on the Prairie. Both fifth grade boys and girls chose a situation comedy, Li'l Rascals, as their favorite program. Situation comedy gave the sixth grade girls their choice, Happy Days. Boys in the sixth grade turned to sports, with football programs their favorite.

In general differences in taste between boys and girls became more marked as the children grew older. The choices of the younger boys and girls were rather similar.

Choices in types of programs also reflected differences. As shown in Table 7, cartoons were the dominant favorite among both sexes of first and second graders. Their other main choices included situation comedy shows and action-adventure. Third graders favored situation comedy, as a main choice among both boys and girls. Boys also chose action-adventure and cartoons, while the girls specified variety and drama.

Of the fourth grade boys, 30% listed cartoon programs as their favorite type of program, although 20% gave Batman their favorite program choice. These boys also favored action-adventure and police-mystery programs. Fourth grade girls chose drama. They also gave choices to situation comedy, westerns, and cartoons though not in great majorities.

Fifth grade boys preferred drama, sports and situation comedy. The girls chose situation comedy, drama, and variety shows.

TABLE 7. CHILDREN'S VIEWING OF TYPES OF PROGRAMS BY GRADE LEVEL AND SEX IN PERCENTAGES

	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
Action-adventure	21	0	30	5	37	0	27	6	5	0	0	0
Cartoon	42	63	43	38	20	12	30	13	12	0	0	0
Drama	4	5	9	5	0	12	3	35	15	31	26	29
Educational	0	5	0	5	3	0	0	0	0	0	0	33
Family adventure	4	0	4	0	0	0	0	0	0	0	0	3
Game show	0	0	0	0	0	3	0	3	0	3	0	0
Mystery-police drama	4	5	0	5	3	9	17	6	17	3	8	0
News	0	0	0	0	0	0	0	0	0	0	3	0
Situation comedy	17	16	9	29	17	24	7	13	17	47	28	53
Sports	0	0	0	0	0	3	7	0	20	0	36	5
Western	0	0	4	9	6	9	3	13	5	3	0	5
Variety	8	5	0	5	14	30	7	10	10	13	0	3
Totals	100	100	100	100	100	100	100	100	100	100	100	100

TABLE 8. MAIN CHOICES OF AFTER SCHOOL ACTIVITIES BY GRADE LEVEL

	Grade Level					
	1	2	3	4	5	6
Read a book	2%	2%	6%	0%	5%	6%
Listen to the radio	0	0	12	10	7	10
Listen to records	0	5	10	8	4	0
Watch television	22	55	41	40	36	23
Do house chores	2	0	1	2	5	1
Work on a hobby	15	7	3	11	15	16
Go to club meetings	0	0	4	0	0	0
Go to the movies	0	0	7	3	0	0
Take a walk	0	0	0	0	3	3
Ride a bicycle	2	2	1	5	5	14
Play with friends	49	25	7	11	11	19
Do homework	8	4	8	10	9	8
Totals	100	100	100	100	100	100

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Sixth grade boys listed sports programs as their choice. Situation comedy was also a major preference with police-mystery and drama also chosen. The girls selected situation comedy and drama.

It is interesting that few children chose educational programs, talk shows, news programs, or game shows.

Even though television is a favorite pasttime of children it was not always the first choice given when children were asked what three things they liked to do best after school. Of the first graders, 49% would rather play with their friends as their first choice. Table 8 shows that the children in the other five grades listed television as their favorite activity. The only other activity chosen with any significant number was working on a hobby. Few choices were given to taking a walk, going to club meetings, or reading a book.

In the Appendix is found a number of tables (Tables H to M) on children's use of other mass media. Here will be recorded a few notes on children's use of the other media. The printed media are gaining steadily as a child grows older. Almost no one read the newspaper with any regularity in the early grades, but 25% are reading it several days a week in the sixth grade. The amount of magazine reading shows a steady rise. While 77% of the first graders read no magazines, only 16% of the sixth graders read none.

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This may be compared to 42% of the sixth graders reading four or more magazines in the last month.

The amount of book use rises between the second and sixth grade. Homework is not introduced until the third grade and then remains quite minimal

Comic book reading is highest among the younger children. The majority of the first graders reporting comic book reading noted that they either just looked at the pictures or had the comics read to them. While only 17% of the sixth graders read four or more comic books in the last month, this total included 36% of the first graders. The bulk of the comic book reading seems to occur during the second grade, with 50% of the children reading four or more comic books each month.

Radio listening and movie-going are not extremely popular media. Most children said they listened to the radio while doing other things or riding in the car. Few of the children attended movies at a theater very often. This may be influenced by the fact that there is not a theater located within the city.

It is quite evident that television plays a major part in the lives of these children. As shown in Table 9 when asked which media they would miss the most if all media were taken away except for one, all grade levels

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overwhelmingly chose television.

TABLE 6. MEDIA WHICH WOULD BE MISSED THE MOST -
DISTRIBUTION BY GRADE LEVEL

Media	Grade Level					
	1	2	3	4	5	6
Books	4%	11%	1%	2%	10%	8%
Newspapers	0	2	0	0	4	0
Radio	2	2	9	6	15	22
Television	82	66	84	79	62	60
Magazines	0	0	0	0	0	1
Comic Books	11	11	4	10	7	5
Movies	0	7	1	3	0	5

The final picture of the influence of television illustrates that effects occur in different aspects of a child's life. At best, television can implant information, stimulate interests, improve tastes, and widen the range of the child's experience so that he gains some understanding of people in other walks of life. This will make him less prejudiced and more tolerant. At best, television can reduce the child's less worth-while activities, while leaving the more worth-while ones intact.

At worst, on the other hand, viewing can lead to a reduction in knowledge, keep children from relatively

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worth-while activities, and implant or accentuate one-sided, stereotyped value judgments. While the majority of children are not drastically affected, it must nevertheless be remembered that each minority group represents a large section of the child population, whose needs must be considered.

CHAPTER V

SUMMARY CONCLUSIONS RECOMMENDATIONS

Summary and Conclusions

Research indicated and was supported by data that the viewing habits of children in grades one through six is influenced by a number of factors. It is evident that children spend more time viewing television than any other leisure activity. Children in this study viewed television for an average of about 3.7 hours per day, or 25.9 hours per week. There appears to be less conflict over control in multiset homes..

Children view more television on week-ends than during the week. Younger children reported heaviest viewing times after school and in early evenings due to earlier bedtimes. Older children reported heaviest viewing after the dinner hour with later bedtimes.

Viewing remains to be a family activity, with few children viewing with friends or alone. Children are able to exhibit some selectivity if there is a program on television for which they do not care.

Many children had distinct program preferences and these became more varied as the child grew older. Types of programs preferred were also diversified.

Even though television is a favorite pasttime with children, it is not always their first choice of activities.

Children are found to use other mass media, but not to the extent to which they make use of television.

Recommendations

It is recommended that some intensive long-term studies of television in the lives of children be undertaken by researchers. It would be of the utmost use to broadcasters, parents, schools, and counselors, and would have extremely information on which to base a wise national policy for broadcasting in so far as that applies to children's television. It would be good for programs. It would be good for children.

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APPENDIX A

TABLE A. DISTRIBUTION OF SAMPLING BY GRADE AND SEX

	1	2	3	4	5	6	Total
Boys	24	23	35	30	41	39	
Girls	21	21	33	31	33	38	
Total	45	44	68	61	74	77	369

TABLE B. DISTRIBUTION OF SAMPLING ON AIDED PROGRAM RECALL LISTS BY GRADE AND SEX

	Grade Level												TOTAL
	1		2		3		4		5		6		
	M	F	M	F	M	F	M	F	M	F	M	F	
Monday	27	20	19	23	36	27	28	31	40	30	36	39	271
Tuesday	30	23	20	20	32	30	30	30	39	29	30	35	348
Wednesday	26	20	22	23	36	32	30	30	39	36	40	37	321
Thursday	27	21	22	22	33	31	30	31	42	33	39	39	320
Friday	25	20	19	21	32	27	30	31	43	27	34	38	347
Saturday	25	21	21	22	32	29	28	29	40	30	37	38	352
Sunday	26	21	16	17	33	31	28	32	40	29	34	36	343

TABLE C. BEDTIMES ACCORDING TO SEX AND GRADE LEVEL.

	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
7:00	8	5	9	5	0	0	0	0	0	0	3	0
7:30	0	0	0	0	23	9	0	0	0	0	3	5
8:00	50	0	17	29	11	15	0	16	12	9	0	3
8:30	13	67	17	10	31	39	7	19	2	12	23	26
9:00	4	14	35	29	14	15	37	13	27	27	21	26
9:30	8	14	0	5	9	15	27	29	32	27	26	24
10:00	13	0	9	10	0	0	17	6	15	9	5	11
10:30	0	0	0	0	0	3	3	10	2	6	13	0
11:00	0	0	9	5	3	3	3	3	0	6	5	0
11:30	0	0	4	0	3	3	0	0	7	0	0	5
12:00	4	0	0	5	0	0	0	0	0	3	0	0



TABLE D. PERCENTAGES OF CHILDREN ALLOWED TO CHOOSE TELEVISION PROGRAMS BY GRADE LEVEL

	Grade Level					
	1	2	3	4	5	6
Chooses all the time	20%	16%	7%	6%	10%	10%
Chooses sometime	56	50	60	58	60	66
Not often chooses	20	23	29	32	27	22
Never chooses	4	11	3	3	3	1

TABLE E. COURSE OF ACTION TAKEN IF CHILD DOES NOT CARE FOR THE PROGRAM ON TELEVISION

(Distribution by grade)

	Grade Level					
	1	2	3	4	5	6
Watch anyway	44	41	40	42	29	29
Leave the room	49	39	31	26	32	39
No problem because of enough TVs	7	20	29	32	39	32
Totals	100	100	100	100	100	100

61

TABLE F. NUMBER OF TELEVISION SETS IN THE HOUSE -
DISTRIBUTION BY GRADE LEVEL

Number of TVs	Grade Level					
	1	2	3	4	5	6
1	69	57	38	40	27	31
2	24	30	38	37	44	40
3	7	13	16	18	18	18
4+	0	0	8	5	11	11
Total	100	100	100	100	100	100

TABLE 9. LOCATION OF TELEVISIONS BY ROOMS OF THE HOUSE
 (distribution in percentages by grade)

Rooms	Grade Level					
	1	2	3	4	5	6
Living room	53	50	40	41	40	36
Basement	0	3	9	7	5	5
Your Bedroom	7	10	10	14	13	16
Kitchen	2	0	3	6	4	3
Dining room	3	3	3	5	1	4
Family room	13	13	6	11	11	14
Other bedroom	23	22	17	11	19	17
Portable	2	0	13	7	8	5
Other location	0	0	0	4	1	3

TABLE H. NUMBER OF BOOKS READ BY CHILDREN IN A MONTH BY GRADE LEVEL AND SEX
IN PERCENTAGES

Number of Books	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0	38	57	9	5	9	3	7	13	13	6	0	5
1	4	10	9	0	6	3	13	13	18	15	3	10
2	13	20	4	10	14	21	10	25	8	15	21	18
3	8	5	13	5	17	9	23	22	18	39	21	21
4+	38	10	65	81	54	64	47	28	45	24	55	44



TABLE I. FREQUENCY NEWSPAPER IS READ BY GRADE LEVEL AND SEX IN PERCENTAGES

Frequency	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
Every day	13	0	4	14	9	12	17	0	20	18	18	21
One day per week	0	0	4	0	43	30	20	22	8	15	16	21
Several days per week	0	0	0	0	9	0	13	13	20	12	21	28
Not often	13	0	17	33	17	33	27	53	33	45	37	18
Never	74	100	75	52	23	24	23	13	20	9	8	13

TABLE J. NUMBER OF MAGAZINES READ BY CHILDREN IN A MONTH BY GRADE LEVEL AND SEX IN PERCENTAGES

Number of magazines	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0	79	76	57	48	26	30	23	25	35	36	13	18
1	17	24	9	14	17	18	17	19	15	12	5	15
2	0	0	4	10	20	30	13	22	10	12	21	13
3	0	0	4	14	20	9	10	13	19	9	11	21
4+	4	0	26	14	17	12	37	22	25	30	50	33

TABLE K. NUMBER OF COMIC BOOKS READ BY CHILDREN IN A MONTH BY GRADE LEVEL AND SEX IN PERCENTAGES

Number of comic books	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0	21	74	17	19	34	45	37	25	40	48	66	64
1	0	19	4	0	14	24	10	13	10	24	24	13
2	17	5	4	10	6	10	0	25	5	18	5	3
3	0	0	13	33	9	12	10	9	10	6	0	3
4+	63	5	61	38	37	9	43	28	35	3	5	28

TABLE L. CHILDREN'S ATTENDANCE AT MOVIES BY GRADE LEVEL AND SEX IN PERCENTAGES

Number of movies attended in the last month	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0 movies	25	57	52	48	46	42	37	47	40	58	29	51
1 movie	62	43	17	33	14	24	37	9	23	24	32	36
2 movies	4	0	8	5	20	18	10	16	13	9	24	5
3 movies	4	0	9	14	9	12	7	25	8	3	8	5
4+ movies	4	0	13	0	11	3	10	3	18	6	8	3

TABLE M. CHILDREN'S USE OF THE RADIO BY GRADE LEVEL AND SEX IN PERCENTAGES

Hours of Listening	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0 hours	8	24	22	33	26	15	10	25	15	24	16	26
1 hour	71	29	52	43	43	30	47	47	33	55	40	36
2 hours	17	43	9	14	9	30	23	9	33	6	18	21
3 hours	4	0	0	0	0	12	3	16	8	15	11	8
4+ hours	0	5	17	10	23	12	17	3	13	0	16	10

69.

TABLE N. FAMILY PROGRAM DECISION-MAKING BY GRADE LEVEL
IN PERCENTAGES

Who decides	Grade Level					
	1	2	3	4	5	6
I do	4	16	16	26	15	9
Dad	36	45	35	27	19	18
Mom	18	18	13	16	15	6
Brothers and sisters	16	7	13	15	15	14
Other ways	27	14	21	16	36	51

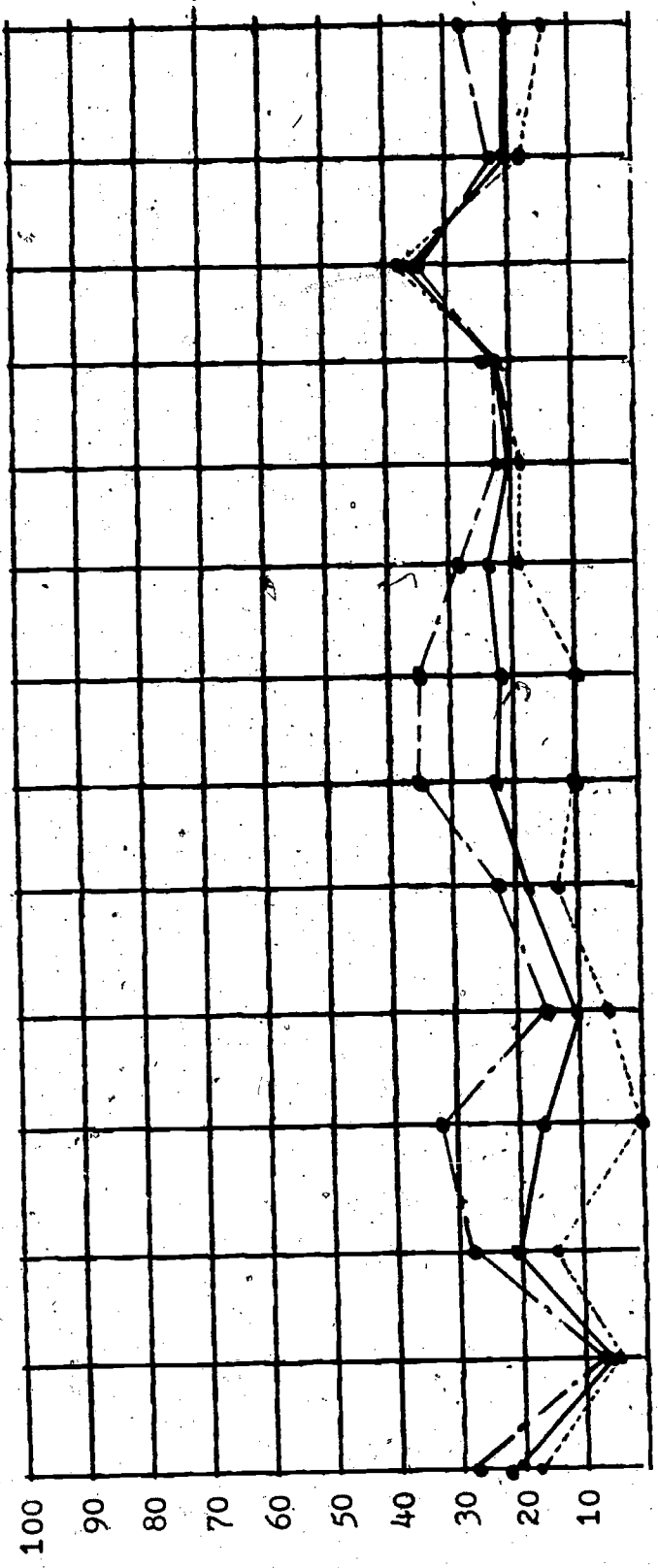
TABLE 0. NUMBER OF HOURS SPENT ON HOMEWORK BY GRADE LEVEL AND SEX IN PERCENTAGES

Number of hours	Grade Level											
	1		2		3		4		5		6	
	M	F	M	F	M	F	M	F	M	F	M	F
0	100	100	100	100	17	18	3	0	5	3	11	23
1	0	0	0	0	57	55	57	44	45	21	32	41
2	0	0	0	0	17	15	23	41	30	52	34	26
3+	0	0	0	0	3	3	10	3	18	12	18	5
	0	0	0	0	6	9	7	13	3	12	5	5

A P P E N D I X B

First Grade

% of children viewing



P.M.

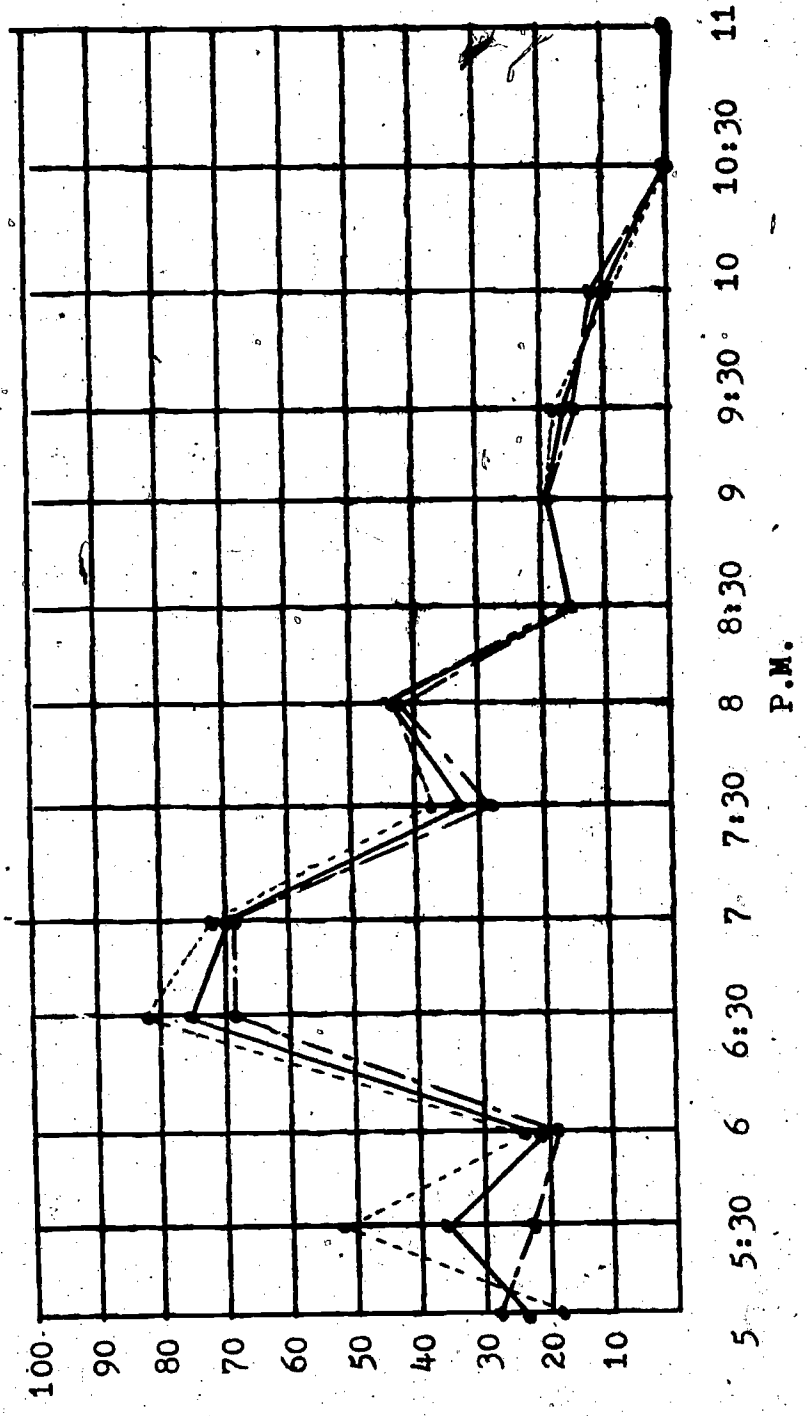
A.M.

