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The influence of television on vocabulary, concepts and preferences of children in grades one and two.

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

PART I
THE INFLUENCE OF TELEVISION ON VOCABULARY,
CONCEPTS AND PREFERENCES OF CHILDREN
IN GRADES ONE AND TWO
Submitted by
Anna B. Handley
(B.S. in Ed., Keene Teachers College, 1953)

PART II
A STUDY OF TWENTY-FIVE FIRST GRADE CHILDREN'S
PREFERENCES FOR TELEVISION PROGRAMS
Submitted by
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In Partial Fulfillment of the Requirements
For the Degree of Master of Education
1954
BOSTON UNIVERSITY
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PART I

THE INFLUENCE OF TELEVISION ON VOCABULARY,
CONCEPTS AND PREFERENCES OF CHILDREN
IN GRADES ONE AND TWO

Submitted by
Anna B. Handley

(B. S. in Ed., Keene Teachers College, 1953)

In Partial Fulfillment of the Requirements
For the Degree of Master of Education
1954
First Reader: Helen A. Murphy, Professor of Education
Second Reader: B. Alice Crossley, Assistant Professor of Education
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INTRODUCTION
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This is an exploratory group study to determine some of the effects television may be having on the interests, vocabulary, concepts and comprehension of children in grades one and two.

The regular classes of each of the five writers, two first grades and three second grade groups comprise the population. The approximate enrollment of each class is twenty-five and the grouping is purely heterogeneous.

Three aspects of the problem are to be studied:

1. The vocabulary, concepts and comprehension of television programs
2. The vocabulary, concepts and comprehension of television commercials
3. The preferences and their stability for certain television programs

Since the advent of television into the world in New York in 1939, it has developed into an influential and important factor in the lives of adults and children. Paul A. Witty,\(^1\) in his fourth study of its influence upon them, finds that

television is a potent influence which must be recognized. From 1950, when his first study was made, to the spring of 1953 at which time his last survey was made upon a similar population, he found televiewing had increased rather than decreased as predicted among children, their parents and their teachers.

In recent years it has received the blame for many educational problems and has been accused of being the cause of many failures. It has been called an insidious cancer in our culture and has been pointed out as the cause for lack of achievement in school, ill health and the disrupter of a normal home atmosphere.

Many educators recognize the strong influence that television has on children, but no one can give any concrete evidence as to whether it is detrimental or beneficial. Teachers have remarked that children are assimilating into their vocabularies many words from television programs; that children are forming many new concepts, and that their interests are undergoing a change.

Therefore, this study is an attempt to discover some of the results of television viewing on vocabulary and interests of children in grades one and two.
CHAPTER I

SUMMARY OF PREVIOUS RESEARCH
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SUMMARY OF PREVIOUS RESEARCH

Television has invaded the life of the American people with the same swiftness and impact as the atomic bomb and jet propulsion. Although it is not an important instrument of school instruction, its repercussions are definitely being felt in the classroom. Because of the very newness of this, "... most rapidly growing of the mass communications industries," and the difficulties of controlling and channeling it within the confines of true research, the measurement and evaluation of its influence upon education and our children have slowly developed. One review\(^1\) has succinctly presented the state of this medium by reporting: "The literature on educational television, which prior to 1950 was chiefly exhortatory, began to develop some measure of scientific analysis."

However, educators can not ignore the evidence of its rapid growth and the amount of time children spend televiewing.

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In 1951 there were 11,000,000 sets\(^1\) in our country; by 1952 the figure was 16,427,000. In New England, the prime locale of this study, in these same years the number of sets increased from 942,000 to 1,225,000. Data gathered by some of the most reliable research, substantiates the fact that televiewing by children is often equal to the school week in time.

It is only logical that from the early research beginnings of commercial investigators who were interested only in the rise and fall of video sales, educators should, of necessity, assume some responsibility in this field. Furthermore, the trend is to fathom the "whys" and "effects". Adkins\(^2\) has advised that:

"In the past, research on children's programs has been chiefly along the lines of 'how much do children listen' and 'to what programs'. New researchers, educators and parents want to know why children listen to certain radio and television shows and what effects these listening experiences are having on the children."

As one reviews the research in television then, the rapidity of its growth, the difficulty of molding this elusive medium to accepted patterns of research, and the slowness of educators to respond to its great impact must be realized. It is beginning to crystallize as a new power, to be thought-

\(^1\) John Kieran (Editor), "TV Sets in the U.S.", Information Please Almanac, Macmillan Company, 1953, p. 179.