- Boys' Viewing
- Girls' Viewing
- Total Viewing

Figure 1. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day. (continued)

First Grade (continued)

% of children viewing

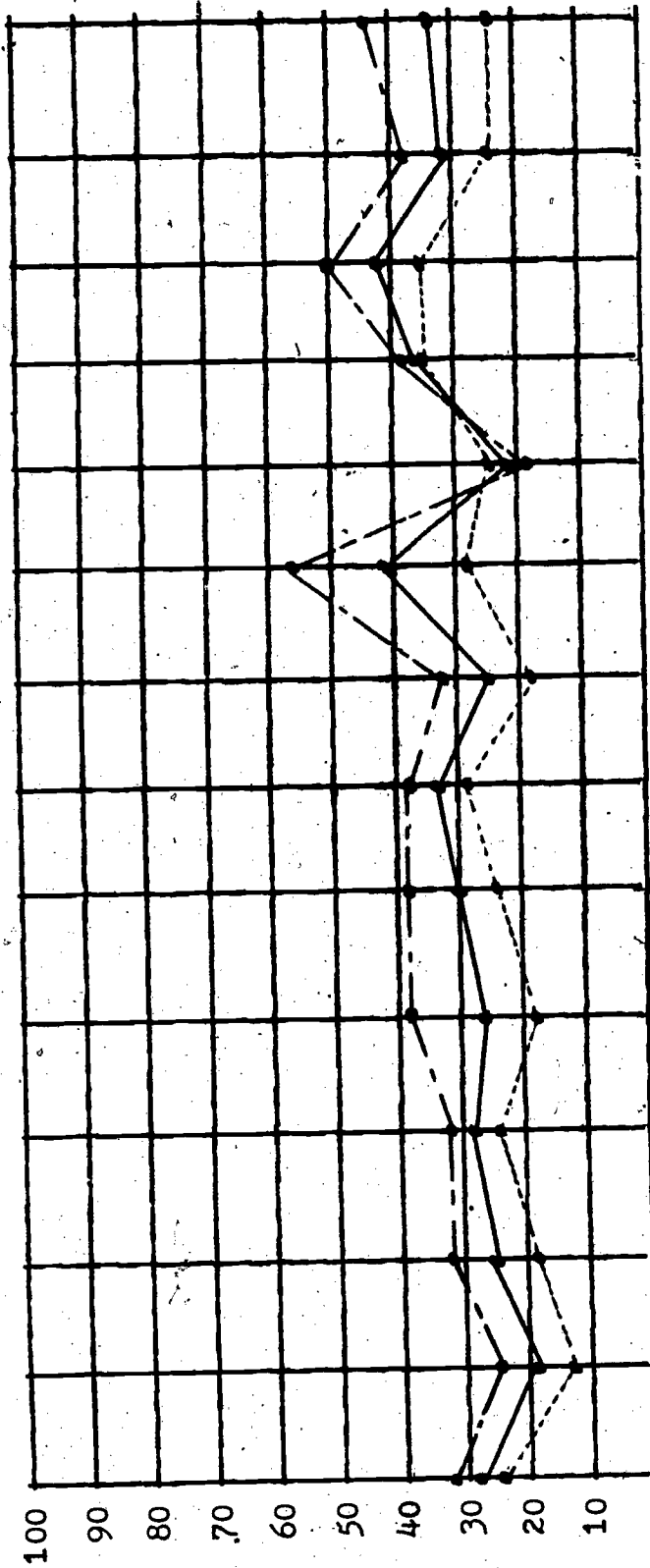


- - - Boys' Viewing
 . . . Girls' Viewing
 — Total Viewing

Figure 1. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

Second Grade

% of children viewing



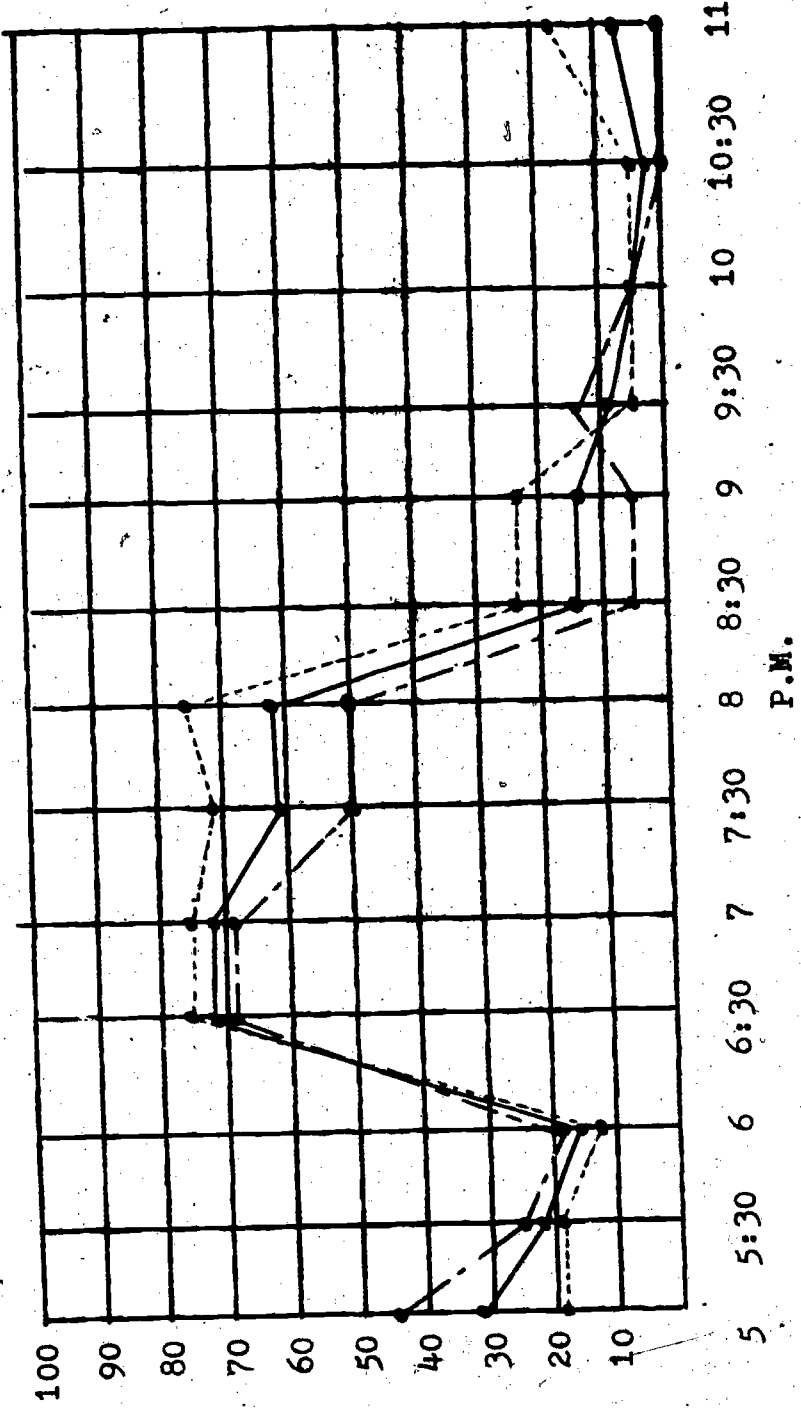
10 10:30 11 11:30 12 12:30 1 1:30 2 2:30 3 3:30 4 4:30
P.M.

--- Boys' Viewing
- - - Girls' Viewing
- · - Total Viewing

Figure 2. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.
(continued)

Second Grade

% of children viewing



— Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 2. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

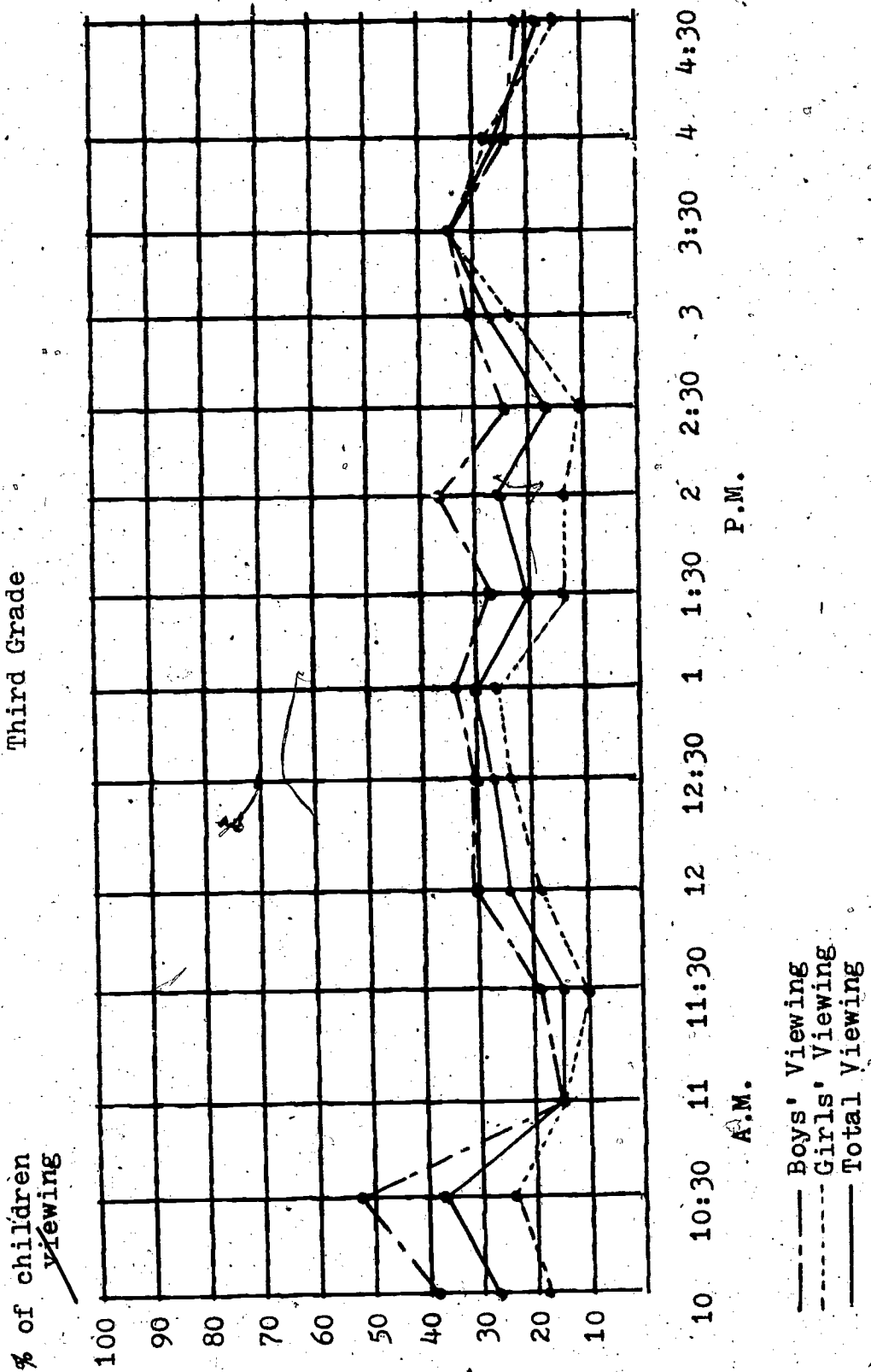
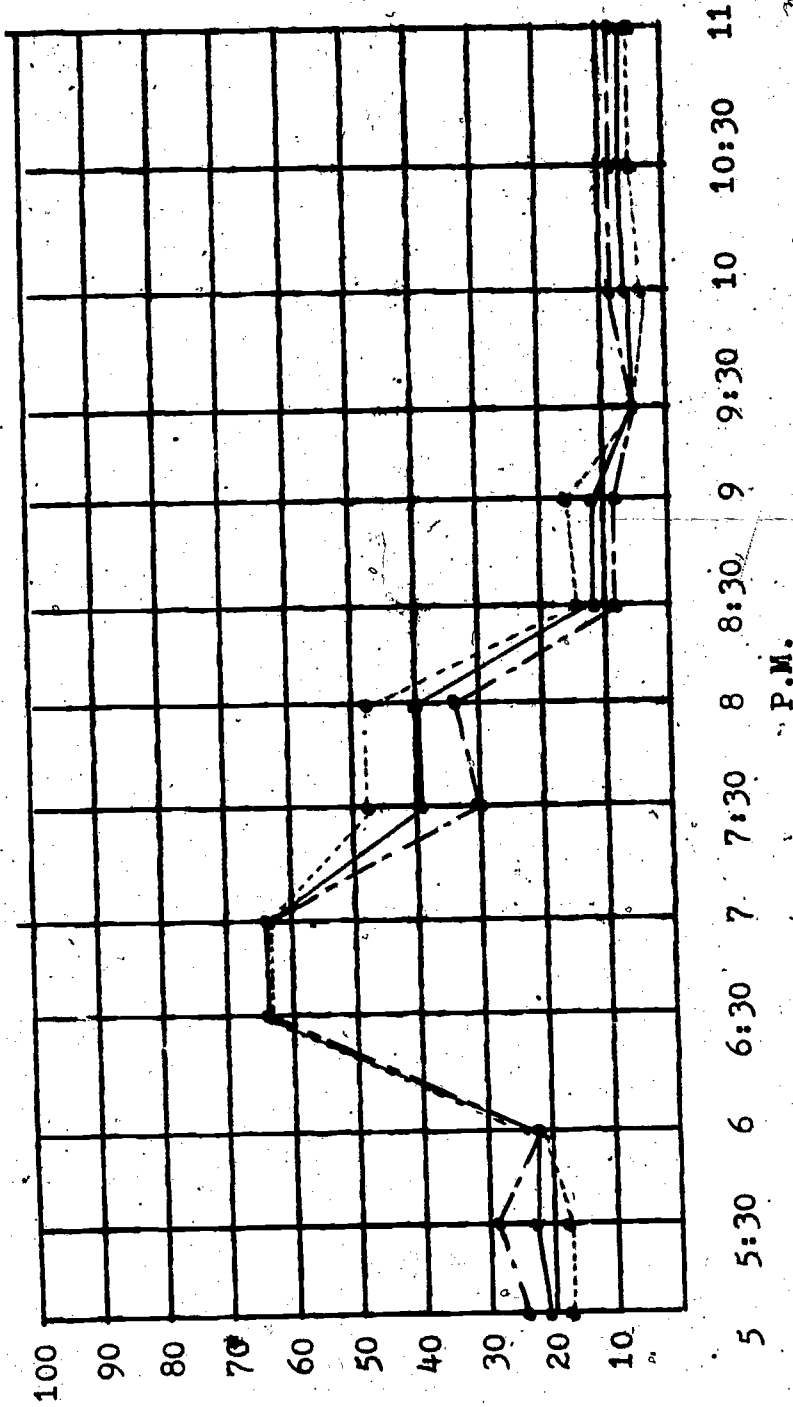


Figure 3. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.
(continued)

Third Grade

% of children viewing

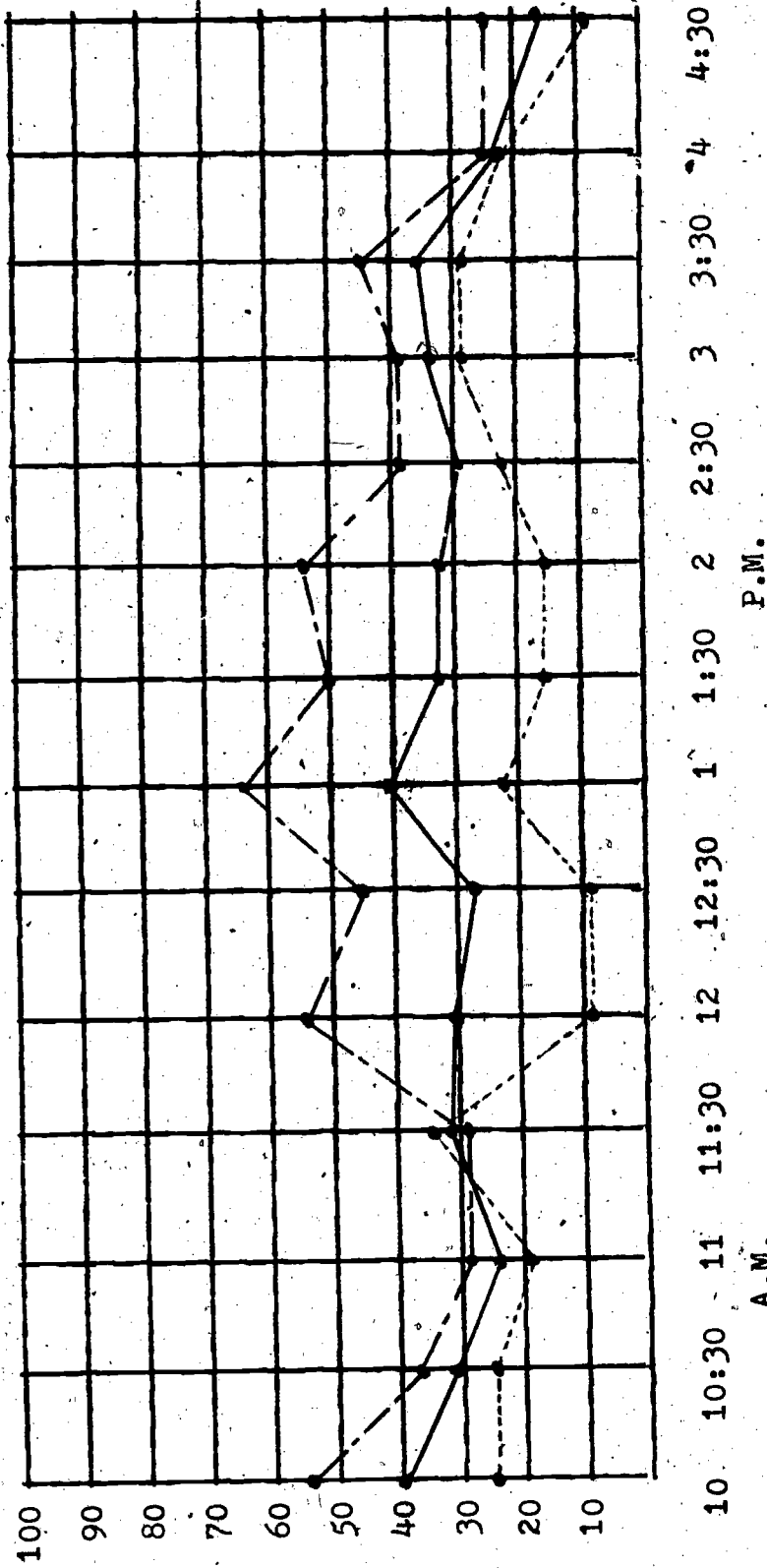


- - - Boys' Viewing
 . . . Girls' Viewing
 ——— Total Viewing

Figure 3. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

Fourth Grade

% of children viewing

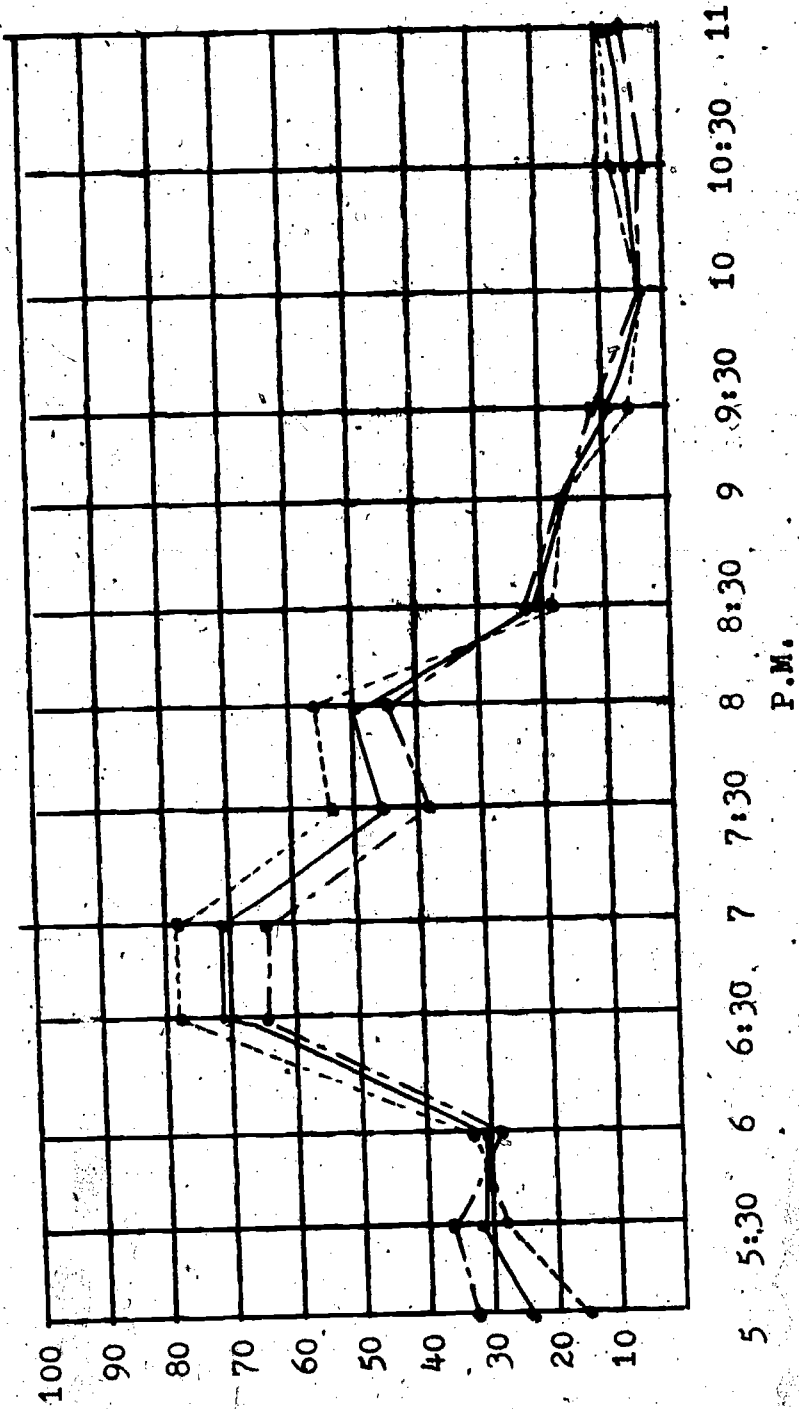


--- Boys' Viewing
 - - - Girls' Viewing
 - · - Total Viewing

Figure 4. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.
(continued)