\(^2\) Gale R. Adkins, "Television and Our Children", The Institute for Education by Radio and TV, Twenty-first Yearbook, Columbus, Ohio, 1951, p. 218.
fully approached on education's horizon. This study is to further in a small way the knowledge of television's effects upon children. The research lends itself to the following topics:

1. General opinions and conclusions based on little research as to the good and evil of television upon education and our children.
2. Opinions of it founded upon surveys made among children, parents and teachers.
3. The effects of televiewing upon children's habits, interests, reading and outside activities.
4. The main area of research, comprising the most lengthy and scientific analysis of viewing time and program preferences.
5. The resulting consequences of television in relation to school achievement, work habits and maturity of televiewing children.
6. And lastly, how this extraordinary wonder of science can be harnessed to further education and to develop our children.

Gould,\(^1\) radio and television editor of the *New York Times* made one of the cursory surveys among educators to determine their opinions on the benefits of televiewing to children.

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More than one hundred correspondents gathered nationwide data. Many felt an improvement in the vocabulary of primary grades would occur, and a general widening of the world and a knowledge of people, for all pupils. He found psychiatrists and experts in child study divided in their ideas about video's harm, but all agreed there must be some parental control. One member of New Hampshire's State Department of Education, research division, found the first effects, such as loss of sleep and homework to be adverse. These were counteracted by greater interests in class subjects, such as current events, music, art and drama. His opinion reflects the trend of many others with the hope that the school and parental guidance will overcome the excessive and indiscriminate viewing among children whom they have encountered.

Dunham and Lowdermilk\(^1\) have issued these statements:

"Television presents a new, flexible and inexpensive means of illustrating a lesson. At television's best, things are actually happening when we see and hear them. It is living, vital experience containing all the elements of human suspense and possibility of error as well as achievement. Radio (or sound alone) possesses the ability to (1) attract and hold interest, (2) stimulate the imagination, and (3) aid in the retention of factual material; that is, thought cast into sound. Let us see what happens when sight is added. It still attracts and holds interest; however, the second factor, the imagination is often diminished because greater detail has been added; but the third factor, retention of material, has been increased since a more forceful impression has been made on the mind."

"Most funds (for educational television) are coming from a community source and this is interesting since it proves an awareness of the impact it is making not only on themselves but also on the children in their homes. It is a medium the public wants reckoning with. Past experience has shown this to be the only medium of communication to arouse the public in such a way."1

"For the most part, however, this widespread public support for the use of television in the schools is probably an outgrowth of the exceptionally high appeal it appears to hold for young listeners.

The appeal to youngsters is bound up in television in what they call the experience of eyewitness, of the moment reality.

Only television can bring a sense of 'nowness' to a child and reinforce his lack of experience, vocabulary, concepts with true, living, vital pictures that enhance the learning process.

They call it a mass communications medium peculiarly suited to the full perceptive capacities and limitations of young people."2

Strang3 gives no glowing superlatives to television. She remarks:

"Very little is known about what is actually communicated by different media. A few studies have been made of what children remember from the movies. F. E. Vernon recently investigated what people got out of British educational broadcasts. The results were discouraging; they indicated that few ideas were gained, and that fewer still were accurately remembered. The results plainly

1 Franklin Dunham and Ronald Lowdermilk, op. cit., p. 5.
2 Ibid., pp. 2-4.
3 Ruth Strang, "Reading in This Age of Television, Radio and Motion Pictures", Claremont College Reading Conference, Sixteenth Yearbook, 1951, Claremont College Curriculum Laboratory, Claremont, California, pp. 22-27.
showed the importance of making connections with the listener's personal interests.

Each medium of communication has a special contribution to make. Television, radio and motion pictures may build a background of experiences and oral language which is basic to the comprehension of printed materials."

Strang,¹ although conceding that television may, depending upon the quality of programs viewed, serve as an experience background necessary to building a reading vocabulary, believes it could also prove disastrous to intermediate grades if viewing became excessive. She still feels reading itself is a vast source of vocabulary building.

Smythe,² like Strang, looks upon television with some reservation when he remarks: "It will have a powerful but as yet not precisely predictable effects on the behavior, attitudes and personalities of the American people, particularly children."

Young³ also has mixed feelings about this new medium. He decries:

"Of all the recent inventions that have broken the barricade of the classroom, it is my opinion that television is the most powerful, and will prove the most useful.

₁ Ruth Strang, op. cit., p. 22.
It is problem enough to teach drops of learning to seventh graders who spill over with Superman's energy; but it is more of a problem to combat a lack of sleep and a lack of thrills and excitement found in commas and nouns simply because these reflect nothing of the life observed on television.

England, too, is keeping a wary look upon this new medium. Birmingham University\(^1\) conducted a very small survey, the first of its kind in England, among five hundred boys and girls of fifteen to eighteen years of age. Only a little more than half responded to the questionnaires, but its major conclusion was that television "... has a considerable positive impact upon our adolescent population capable of countering many of our social evils such as juvenile delinquency." The worse effect was excessive viewing.

It is interesting to observe that children, themselves, parents and teachers have been considered important enough to interview and their opinions have been sought in several studies. Early in 1949 Rehage\(^2\) reported that parents were not aware of "watching" habits of children. He found kindergarteners and older groups watching "Texaco Star Theatre" and enjoying it as a favorite. This program, of course, was even then, a rather late show for younger groups. However, in 1949


television had not the impact of later years and perhaps the novelty of it had overshadowed discretion.

Not so in Southern California by 1950: A group of irate parents made a one week survey of "crime and violence" on television between six and nine o'clock each evening. These are "heavy viewing" hours for children. The following tallies were made:

1. ninety-one murders
2. ten thefts
3. seven stage robberies
4. four burglaries
5. three kidnappings
6. two arson cases
7. two jail breaks
8. two suicides
9. one murder by explosion
10. one blackmail

They found assault and battery, drunkenness, brawls, saloons, crooked sheriffs, judges and juries too numerous to record.

Mrs. Logan is president of "The Southern California Association for Better Radio and Television". They have aspired to improve the state of this latter medium by sending

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1 Clara S. Logan, "What Our Children See", Education On The Air, Twentieth Yearbook of the Institute for Education by Radio, 1950, Columbus, Ohio, pp. 170-175.
copies of the above tabulations to local stations and the Federal Communications Commission. This organization, although composed of parents, feels it can not assume the whole responsibility; but they were interested enough to conduct this rather crude survey at a time when there was much ado but little done by educators about television. Several months later it was repeated, but little improvement was shown. As one highly placed producer is quoted, he reveals the general opinion of the industry:

"Time is money, as you know, and your large advertiser who sponsors money getters such as westerns, murders, etc., will not change their advertising until they are forced to by public opinion." 1

Here is a rare occasion in American life. Parents troubled enough to enter, rather faultily, into the truth of an influence they fear for their children. So great do they feel this impact of television, that a television and radio guide is published by them, annual awards for fine family programs are presented and strong protests against poor ones are made.

Witty 2 has included parents, teachers and children in his extensive study of this medium. Although his first study was made in 1950, he concluded that television was still the favorite outside activity of the children he surveyed again in 1953.

1 Clara Logan, op. cit., p. 174.

In 1950 he chose two thousand one hundred elementary school children of Evanston, Illinois as his population. Through questionnaires he found:

1. Seventy per cent of the children did feel it helped with school work.
2. Thirty per cent believed it did not help.
3. Fifty-five per cent of television owning parents approved of the children's programs.
4. Twenty-five per cent approved of only some.
5. Non-owners, comprising only sixteen per cent of the population approved of children's programs.
6. Parents liked the educational and entertainment values of television.
7. They disapproved of the violence, overstimulation and predominance of cowboys in children's programs.
8. At this time, they disapproved of the excessive viewing, less reading and studying which were developing. These were grade school parents.
9. One half of all the teachers interviewed attributed tiredness, disinterest and irritability to excessive viewing and stimulating programs.
10. Forty-eight per cent of the teachers disapproved of television.¹

11. Twenty-five per cent felt it needed improvement.\footnote{Paul Witty, op. cit., p. 202.}

Witty\footnote{Ibid., p. 204.} found kindergarten parents much happier in their responses:

1. It keeps their children safe at home.
2. It relaxes them at difficult times, i.e., before meals.
3. It stimulates thought and imagination.

In 1951 and 1952\footnote{Paul Witty, "Children's Reactions to TV", op. cit., p. 445.} he again repeated this study using the same locale and similar population. Some high-school students were included in the 1952 study. He again found similar parental and teacher reactions as the previous year but not with the same frequency. He was becoming convinced that television had a stronger appeal for children and youth than any other form of entertainment.