Fourth Grade

% of children viewing

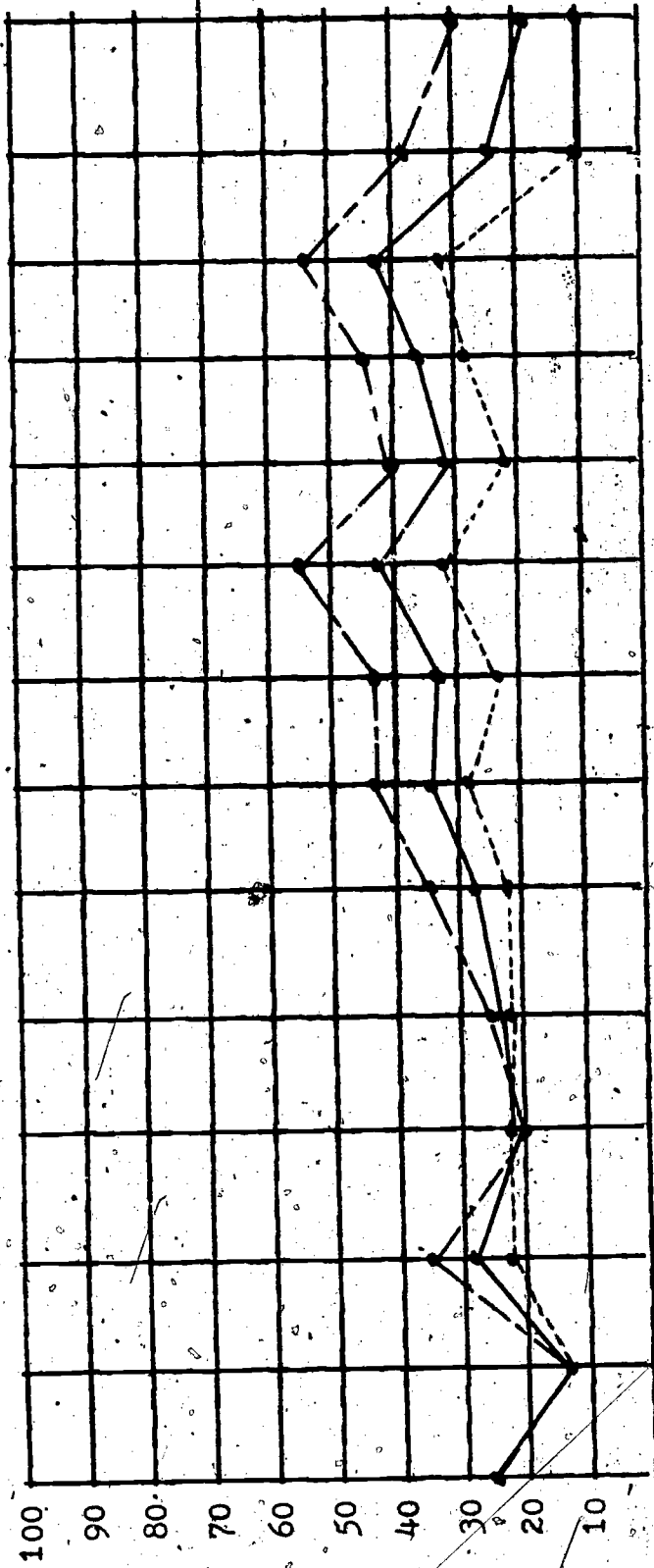


— Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 4. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

Fifth Grade

% of children viewing



P.M.

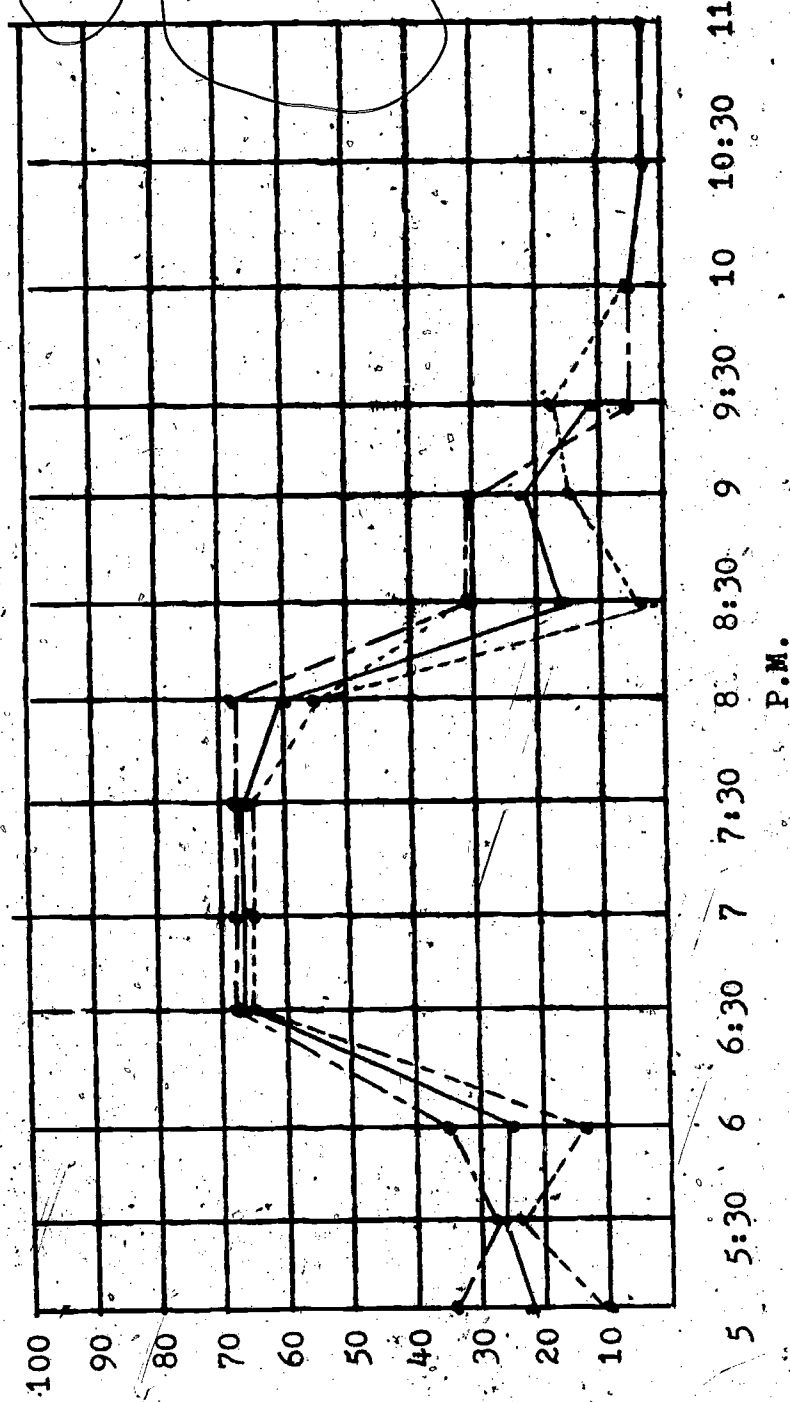
A.M.

— Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 5. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.
(continued)

Fifth Grade

% of children viewing



Boys' Viewing
Girls' Viewing
Total Viewing

Figure 5. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

Sixth Grade

% of children viewing

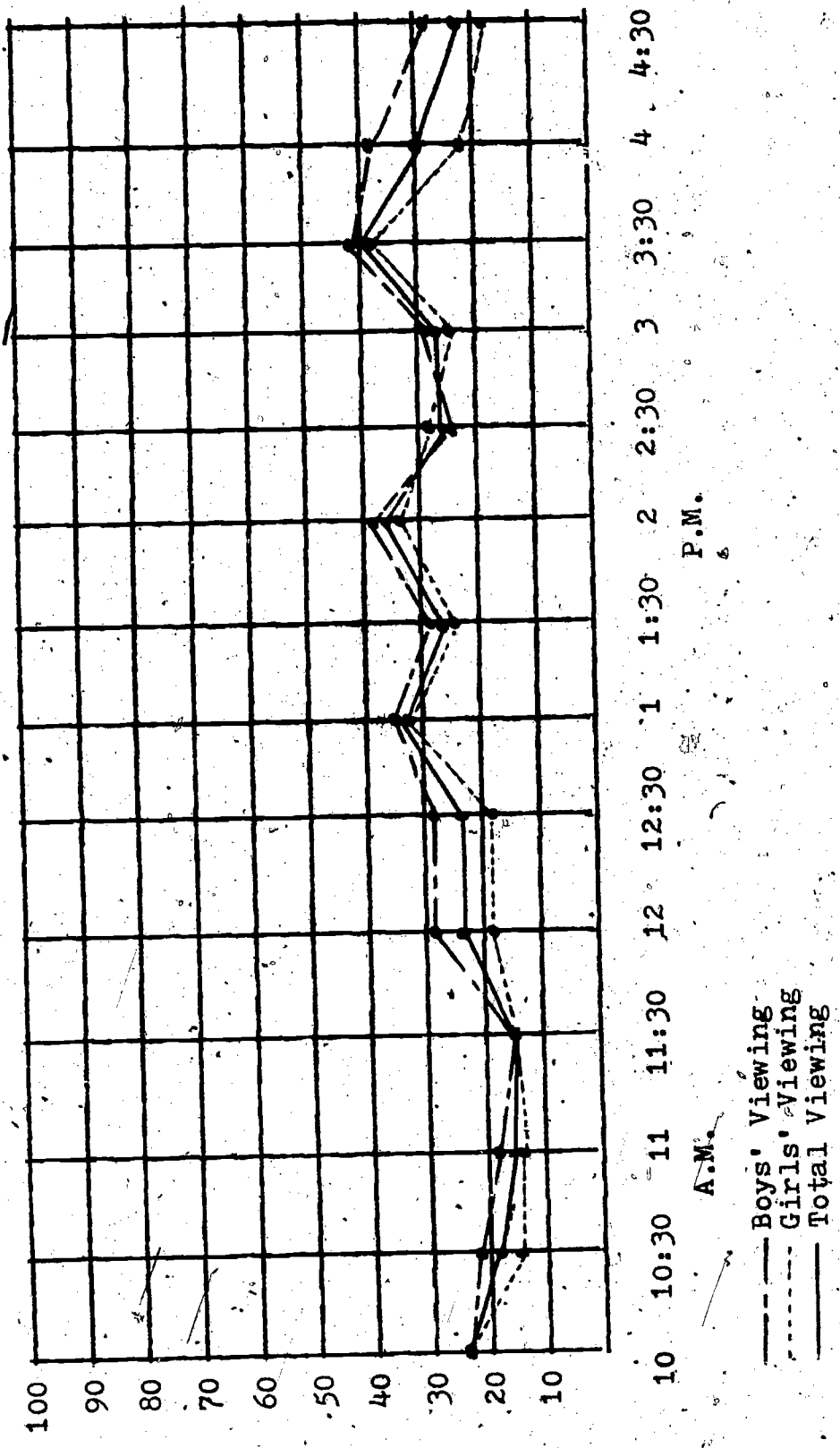
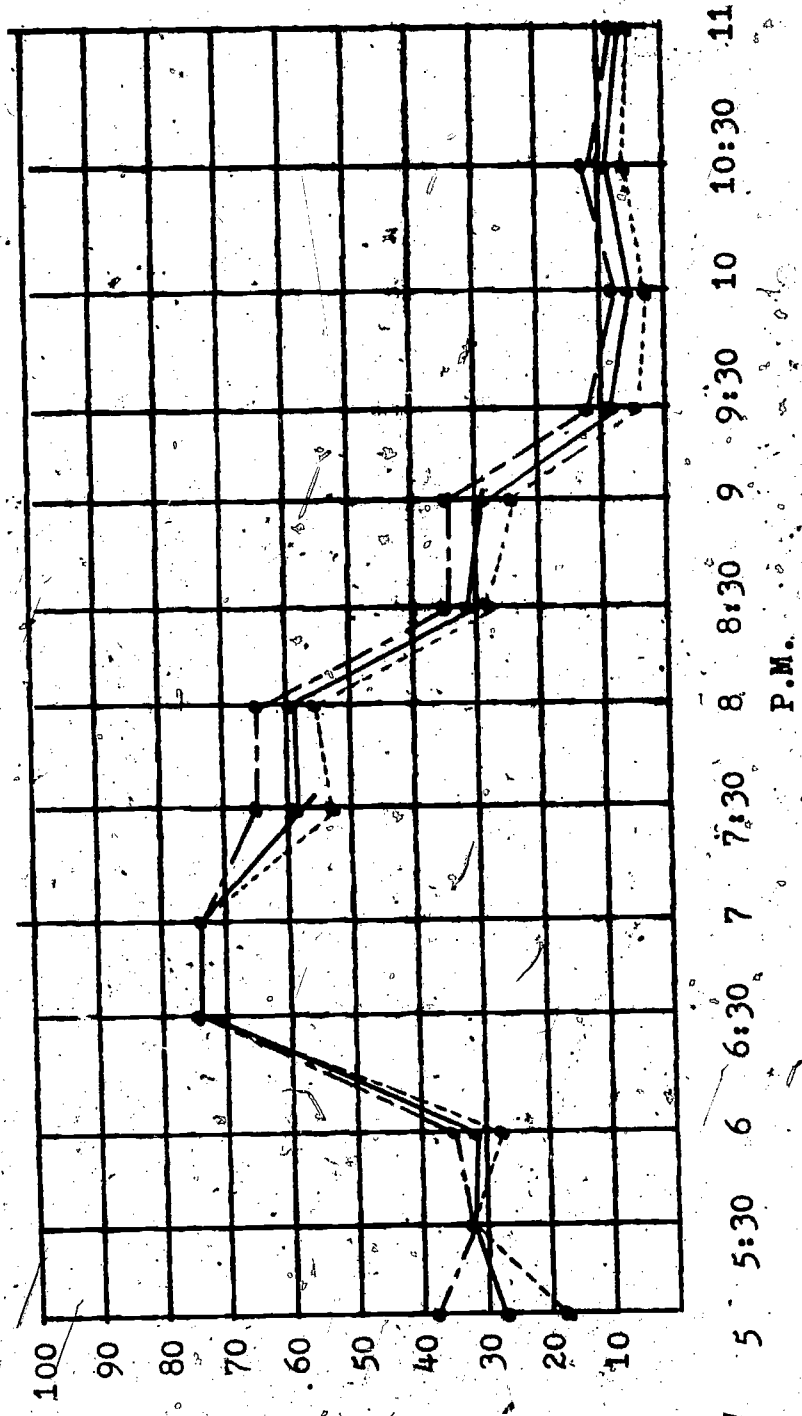


Figure 6. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day. (continued)

Sixth Grade

% of children viewing



— Boys' Viewing
 - - - Girls' Viewing
 - · - Total Viewing

Figure 6. Typical Patterns of Children's Sunday Viewing by Half-hour of the Day.