Again in 1953, Witty\footnote{Ibid., p. 450.} repeated his study using the same area and similar population of his former studies. Primary grades up through senior high school were included. He found that:

\begin{enumerate}
\item Ibid., p. 204.
\item Paul Witty, "Children's Reactions to TV", op. cit., p. 445.
\item Ibid., p. 450.
\end{enumerate}
1. Twenty-eight per cent of the parents and thirty per cent of the teachers found an increase in nervousness, lack of outdoor and out-of-home recreation, and disinterest in school, especially reading.

2. Teachers rarely looked at children's programs.

3. Ding Dong School was their choice of an excellent educational program.

The Crosley Broadcasting Corporation considered this topic of enough importance to grant Xavier University enough money to conduct an intensive study of television. One aim was to discover if controlled televiewers achieved better school work than uncontrolled ones. A parental control questionnaire was included. Although the results proved negative, the role of the parent was considered an important aspect of this study. It portends a new and necessary (though difficult to control) factor to measure and consider.

Meiklejohn surveyed three hundred fourteen pupils of seventh, eighth and ninth grades to determine their opinions of television. Forty-two teachers and their principals were included and the parents of the children were also included.

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The following is a summarization of the study:

1. Leisure time activities according to these children have not been affected by television.
2. Forty-seven per cent of the boys and forty-eight per cent of the girls felt television helped with home work.
3. Sixty and seven tenths per cent found no interference with home work.
4. Forty and three tenths per cent declared television interfered with home work.
5. A majority of the parents did not believe it hindered home work.
6. About sixty-six per cent of the children read the same amount, twenty-three per cent read less and nine and nine tenths per cent are reading more.
7. Most of these students plan their work before television, which is done in their own homes.
8. Most parents do not believe their children are viewing excessively.
9. The following problems were listed by parents as resulting from television in the home:
   a. disobedience
   b. failure to do homework without duress
   c. neglect of friends and chores
   d. lateness for bed and meals
10. Only four per cent disapproved of television.
11. Teachers' responses were:
   a. Thirty-seven and five tenths per cent (37.5%) observed less reading.
   b. Thirty-one and five tenths per cent (31.5%) felt a lack of evidence.
   c. Twenty-five per cent (25%) saw no difference.
   d. Six and two tenths per cent (6.2%) marked an increase in reading.
   e. Sixty-eight and eight tenths per cent (68.8%) felt television helps homework.
   f. Eighteen and seven tenths per cent (18.7%) did think it helped very often.
   g. Twelve and five tenths per cent (12.5%) saw no help at all.

12. Meiklejohn's main point was that educators recognize television as a great force—if used properly.

Gessleman1 made an intensive study of sixty third graders covering several aspects of television. In regard to the children's opinion of it she says, "All children expressed a deep approval and thrill to TV." However, parents seem to react in a similar manner wherever they are interviewed. She reports, out of her sixty-seven questionnaire, sixty were

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1. The parents disapprove of the violence, crime, brutal sports, westerns and mysteries on children's programs.
2. Excessive viewing is noted.
3. Poor choice of programs are lamented.
4. Parental control must be developed and worked out in the home with the children as any other problem is solved.

One tenth grade teacher\(^2\) braved the field by asking for frank opinions from her students on this subject. Some were typical and enlightening:

"'Television is a big temptation over a book.'

'When we get our television set, I doubt that I'll ever read, because I think a television story will be more interesting because it gives a better background to the event. So, therefore, I choose television.'

'On the topic of reading books, I must admit, that since television invaded our home, I do not read as many as I used to.'\(^3\)

One of the most objectional feelings about the televiewing child is that he is losing other valuable interests such as radio, clubs, friends, hobbies, reading and out-door play.

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2 Freda Saperstein and Helen Harvey, "Reading, Writing and Television", *Clearing House* (September, 1951), 26:526-529.
3 Ibid., pp. 526-527.
McGinnis\textsuperscript{1} studied the first choices of two thousand one hundred eighty-two children in grades three to eight and discovered:

1. Television, chosen by sixty per cent, ranked first.
2. Books were selected by eighteen per cent.
3. Movies were selected by twelve per cent.
4. Six per cent voted for radio.
5. Four per cent approved of comics.

Brumbaugh's\textsuperscript{2} study of preferences of three hundred seventy-five children from seven to eleven, showed a similar pattern:

1. Television was preferred by one hundred sixty-eight.
2. Books were the choice of one hundred thirty-five.
3. Movies were liked by thirty-seven.
4. Twenty voted for radio.
5. Comics were chosen by fifteen.