First Grade

% of children viewing

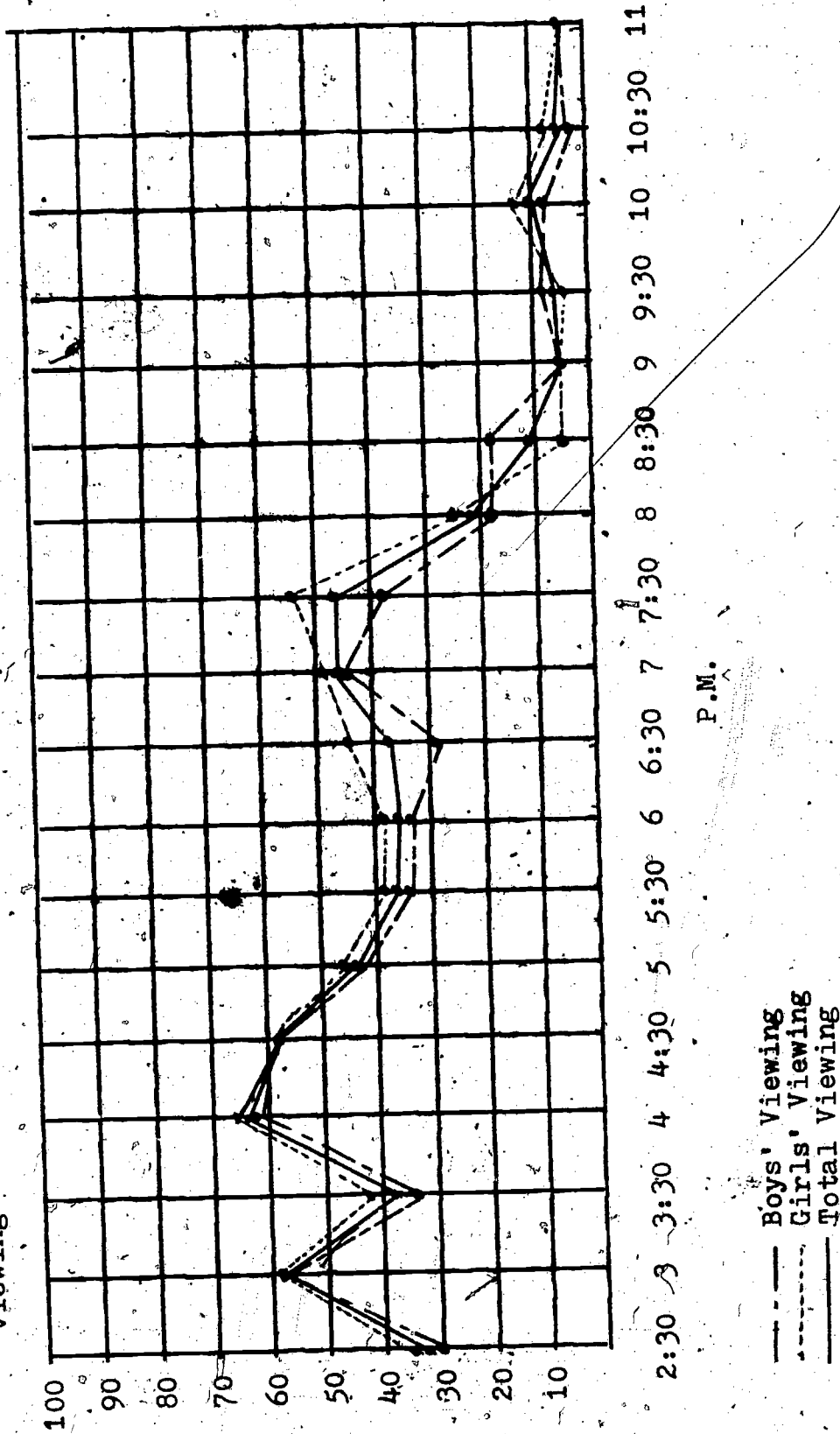
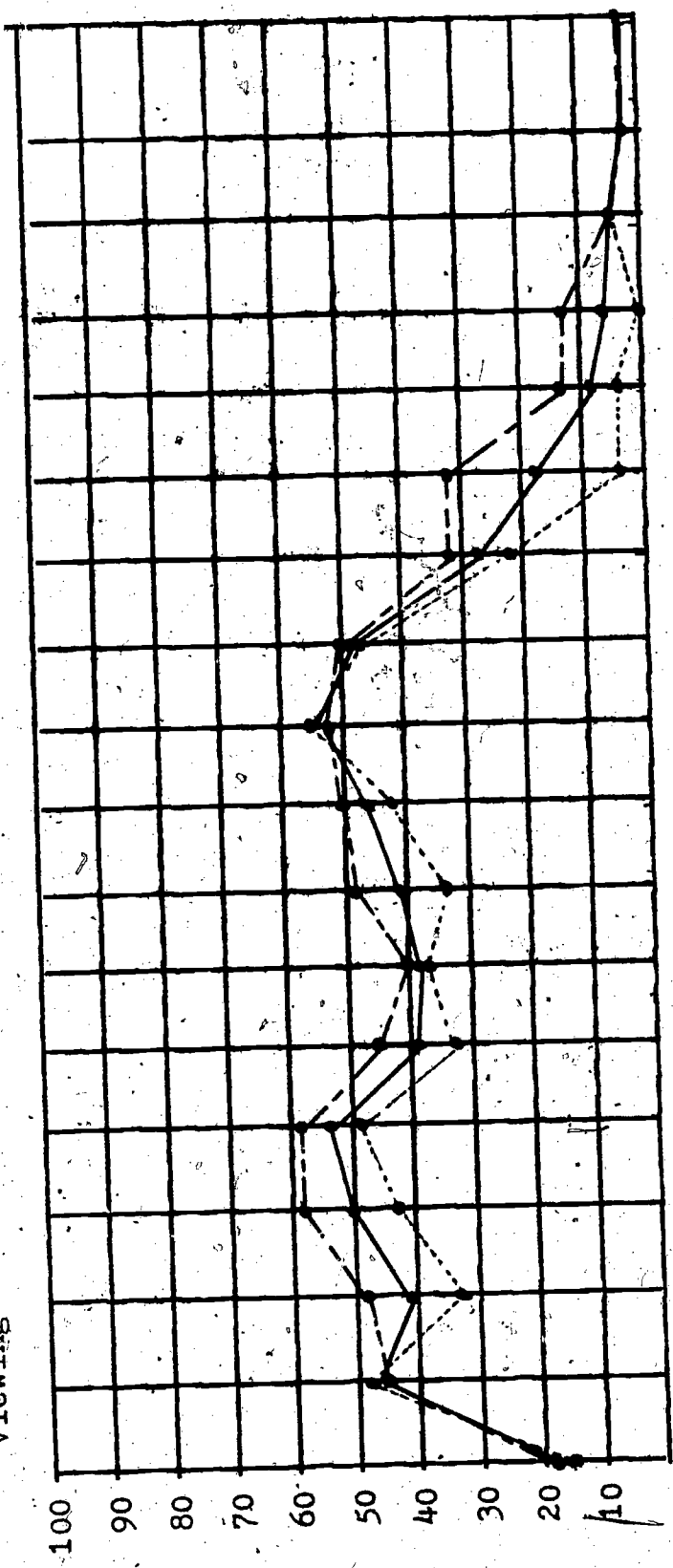


Figure 7. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

*An average of Monday and Tuesday viewing while on Central Standard Time

Second Grade

% of children viewing



P.M.

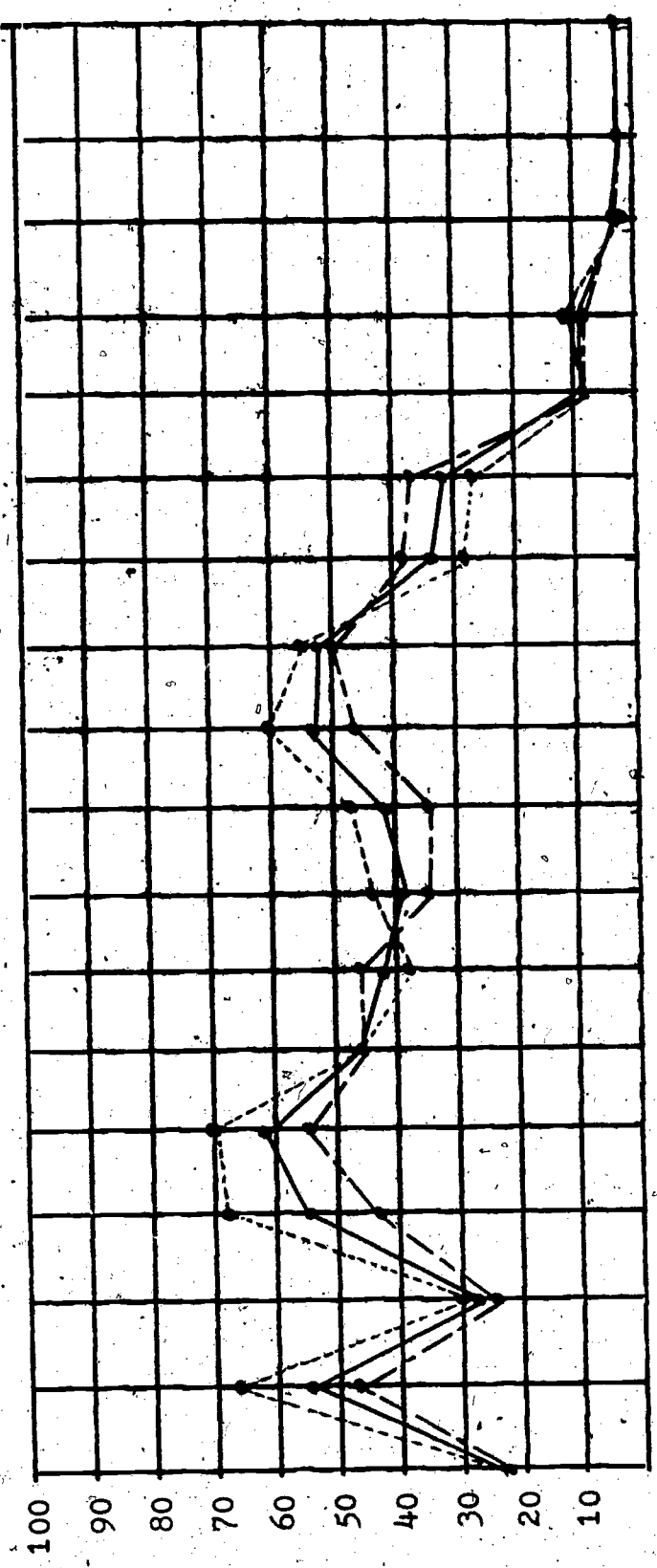
- Boys' Viewing
- - - Girls' Viewing
- Total Viewing

Figure 8. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Monday and Tuesday viewing while on Central Standard Time

Third Grade

% of children viewing



P.M.

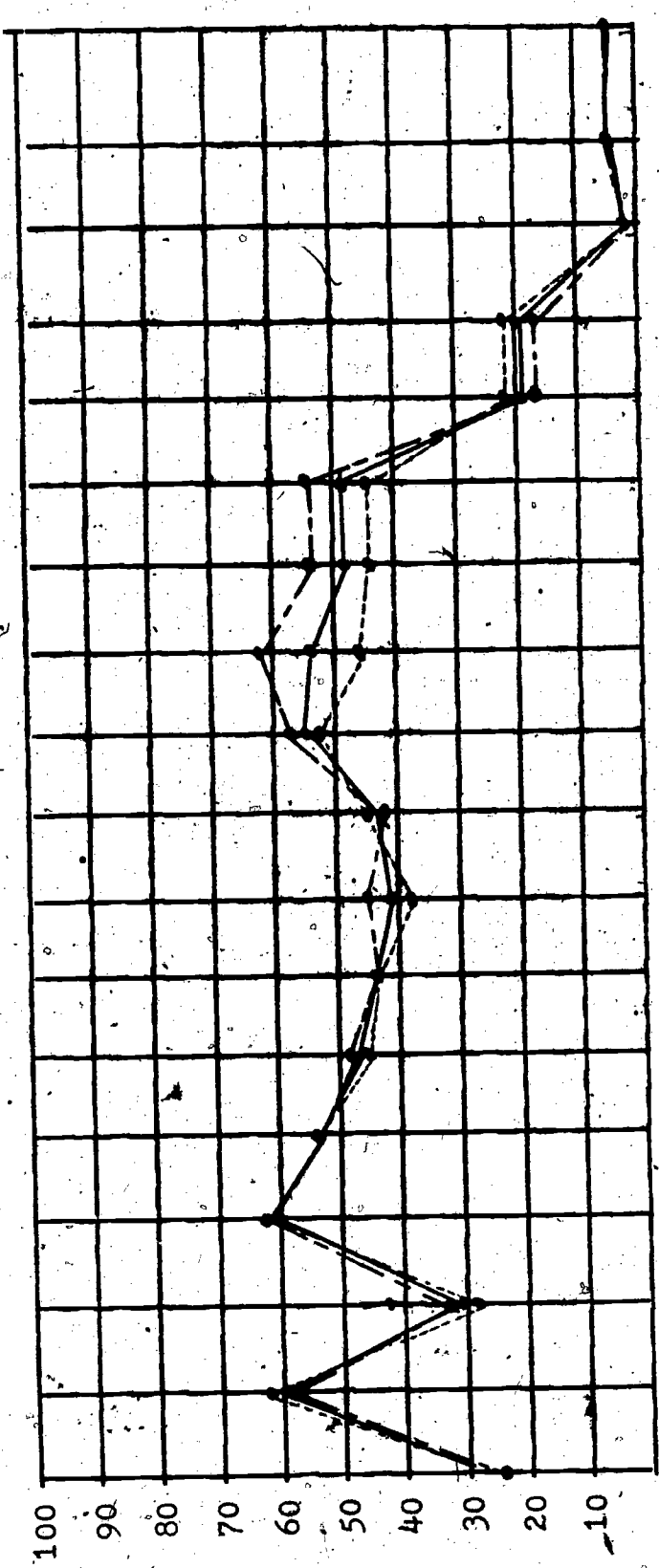
- - - - - Boys' Viewing.
 - - - - - Girls' Viewing
 ——— Total Viewing

Figure 9. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Monday and Tuesday viewing while on Central Standard Time

Fourth Grade

% of children viewing



2:30 3 3:30 4 4:30 5 5:30 6 6:30 7 7:30 8 8:30 9 9:30 10 10:30 11 P.M.

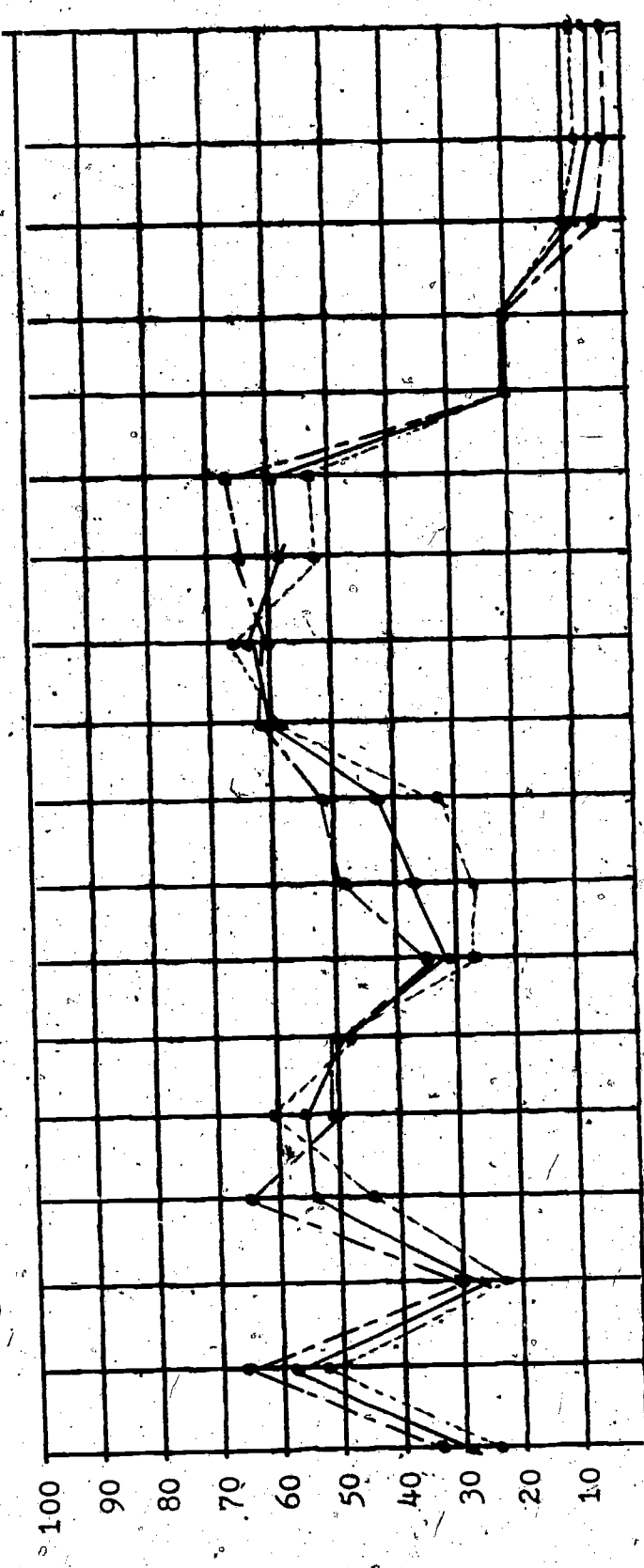
--- Boys' Viewing
 - - - Girls' Viewing
 ——— Total Viewing

Figure 10. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Monday and Tuesday viewing while on Central Standard Time

Fifth Grade

% of children viewing



P.M.

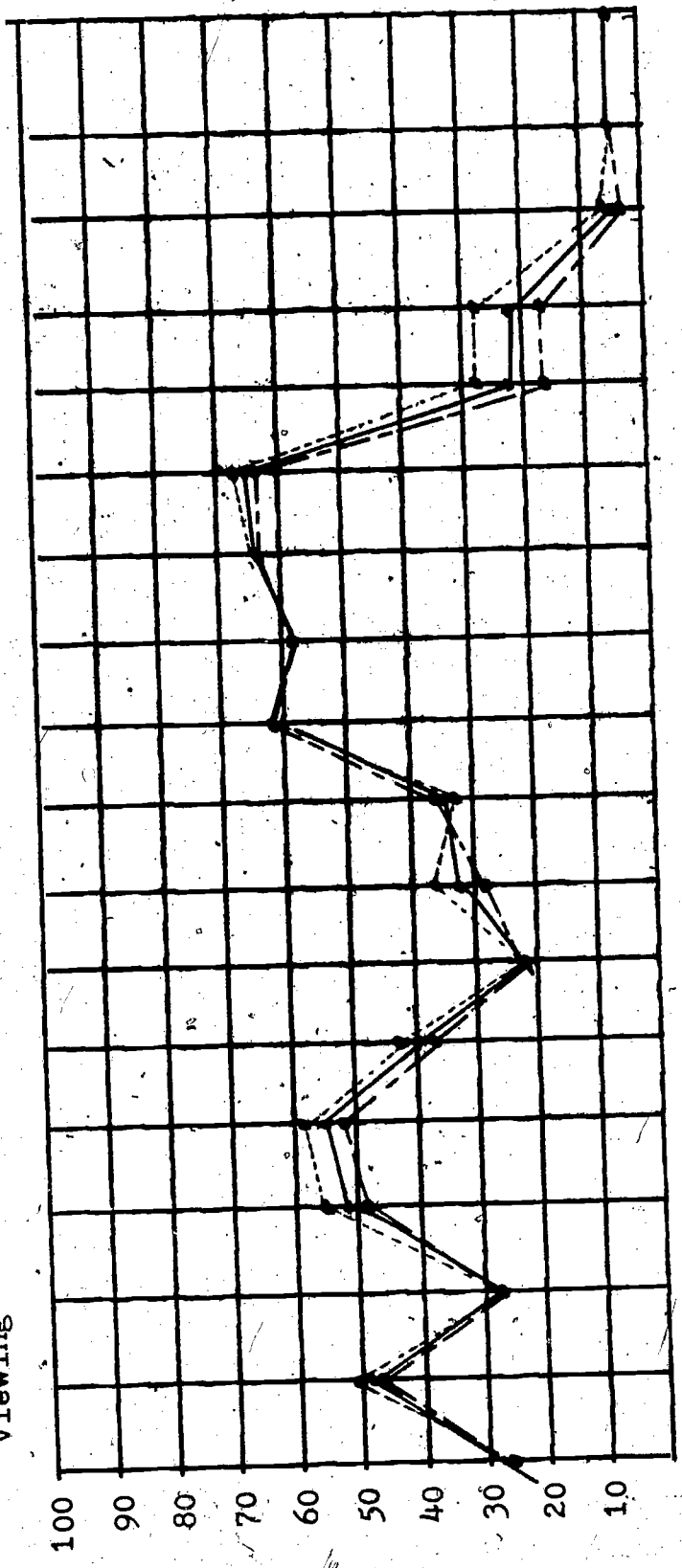
- Boys' Viewing
- - - Girls' Viewing
- Total Viewing

Figure 11. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Monday and Tuesday viewing while on Central Standard Time

Sixth Grade

% of children viewing



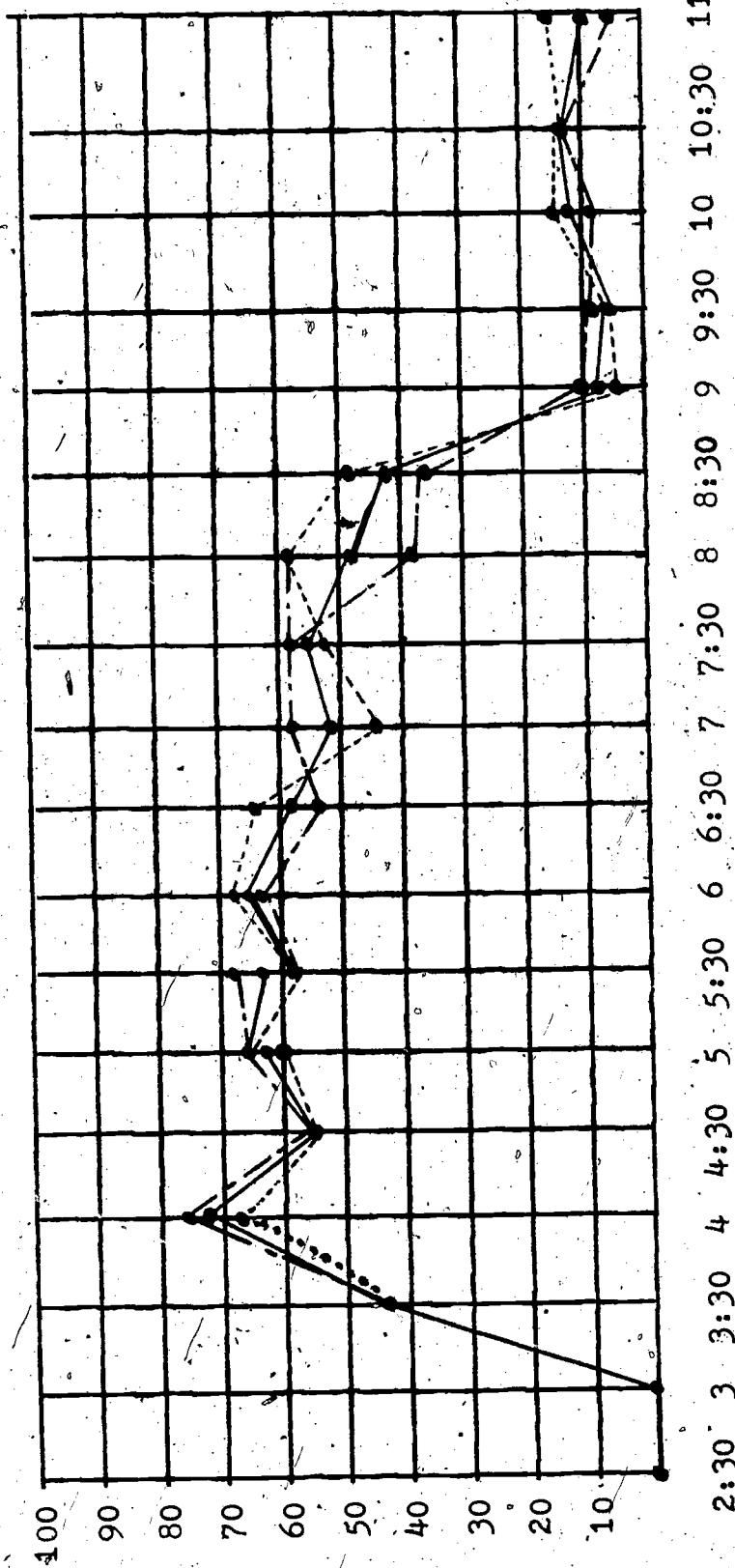
P.M.

Figure 12. Typical Patterns of Children's Weekday * Viewing by Half-hour of the Day.

* An average of Monday and Tuesday viewing while on Central Standard Time

First Grade

% of children viewing



P.M.

- - - - Boys' Viewing
 - - - - Girls' Viewing
 ——— Total Viewing

Figure 13. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Wednesday through Friday viewing while on Eastern Daylight Savings Time

Second Grade

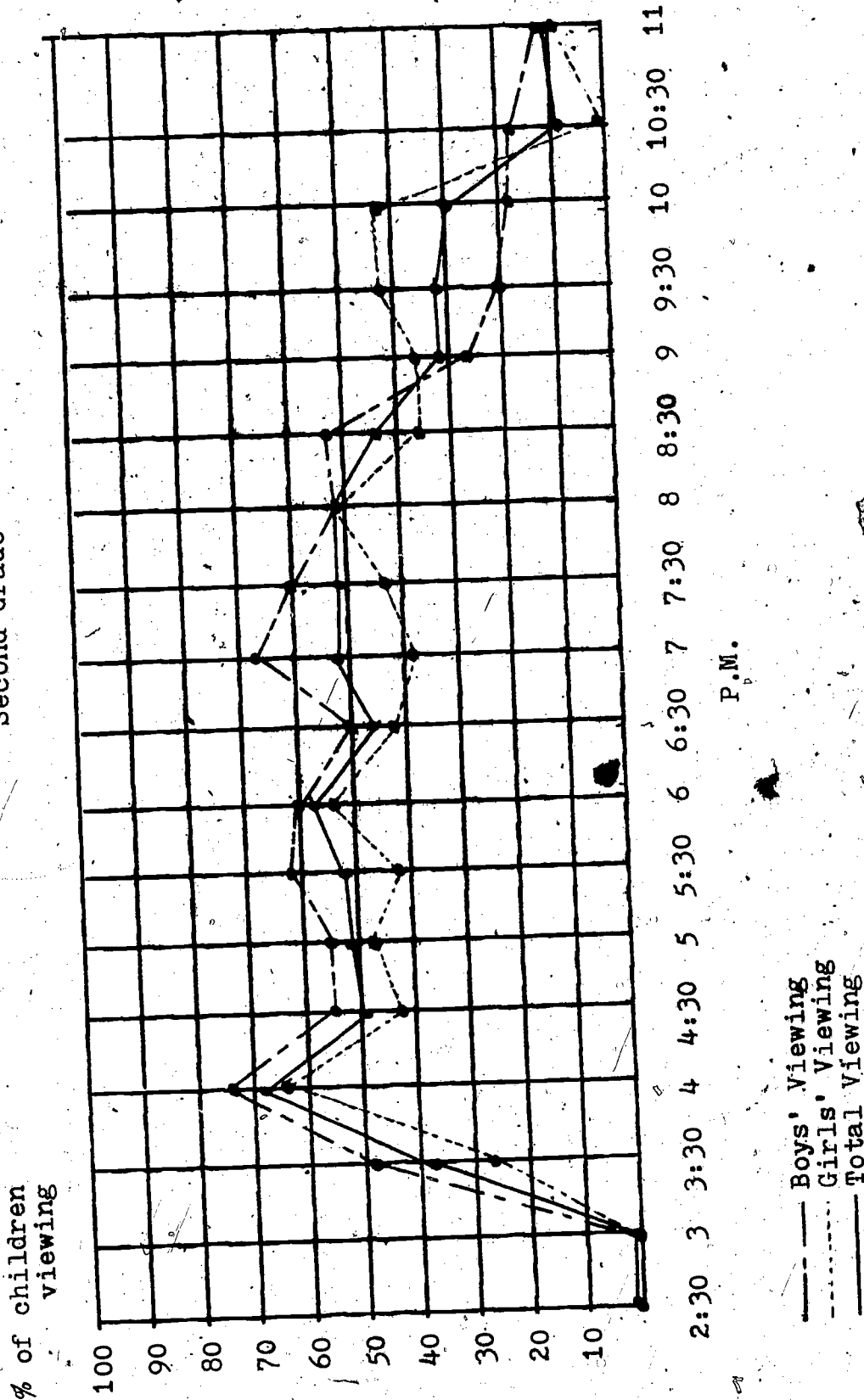
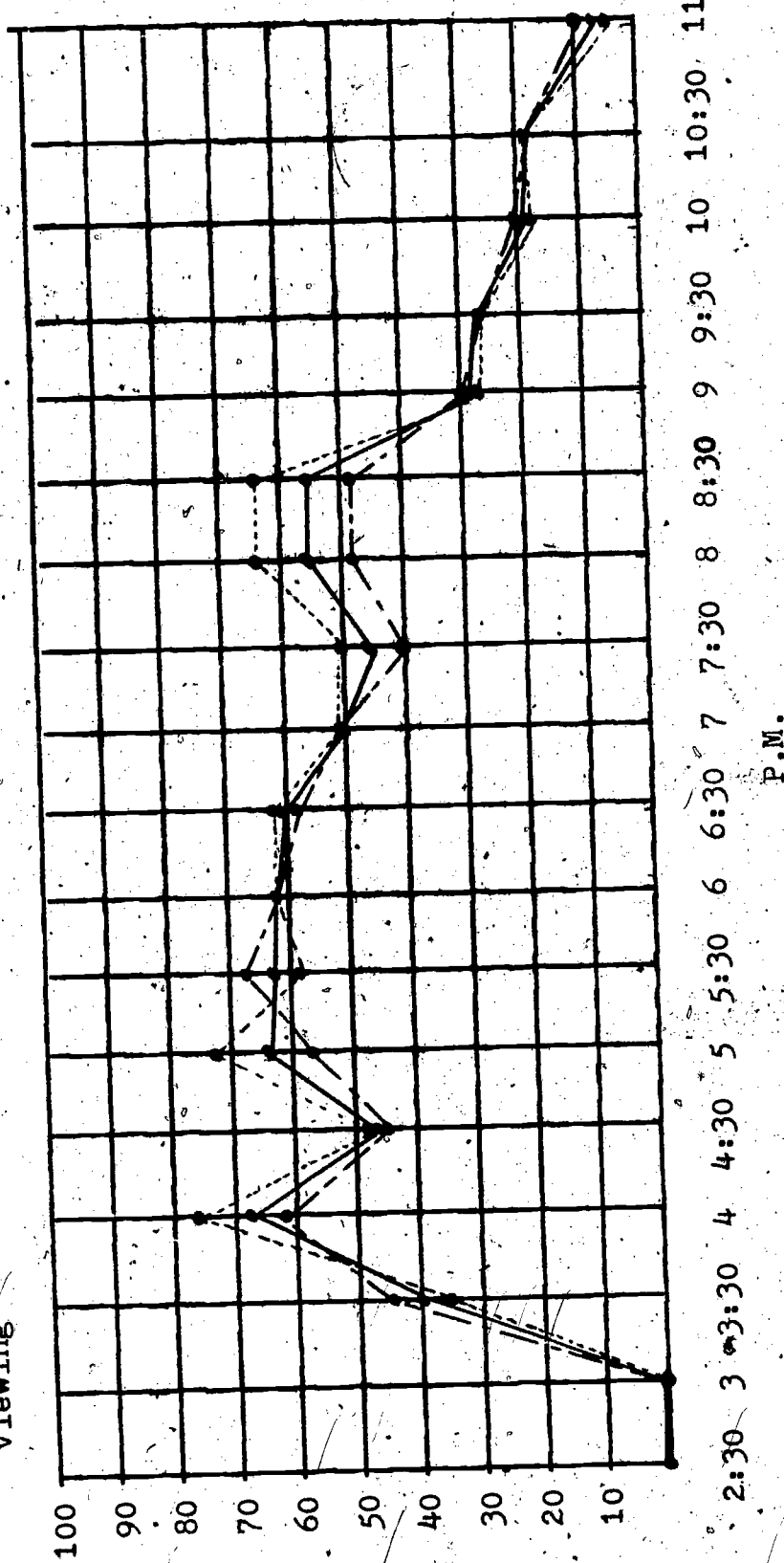


Figure 14. Typical Patterns of Children's Weekday Viewing by Half-hour of the Day.
 * An average of Wednesday through Friday viewing while on Easter Daylight Savings Time

Third Grade

% of children viewing



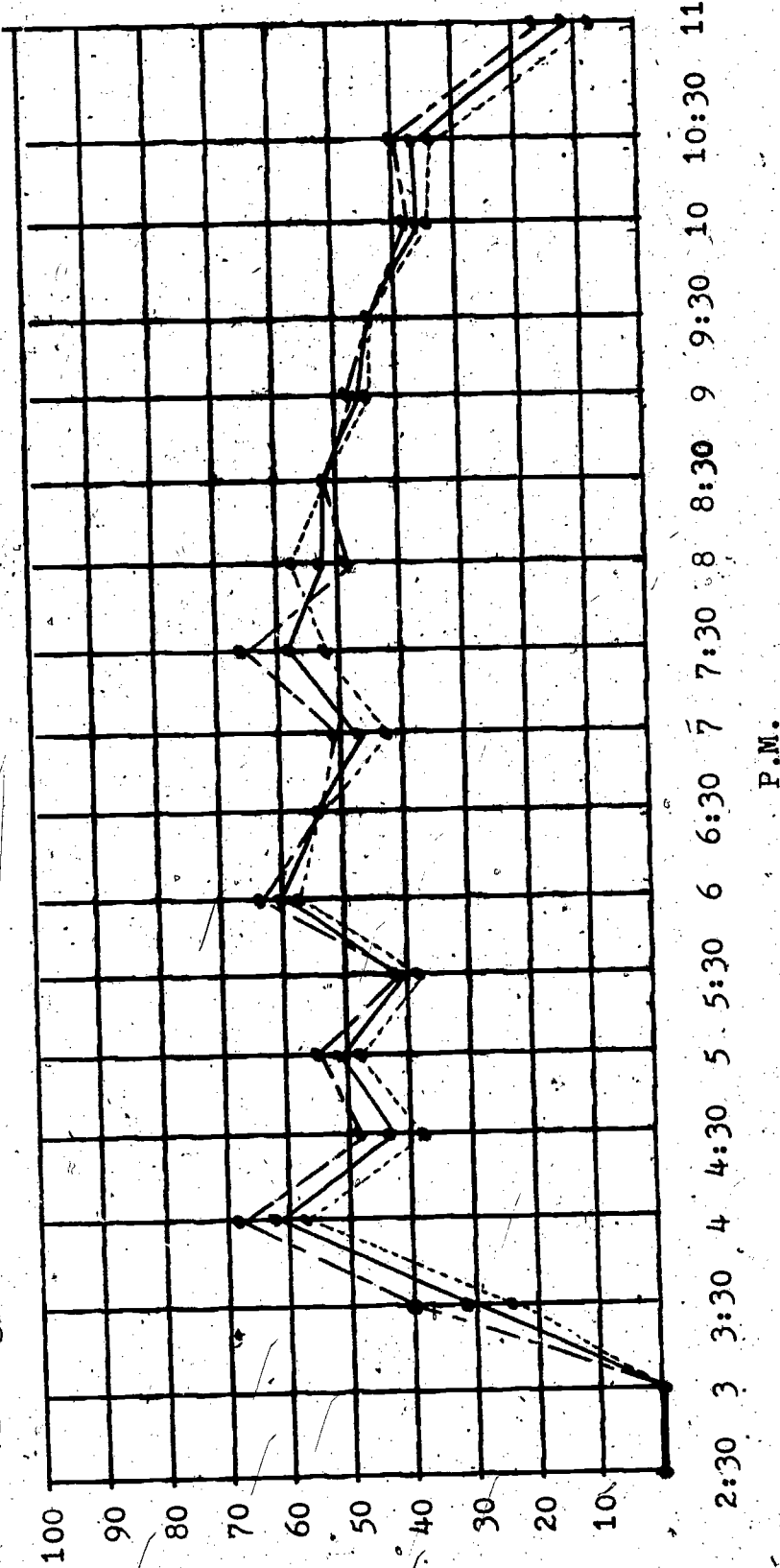
- - - Boys' Viewing
 - - - Girls' Viewing
 - - - Total Viewing

Figure 15. Typical Patterns of Children's Weekday* Viewing by Half-hour of the Day.

* An average of Wednesday through Friday viewing while on Eastern Daylight Savings Time

Fourth Grade

% of children viewing



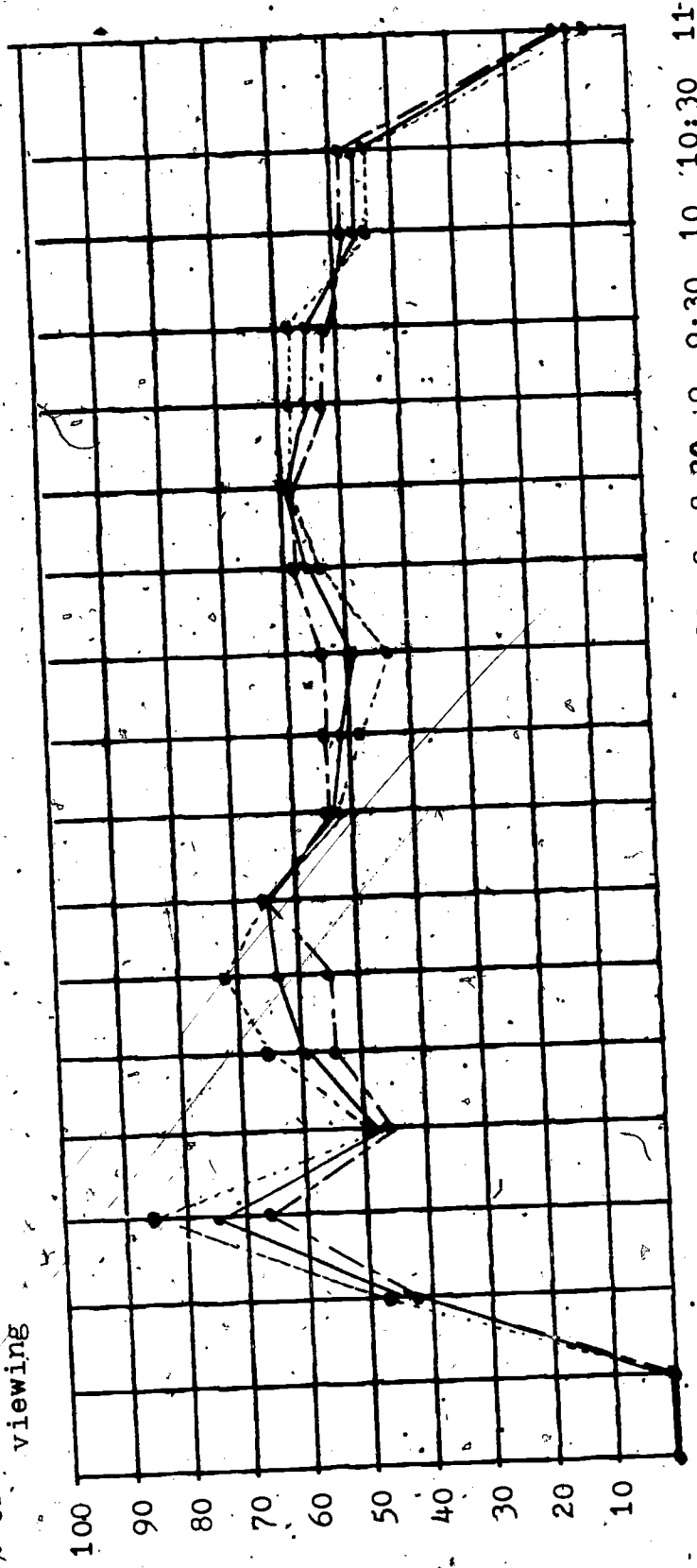
— Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 16. Typical Patterns of Children's Weekday * Viewing by Half-hour of the Day.

* An average of Wednesday through Friday viewing while on Eastern Daylight Savings Time

Fifth Grade

% of children viewing



P.M.

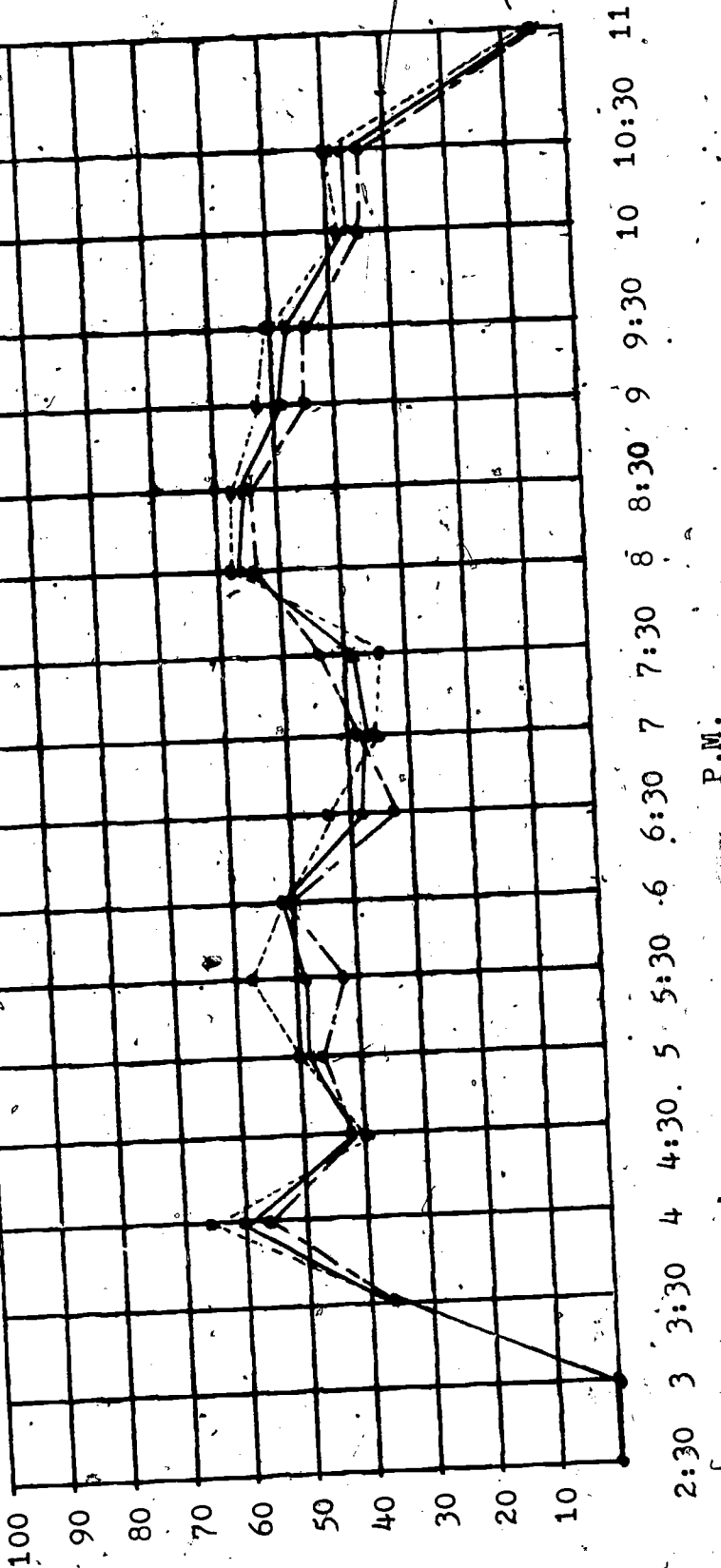
- Boys' Viewing
- Girls' Viewing
- Total Viewing

Figure 17. Typical Patterns of Children's Weekday * Viewing by Half-hour of the Day.

* An average of Wednesday through Friday viewing while on Eastern Daylight Savings Time

Sixth Grade

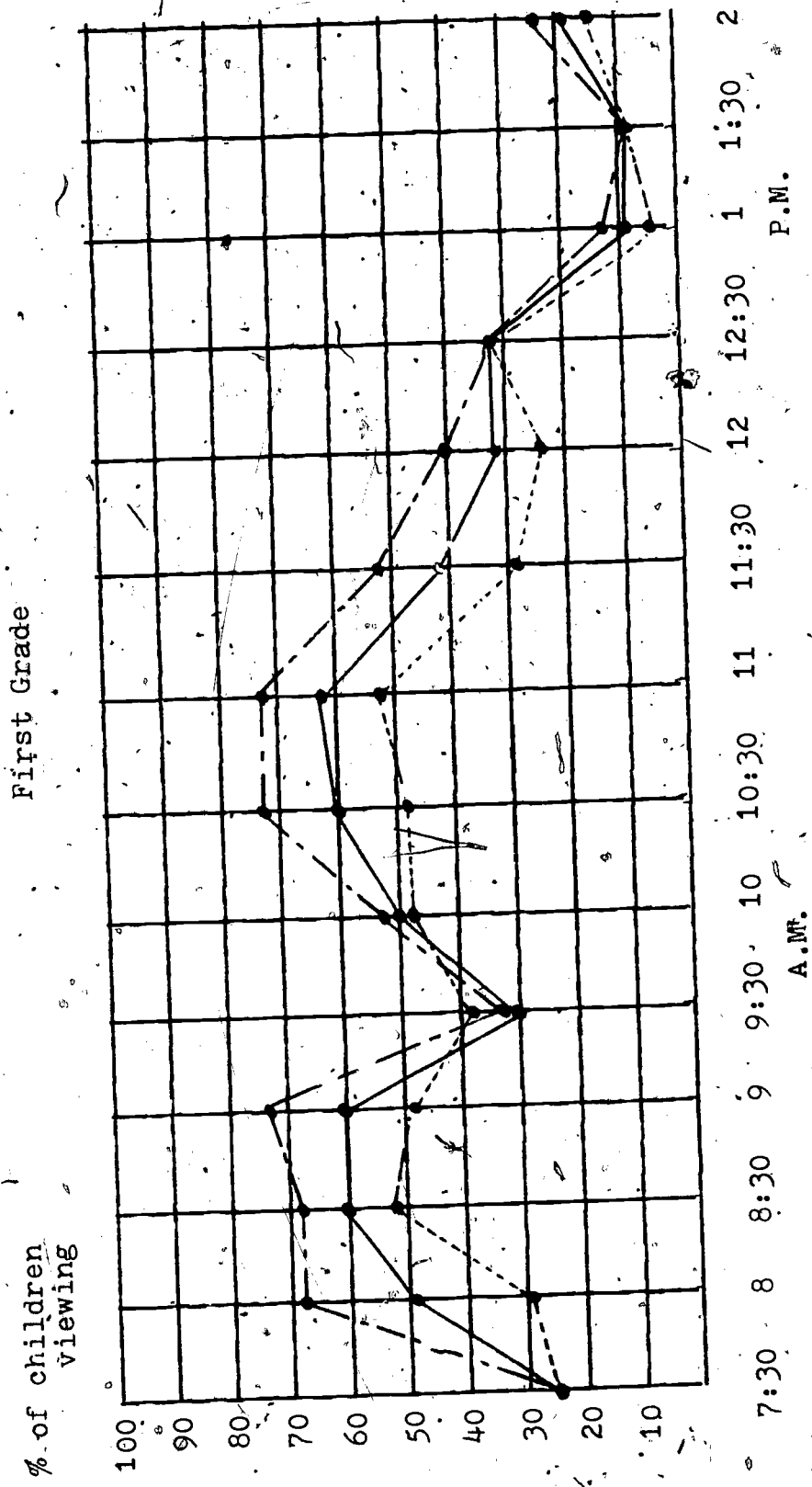
% of children viewing



— Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 18. Typical Patterns of Children's Weekday * Viewing by Half-hour of the Day.

* An average of Wednesday through Friday viewing while on Eastern Daylight Savings Time

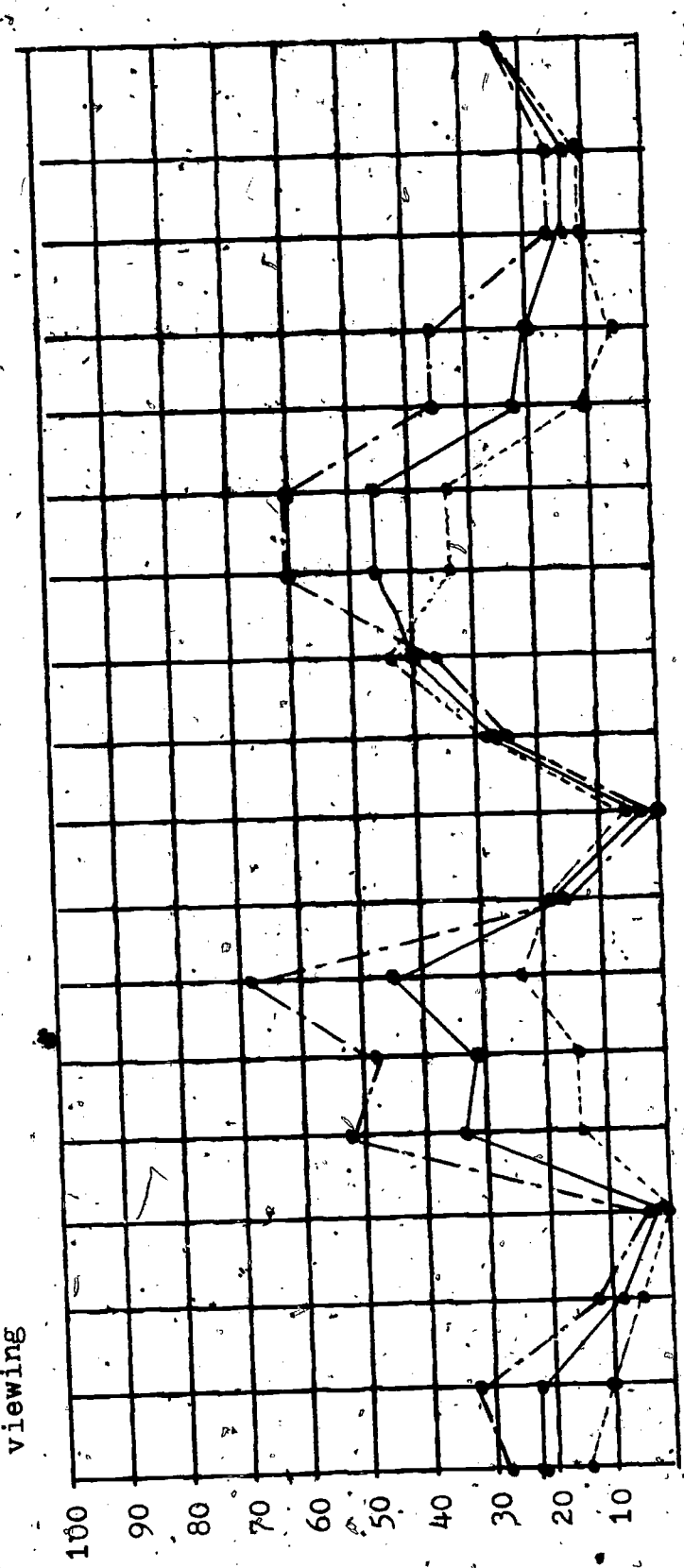


--- Boys' Viewing
 - - - Girls' Viewing
 ——— Total Viewing

Figure 19. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.
(continued)

First Grade

% of children viewing



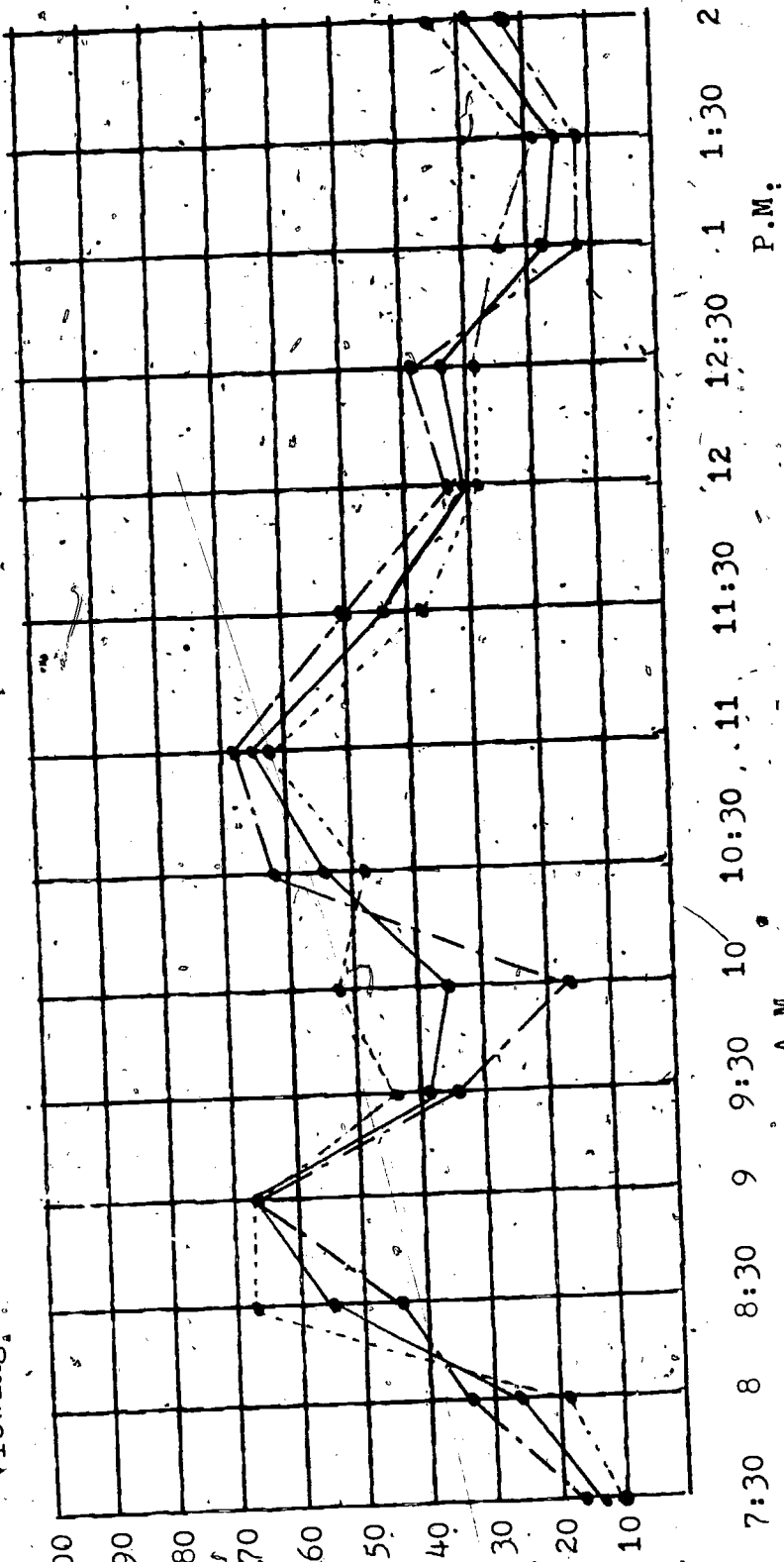
P.M.

--- Boys' Viewing
 - - - Girls' Viewing
 ——— Total Viewing

Figure 19. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

Second Grade

% of children viewing.

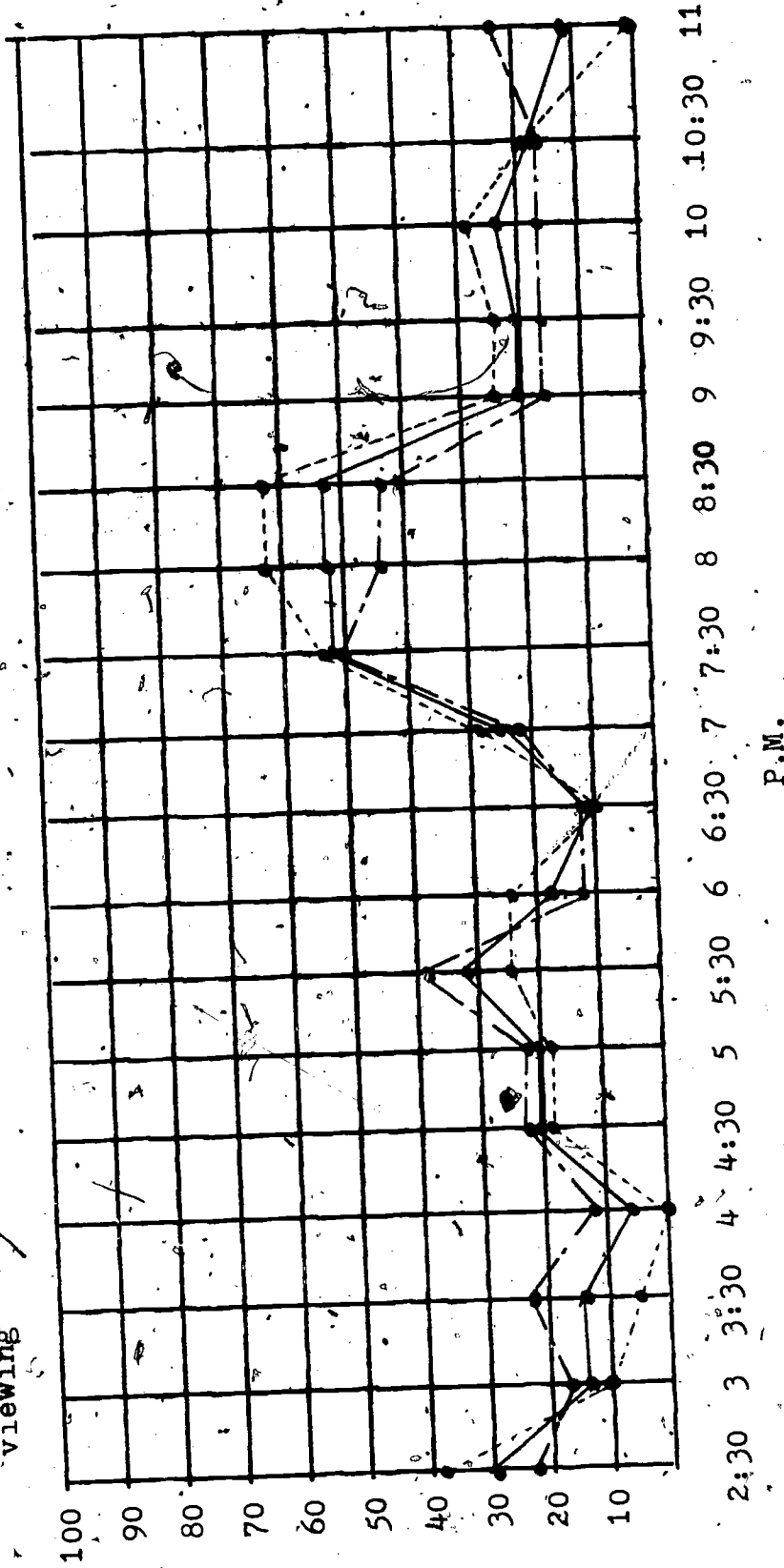


--- Boys' Viewing
 - - - - Girls' Viewing
 ——— Total Viewing

Figure 20. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.
(continued)

Second Grade

% of children viewing



Boys' Viewing
Girls' Viewing
Total Viewing

Figure 20. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

Third Grade

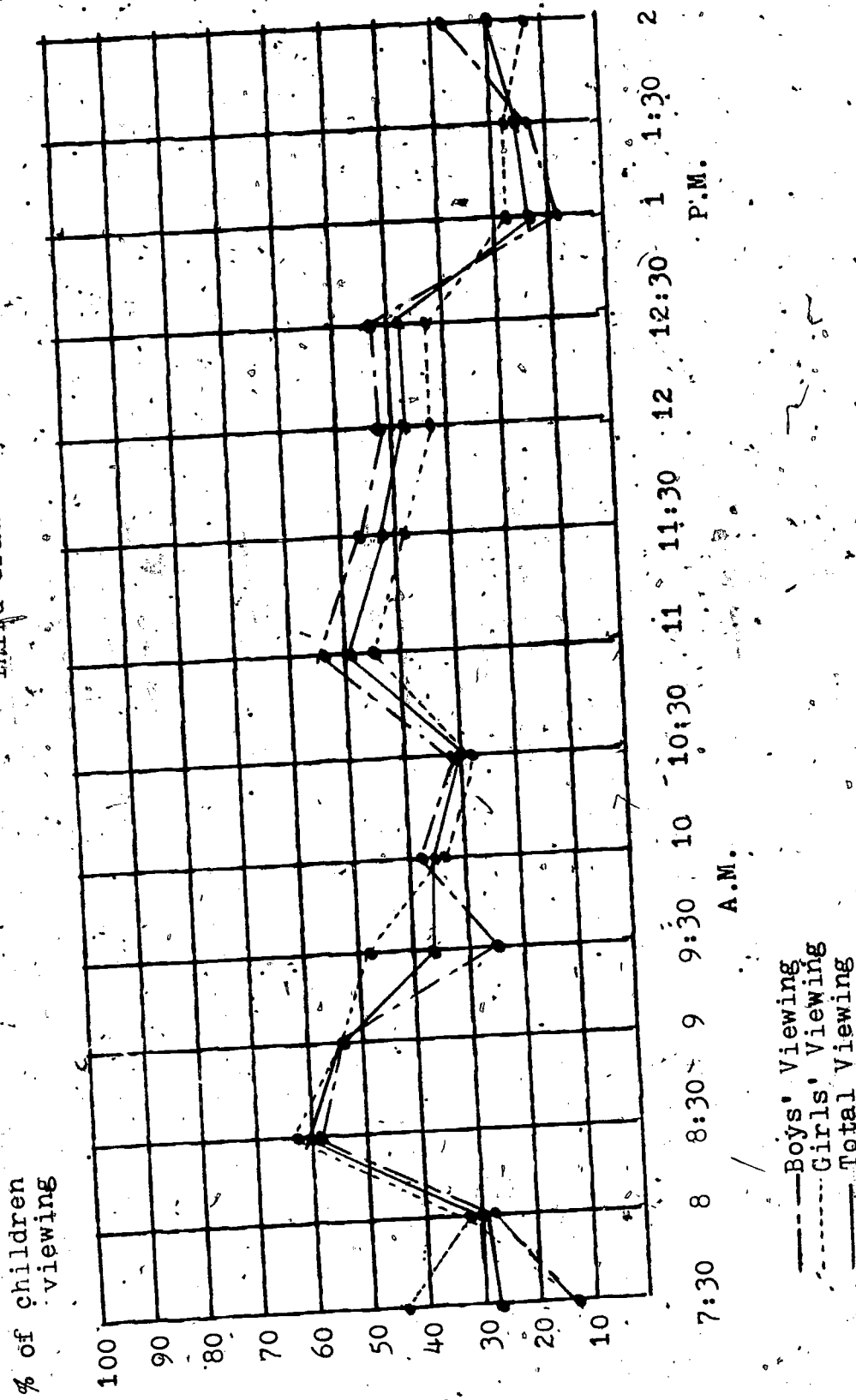
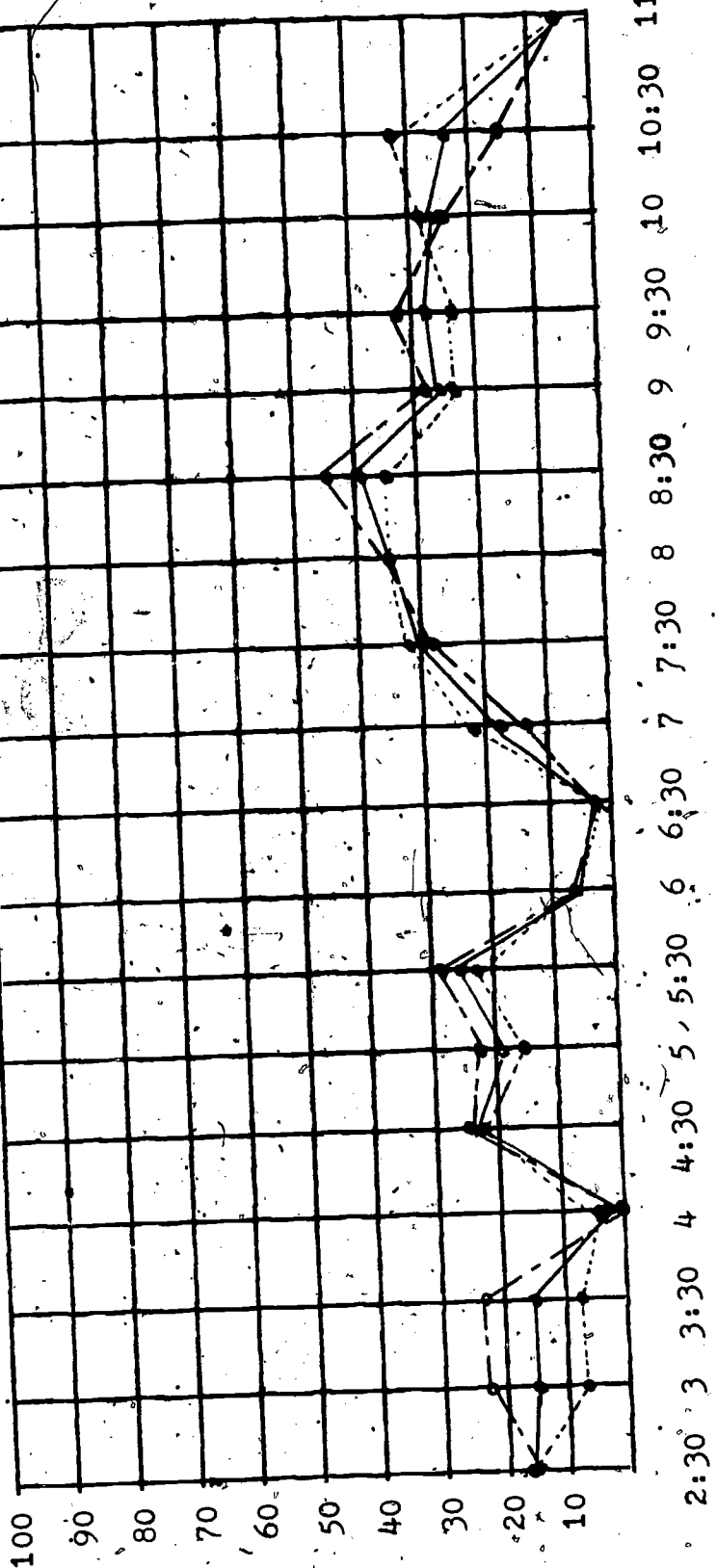


Figure 21. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day. (continued)

Third Grade

% of children viewing



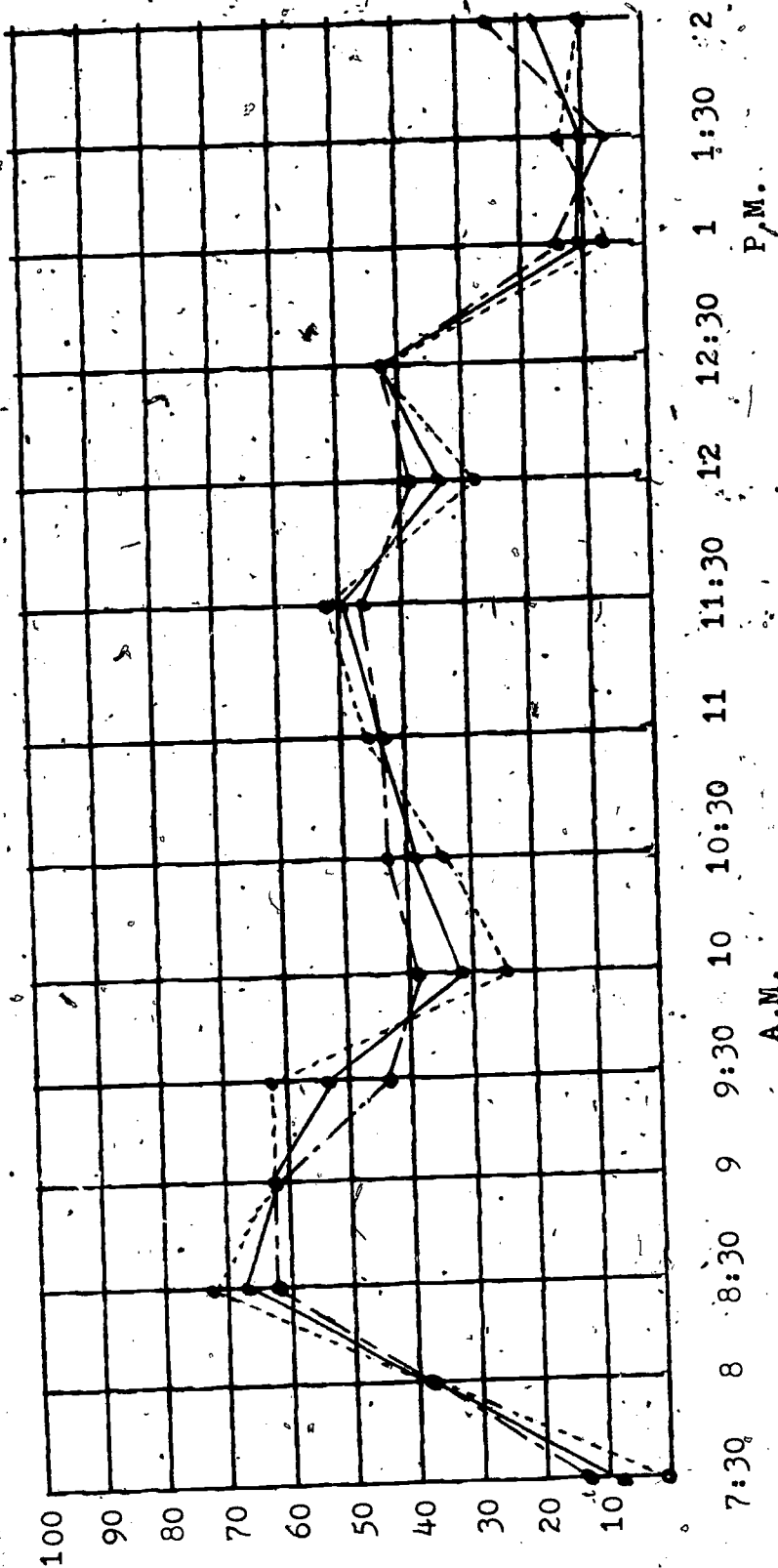
P.M.

--- Boys' Viewing
 - - - - Girls' Viewing
 _____ Total Viewing

Figure 21. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

Fourth Grade

% of children viewing



- - - Boys' Viewing
 - - - Girls' Viewing
 - - - Total Viewing

Figure 22. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day. (continued)

Fifth Grade

% of children viewing

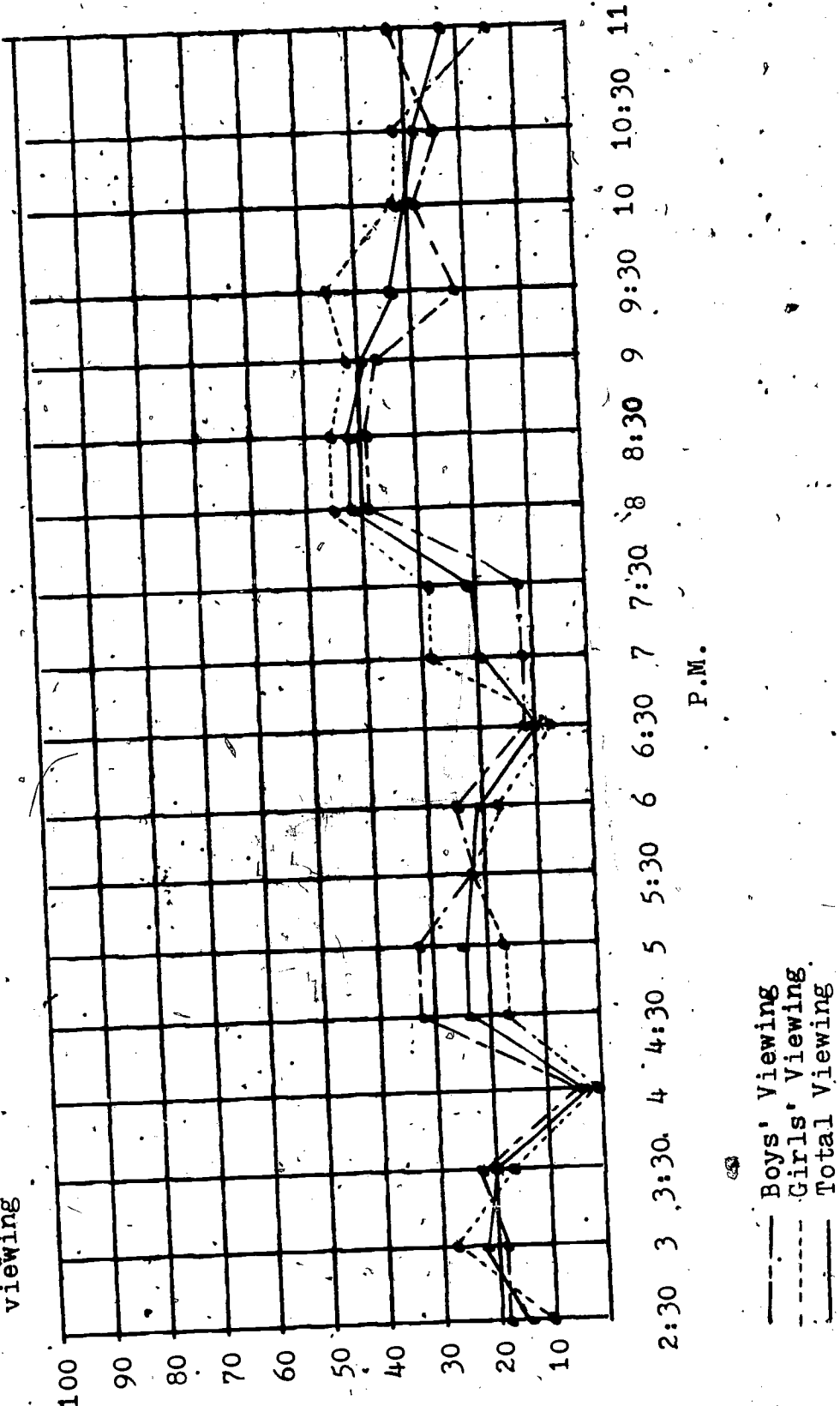
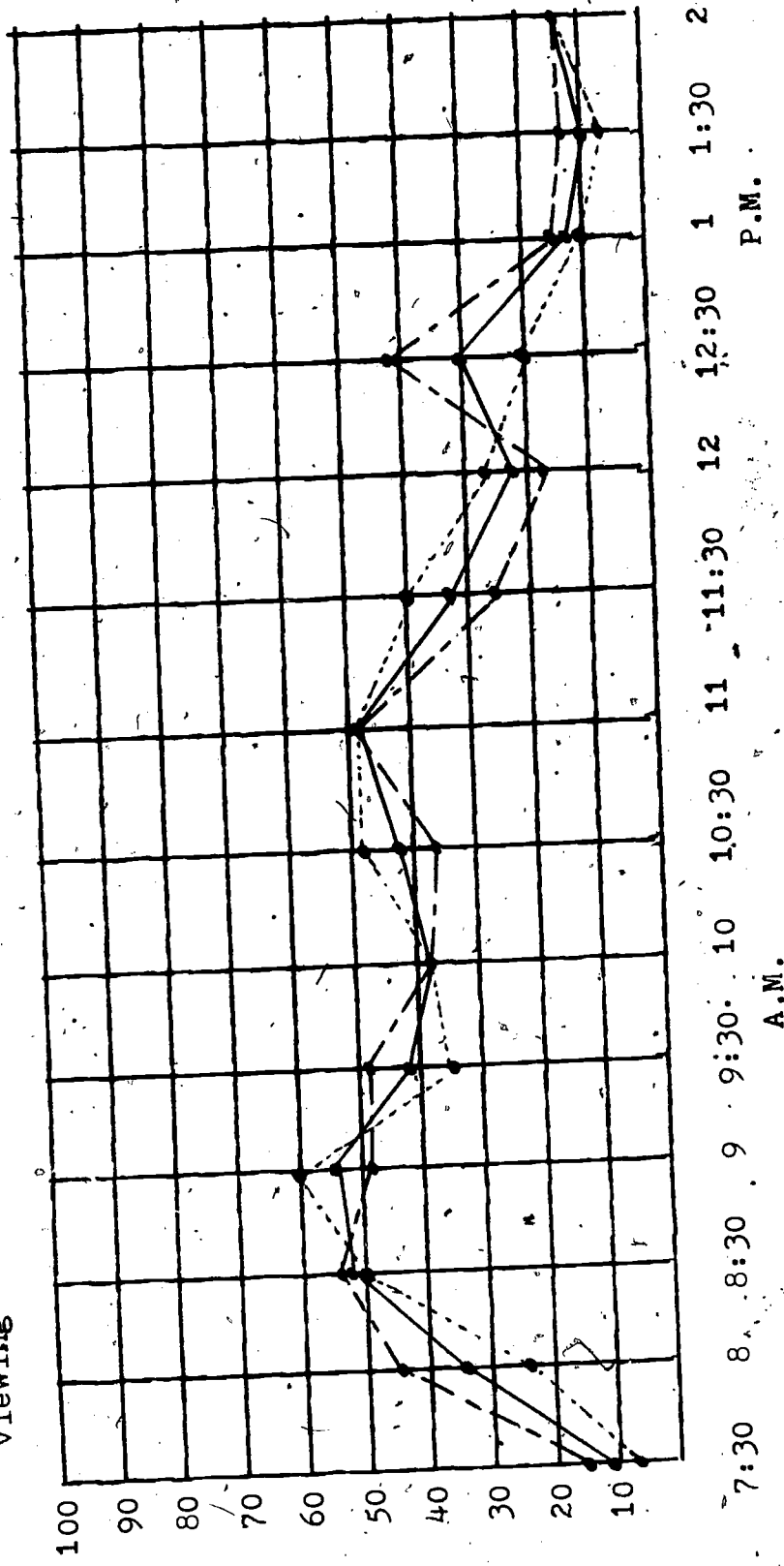


Figure 22. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

Fifth Grade

% of children viewing

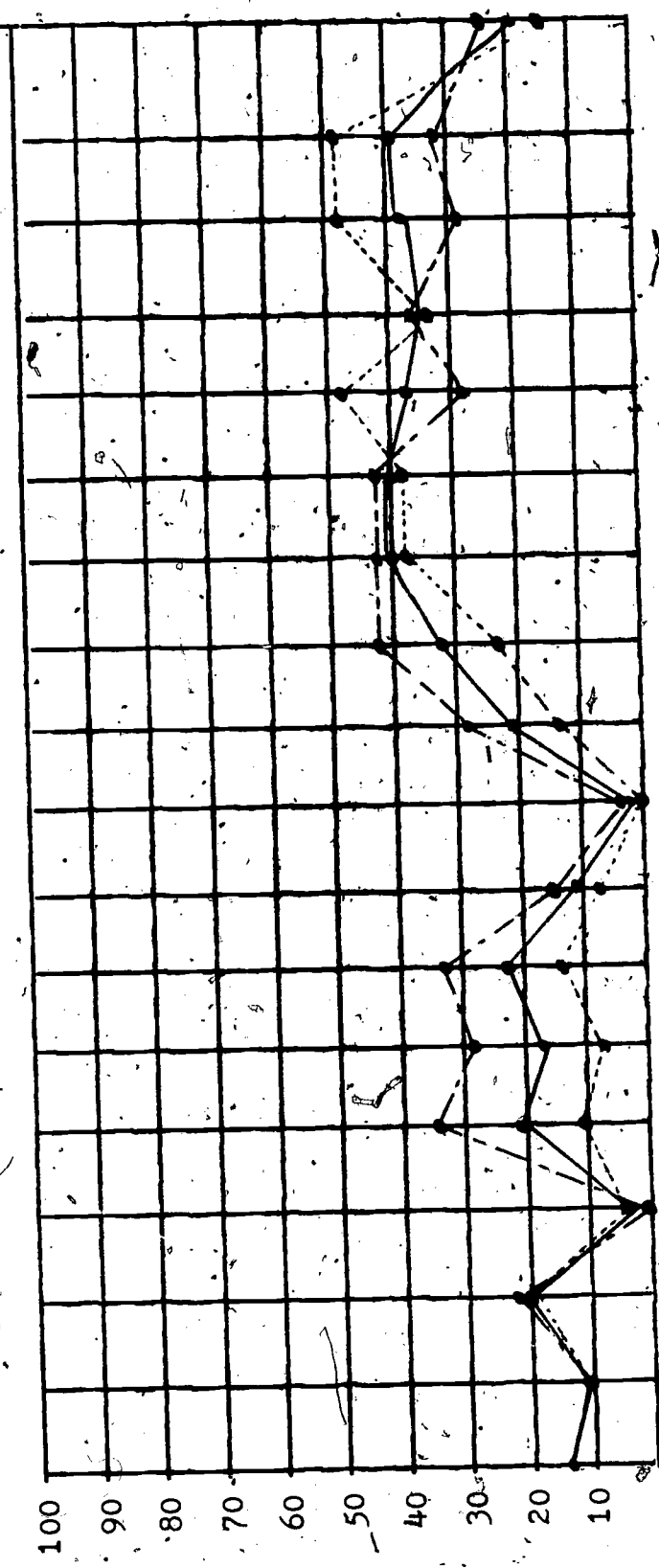


--- Boys' Viewing
 - - - Girls' Viewing
 ——— Total Viewing

Figure 23. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.
(continued)

Fifth Grade

% of children viewing



2:30 3 3:30 4 4:30 5 5:30 6 6:30 7 7:30 8 8:30 9 9:30 10 10:30 11

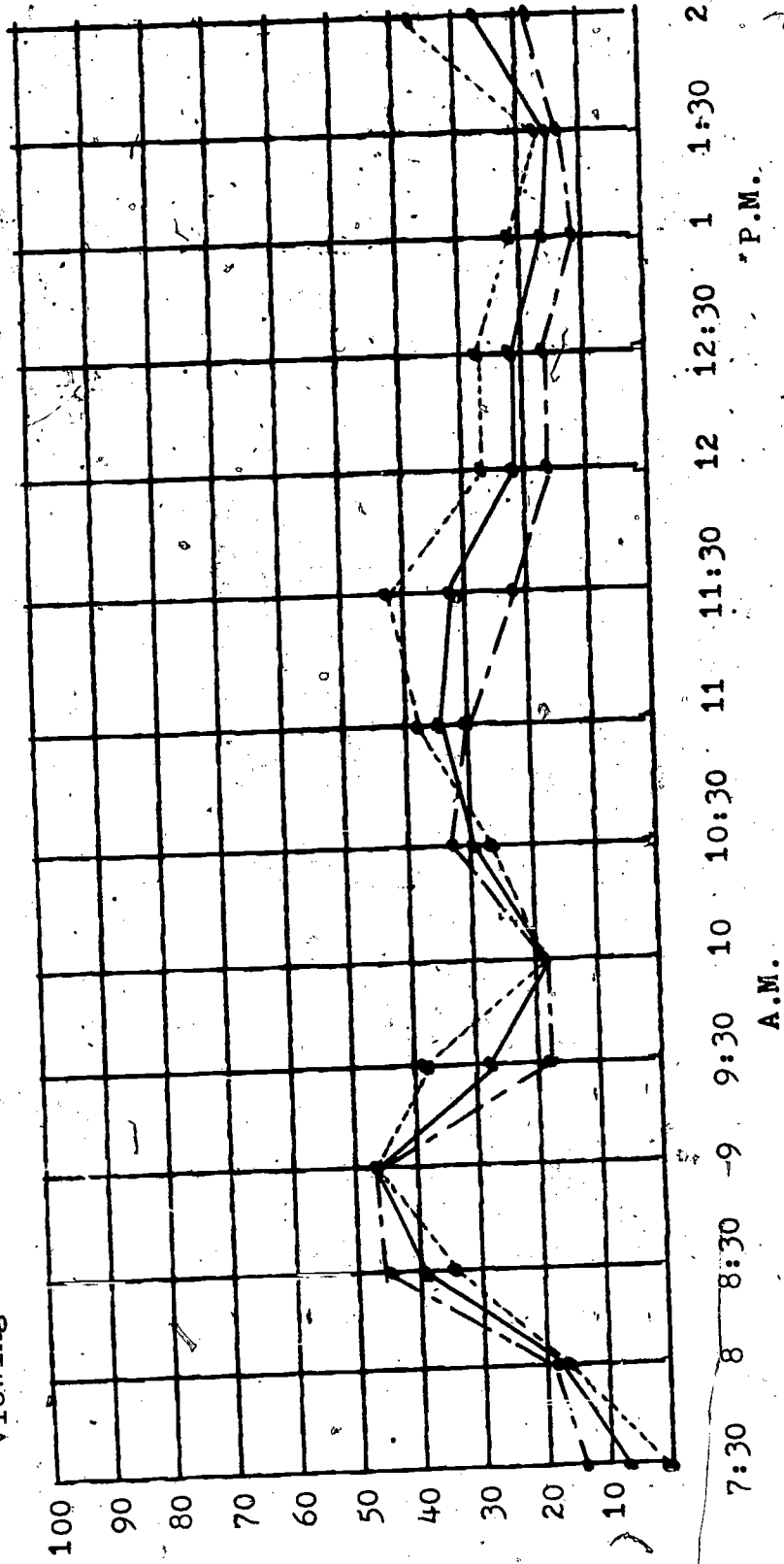
P.M.

- Boys' Viewing
- Girls' Viewing
- _____ Total Viewing

Figure 23. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

Sixth Grade

% of children viewing

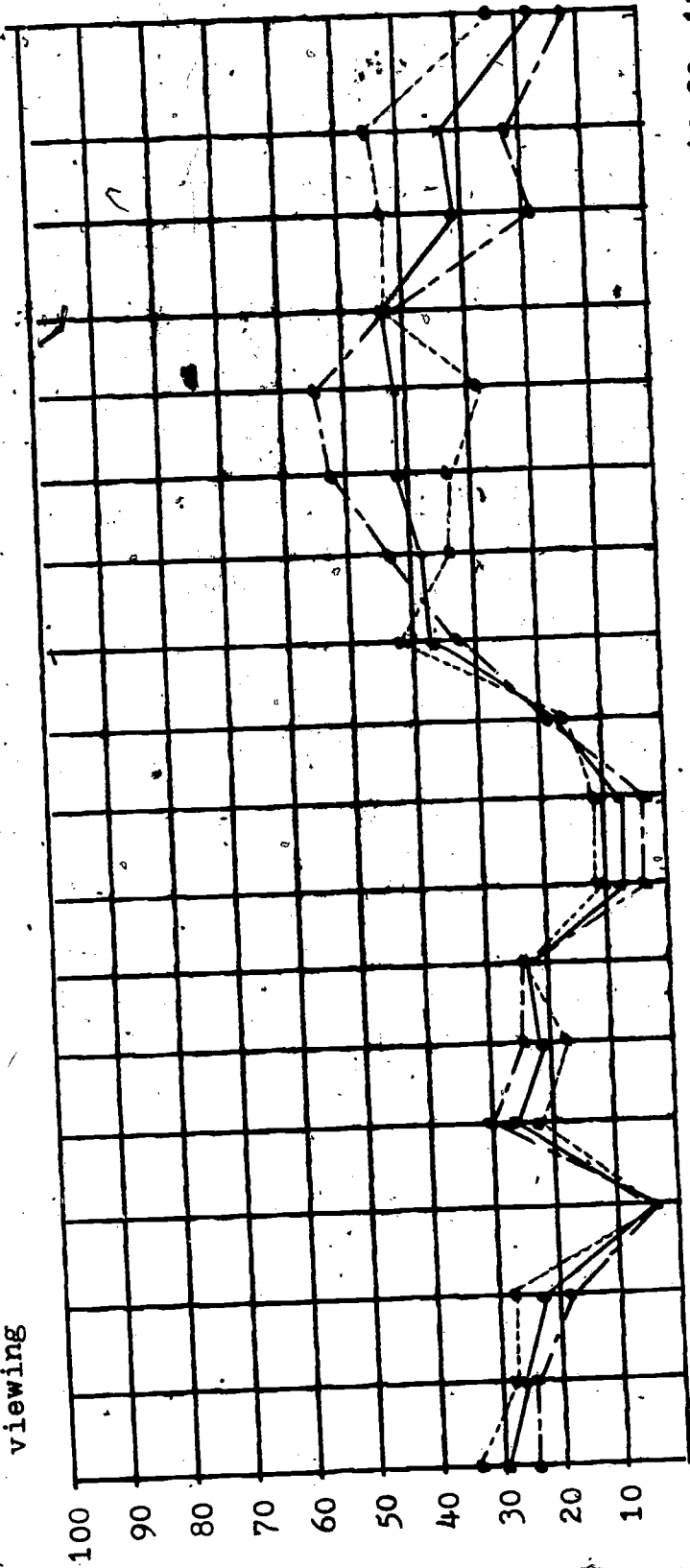


--- Boys' Viewing
 - - - Girls' Viewing
 — Total Viewing

Figure 24. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.
(continued)

Sixth Grade

% of children viewing



P.M.

--- Boys' Viewing
 - - - Girls' Viewing
 ——— Total Viewing

Figure 24. Typical Patterns of Children's Saturday Viewing by Half-hour of the Day.

A P P E N D I X C

?

February 17, 1975

Dear Parents,

Television is a large part of children's lives and consumes much of their time. In a research project done on children and their viewing habits, it was estimated that the average child watches about 1200 hours of television a year. This means that the average child spends one and two-thirds months watching television, a big slice of their lives.

In a graduate course I am taking at Indiana University I am required to research a subject. I find television and the role it plays in a child's life to be very intriguing and plan to use this as my topic. Mrs. Gamble has given me permission to work with the students in grades one through six at Olive Township Elementary School.

On February 20th a questionnaire will be administered to the children asking them about their television habits and their outside interests. So that I may discover the types of programs boys and girls like to watch it will be necessary for them to list the programs they watch for a period of one week. To accomplish this the teacher will hand the child a list of programs which were on television the preceding night. Your child will merely check the programs he watched. There will be no names on the papers, so I would like your child to continue watching the programs he usually watches. This is most important. The classroom teacher will do this for one week, through Wednesday, February 26th. The first list will be filled out on Thursday, February 20th. On Monday, February 24th, it will be necessary for your child to check programs he watched on Friday, Saturday, and Sunday. It might be helpful if he wrote the program titles to help him remember, although it is not necessary.

My study will not be completed until May, at which time I will share some of my findings and results with you. I am sure we'll find the results to be quite interesting. Thanks for your help and cooperation in this project.

Sincerely,

Catherine Jaronik
Catherine Jaronik

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1. What grade are you in at school? Check one.

2nd 3rd 4th 5th 6th

2. Are you a boy or a girl? Check one.

I am a boy. I am a girl.

3. What is your age in years? Check one.

5 yrs. 6 yrs. 7 yrs. 8 yrs. 9 yrs.
 10 yrs. 11 yrs. 12 yrs. 13 yrs. 14 yrs.

How many television sets are there in your house? Check one.

0 1 2 3 4 or more

5. Place a check in front of the room(s) in your house where there is a TV.

living room

dining room

basement

playroom or family room

your bedroom

other bedrooms

kitchen

we have a portable

6. Are there any particular programs you watch almost every day?

yes

no

7. Why do you watch tv? Check the best answer for each statement.

	Most of the time	Sometime	Never
There is nothing else to do.			
I think I can learn something.			
There is a special program.			
TV is already on.			
I watch to put off doing things.			
TV relaxes me.			
I watch more than I intend to.			

8. Are you allowed to watch the TV programs you choose to watch? Check one.

- yes, all the time most of the time
 not very often I never to get to.

9. With whom do you watch TV? Check the best answer for each statement.

	Most of the time	Sometime	Never
My brothers and sisters			
My friends.			
My parents			
My whole family			
By myself			

10. If you had time to see just one television program a week, what program would you most like to see. Write your answer.

11. What three things do you like to do best after school? Put a 1 in the blank in front of the thing you like to do best; a 2 in front of your next favorite and a 3 in front of your third favorite.

- read a book go to club meetings
 listen to the radio go to the movies
 listen to records take a walk
 watch television ride your bicycle
 do house chores play with friends
 work on a hobby do homework

12. If different people in your family want to watch TV who gets to choose what will be on TV? Check the best answer.

- I get to watch what I want most of the time.
 Dad gets to choose the channel most of the time.
 Mom gets to choose the channel most of the time.
 My brothers or sisters choose the channel most of the time.
 We have other ways of deciding.

13. If someone else chooses the program on TV and you don't care for the program what do you do? Check the best answer.

- I usually watch the program anyway.
- I usually leave the room and don't watch the program.
- We don't have the problem because we have enough tvs.

14. Suppose you had to do without all of the following for a long time. Which one would you miss the most? Check one.

- books
- newspapers
- radio
- television
- magazines
- comic books
- movies

15. How many books have you read in the last month?

- 0
- 1
- 2
- 3
- 4 or more

16. How often would you say you read a newspaper?

- every day
- one day a week
- several days a week
- not very often
- never

17. How many magazines have you read something in, in the last month?

- 0
- 1
- 2
- 3
- 4 or more

18. How many hours a night do you spend on homework?

- 0
- 1/2
- 1
- 2
- 3 or more

19. How many comic books have you read in the last month?

- 0
- 1
- 2
- 3
- 4 or more

20. How many times have you gone to the movies in the last month?

- 0
- 1
- 2
- 3
- 4 or more

21. How many hours a day do you listen to the radio?

- 0
- 1
- 2
- 3
- 4 or more

22. What time do you usually go to bed on schoolnights? Write your answer.

Dear Faculty,

This is the list of programs to be administered to the kids tomorrow. Please try to administer them first thing in the morning as I'll be picking them up every morning. You may send them to the office where there will be a box in which to deposit them. The next day's listings will be placed in your mailbox. Please remind the kids of the following:

1. If they watched no TV the preceding night, write NO TV in red letters at the top. (Same if they have no TV)
2. Grade and sex is most important.
3. Circle all programs watched.
4. If they watched a program I did not list (from channels 11, 32, 15 or cable-vision) they will need to write these at the bottom. It will also be necessary for them to write the length of the program.

Example Lassie - ½ hour

I really appreciate your doing this for me. Thanks so very much.

Sincerely,

Cathy Jaronik

Wednesday, February 19, 1975 Grade _____ Boy _____ Girl _____

Circle the programs you watched last night on television.

Match Game	One Life to Live	Dealer's Choice
Liliast, Yoga and You	Banana Splits	Laurel & Hardy
Tattletales	Somerset	Money Maze
Flintstones	Bugs Bunny	Gilligan's Island
Abbott and Costello	Hot Dog	Mickey Mouse Club
Little Rascals	Mister Rogers	I Love Lucy
News	Villa Alegre	Batman
Hogan's Heroes	Electric Company	Nanny & the Professor
Bewitched	Truth or Consequences	Zoom
Rifleman	Andy Griffith	Petticoat Junction
New Price is Right	Book Beat	Green Acres
Hooper-Bloob Highway - Dr. Seuss		That's My Mama
Arabs and Israelis	Really Rosie: Starring the Nutshell Kids	
Honeymooners	Night Gallery	

Sesame Street	Ironside	FBI
Little House on the Prairie		Jerry Kurdys Polka
Santiago's America: Afternoon Children's Special		Doris Day Today
Lucas Tanner	Merv Griffin	Manhunter
Petrolcelli	Get Christie Love!	

Dinah	Mike Douglas	The Virginian
Family Nobody Wanted (Movie)		Johnny Carson
Portrait of Jacqueline Kennedy Onassis		NHL Hockey

Thursday, February 29, 1975

Grade _____ Boy _____ Girl _____

Circle the programs you watched last night on television.

Match Game	One Life to Live	Dealer's Choice
Liliias, Yoga, and You	Laurel and Hardy	Banana Splits
Tattletales	Somerset	Money Maze
Flintstones	Bugs Bunny	Abbett and Costello
Mickey Mouse Club	Li'l Rascals	Gilligan's Island
Mister Rogers.	Villa Allegre	I Love Lucy
News	Batman.	Hogan's Heroès
Electric Company	Nanny & The Professor	Bewitched
Truth or Consequences	ZOOM	Rifleman
Andy Griffith	Petticoat Junction	Treasure Hunt
Dick Van Dyke	Barney Miller	Karen
Honeymooners	Night Gallery	

Sesame Street	Ronanza	Ironside
FBI	The Waltons	Mac Davis.
Hooks Hoosier Spirit	Tom Jones	Archer
Streets of San Francisco	Merv Griffith	Movin'On
Harry-0		

Dinah	Mike Douglas	Pretty Poison (Movie)
The Virginian	Johnny Carson	The Bravados (Movie)
Attack on Terror (Movie)		The Apartment (Movie)
Bullet for Pretty Boy (Movie)		



Friday, February 21, 1975 Grade _____ Boy _____ Girl _____

Circle the programs you watched last night on television.

- | | | |
|-----------------------|-----------------------|-------------------|
| Match Game | One Life to Live | Dealer's Choice |
| Liliias, Yoga and You | Banana Splits | Laurel & Hardy |
| Tattletales | Somerset | Money Maze |
| Flintstones | Bugs Bunny | Abbott & Costello |
| Mickey Mouse Club | Lil Rascals | Gilligan's Island |
| Mister Rogers | I Love Lucy | News |
| Villa Alegre | Batman | Hogan's Heroes |
| Electric Company | Nanny & the Professor | Bewitched |
| Truth or Consequences | Zoom | Rifleman |
| Andy Griffith | Petticoat Junction | Hollywood Squares |
| Dick Van Dyke | Green Acres | Sanford and Son |
| Chico and the Man | Hot L Baltimore | ✓ Odd Couple |
| Night Gallery | | |

-
- | | | |
|---------------------|--------------|------------------|
| Sesame Street | Bonanza | Ironside |
| FBI | Khan | Jacques Cousteau |
| Rockford Files | Merv Griffin | Police Woman |
| Lily Tomlin Special | | |

-
- | | | |
|--|------------------|------------------|
| Dinah | Mike Douglas | The Virginian |
| How to Succeed in Business Without Really Trying | (Movie) | |
| Johnny Carson | Midnight Special | Rock Concert |
| Sunny Side of the Street | (Movie) | Seminole (Movie) |
| Attack on Terror | (Movie) | Ben (Movie) |
| Bullitt | (Movie) | |



Saturday, February 22, 1975 Grade _____ Boy _____ Girl _____
c- cartoon

Circle the program only if you watched the whole show.

- Big Blue Marble My Favorite Martian-c Addams Family-c
- Yogi's Gang-c Funny Men Speed Buggy-c Wheelie-c Bugs Bunny-c
- Jeannie-c Mr. Rogers Emergency Plus, 4-c Hong Kong Phooey -c
- Friends of Man Partridge Family-2200 A.D. -c Lost in Space
- Adventures of Gilligan -c Scooby-Doo-c Devlin-c Shazam
- Sigmund Lassie's Rescue Rangers-c Alaskan Safari (Movie)
- Valley of the Dinosaurs-c Pink Panther-c Super Friends-c
- Hudson Brothers Razzle Dazzle Show Star Trek-c Jetsons-c
- What's the Middle East All About? These Are the Days-c
- Fat Albert-c Imperial Grand Band-c Wanted Dead or Alive
- Charlande Other People, Other Places Treehouse Club
- Zoom Electric Company Tilford's 46 Club Bill Dance Outdoor
- Sportsman's Friend Outdoors with Julius Boros Jabberwocky
- My Friend Flicka Abbott & Costello Friends of Man News
- Bowery Boys Mr. Roy World of Survival Fisherman
- Pop Goes the Country Celebrity Sweepstakes Dad's Army
- Wild Wild World of Animals Candid Camera UFO All in the Family
- Jeffersons Name of the Game M.T. Moore Dragnet
- Bob Newhart Show Night Gallery
- Soul Train Paganini Strikes Again (Movie) Bonanza
- Ironside Lawrence Welk Hee Haw Kung Fu Carol Burnett
- Kod Squad Mission Impossible Sesame Street
- Basketball Pro Bowlers Wide World of Sports Golf
- The Train Robbers (Movie) Hustling (Movie) Will Penny (Movie)
- Curse of the Faceless (Movie) Where Angels Go, Trouble Follows (Movie)
- Up in Arms (Movie) Entertainment Hall of Fame Awards



Sunday, February 23, 1975. Grade _____ Boy _____ Girl _____

Circle the program only if you watched the whole program.

If you watched any programs before 10:00 please write them at the bottom.

- Gamut Goober -c Star Trek Popeye Abbott & Costello
- Face the Nation Make A Wish Laurel & Hardy Cisco Kid
- Championship Fishing Mr. Chips Westward Ho (Movie)
- Of Cabbages and Kings It's Academic Meet the Press
- Lone Ranger Basketball Charlie Chan in Egypt (Movie)
- World of Survival Stand Up and Cheer (Movie) Tennis
- Superstars Northwest Passage (Movie) Li'l Rascals
- CBS Sports Spectacular NHL Hockey Wide World of Sports
- Atlantis, the Lost Continent (Movie) Monroes Golf
- Death Valley Days Rogues 60 Minutes News
- Wait Till Your Father Gets Home Wild Kingdom Let's Make a Deal
- Jim Thomas Outdoors Cher World of Disney Kojak
- Six Million Dollar Man World at War McCloud Mannix
- Fistful of Dollars (Movie) 1975 Automobile Show Lawrence Welk
- Like Around Us Wild Wild World of Animals Audubon Theatre
- N.Y.P.D. Mission: Impossible The Sand Pebbles (Movie)
- Burt Bacharach Chato's Land (Movie) A Star is Born (Movie)
- Big Valley Johnny Carson Father Came Too (Movie)
- That Good Ole Nashville Music World of Country Name of the Game
- Born to Be Bad (Movie)

120

Monday, February 24, 1975 ← Grade _____ Boy _____ Girl _____

Circle the program only if you watched the whole show.

- Match Game One Life to Live Dealer's Choice
- Lillas, Yoga and You Banana Splits Galloping Gourmet
- Tattletales Somerset Money Maze Flintstones
- Bugs Bunny Popeye Gilligan's Island Midday
- Mickey Mouse Club Truth or Consequences Li'l Rascals
- Speed Racer Hister Rogers I Love Lucy Villa Alegre
- Batman News Hogan's Heroes Call It Macaroni
- Electric Company Nanny & The Professor Bewitched
- Zoom Rifleman Andy Griffith Petticoat Junction
- Hollywood Squares Dick Van Dyke Green Acres Maude
- Rhoda Honeymooners Night Gallery
- Bonanza Sesame Street Ironside FBI
- Gunsmoke Smothers Brothers Comedy Hour The Rookies
- Country Music S.W.A.T. Medical Center Caribe
- Dinah I, Monster (Movie) Mike Douglas The Virginian
- The Elevator (Movie) Johnny Carson Wide World Mystery
- The Father (Movie)
- The Wheeler Dealers (Movie) Weather Machine
- Butterflies Are Free (Movie)



Tuesday, February 25, 1975, Grade _____ Boy _____ Girl _____

Circle the program only if you watched the whole show.

- Match Game One Life to Live Dealer's Choice Tattletales
- Lillas, Yoga and You Banana Splits Money Maze Somerset
- Flintstones Bugs Bunny Popeye Gilligan's Island
- Midday Mickey Mouse Club Truth or Consequences
- Lil Rascals Speed Racer Mister Rogers I Love Lucy
- Villa Alegre Batman News Hogan's Heroes Bewitched
- Electric Company Manny and the Professor Zoom Rifleman
- Andy Griffith Petticoat Junction Name That Tune
- Dick Van Dyke Green Acres Good Times Happy Days
- Bobby Goldsboro M*A*S*H Bilko Dragnet Honeymooners
- Night Gallery
- Sesame Street Bonanza Ironside FBI
- Hawaii Five-O Merv Griffin Barnaby Jones
- Police Story Marcus Welby, M.D.
- Dinah Mike Douglas Phantom of the Opera (Movie)
- You Lie So Deep, My Love (Movie) The Virginian Johnny Carson
- Hec Ramsey (Movie) Wing and Prayer (Movie)
- Journey From Darkness (Movie) NHL Hockey Our Man Flint (Movie)
- Wide World Mystery (Movie)