Maccomby\textsuperscript{3} interviewed three hundred twenty-two mothers of school children in Cambridge, Massachusetts, between the ages of four and seventeen. Activity records were obtained for six hundred


\textsuperscript{2} Dorothy Barclay, "Comic Books and Television", New York Times (March 5, 1950), 6:43.

twenty-two children. It was interesting to note that television was manifesting itself in these ways:

1. Children, according to mothers, watched alone, in their own homes.

2. Meals were being served by one sixth of parents as viewing was being done. One half of them did this occasionally.

3. These parents maintain that video time is not an extra activity but is supplanting radio, movies, reading and play time.

4. They admitted it was a great help in taking care of their families, quieting them, a very good "pacifier".

Harman¹ has expressed the inability of anyone to view excessively and still maintain many outside activities. He believes that:

"The children aged six through fourteen is the group that sacrifices a large portion of their leisure time to television. Within this group there is not yet developed major habits of sound recreational value. Radio has in the past filled the extra time of many youngsters but never placed the demand upon them that television has. An activity which involves both listening and seeing does not lend itself to outside interests."²


² Ibid., p. 128.
Witty\(^1\) declares his data indicates that television has replaced radio for many children and movie attendance has dropped.

The findings of Feeney\(^2\) and others on leisure time activities show no great cause for alarm. A group of six hundred ten sixth graders from Medford, Massachusetts, comprised the population. No significant differences were found in the reading habits of the viewers and non-viewers. Viewers tended to read about those things seen on television. Constant viewers engaged in participating activities more often than non-viewers, but they also engaged in more spectator activities.

Reading versus television as a past time is of prime importance to most educators. Maz\(^3\) after summarizing seven hundred twenty-one questionnaires from high-school students and one thousand two hundred twenty-four questionnaires from their parents and guardians reflects: "Comparatively few read

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1 Paul Witty, "Children's Interests in Comics, Radio, Motion Pictures and TV", *Educational Administration and Supervision* (March, 1952), 38:137-142.


serious material, a few more will hear it by radio, but the largest potential audience is there waiting to be served by educational television."¹

Wells,² is more hopeful. After reviewing a study previously made on television versus reading by Batten, Barton, Durstine and Osborn, Inc. involving five thousand six hundred thirty-seven urban homes in which the percentage of reading favored non-relevision homes, it was decided to conduct one on one hundred fifty-eight fifth and sixth grade children. The aim was to determine the effects of television upon voluntary reading. The authors were happy to find that radio time is being supplanted by it and not reading. Although the children's free, leisure time reading was not ideal, they do not foresee any continued detrimental effects from televiewing.

Gessleman³ included many more aspects in her study along with reading. In surveying her sixty third grade pupils she concluded many things along with reading:

¹ Veronica Maz, op. cit., p. 409.
1. The non-TV group went to bed earlier.

2. No great differences were manifest in play hours, eating habits, or health.

3. Children learned to sew, knit, cook, build things and start hobbies from television.

4. Some coaxed parents to buy advertised products; almost as many did not. Here are things wished for because of commercials:
   a. bicycles
   b. Canada Dry Gingerale
   c. Cheerios
   d. football
   e. Story Princess Book
   f. magic mask
   g. rocket rings
   h. ranger costume
   i. puppets
   j. Red Goose Shoes

5. The television group read 2.2 books each week.

6. The non-TV group read 2.36 books per week.

7. Televiewers listened to radio and attended movies less.

8. Non-TV viewers seemed to attend concerts and athletic games.

9. Non-TV viewers had more hobbies and were more stable emotionally.
The author's major conclusion was that television was not adversely affecting her chosen population as far as reading, but might be reflected in other aspects of their life.

Brumbaugh\(^1\) was highly interested in interviewing a very bright kindergarten group who were nearly ready to read. When the author asked the kinds of books they might prefer it was astounding. Babies, pets, homes, families, etc., which were once standard choices for this age gave way to:

1. Rocket ships
2. Daniel Boone
3. Circus life
4. Cowboys
5. Indians

They told the author they saw them on television and wanted to read about them. The study was extended to two first grades who with the help of their teachers wrote their choices of books. Here are some:

1. Adventure
2. Alexander Graham Bell
3. Astronomy
4. Detectives and G-men
5. Discoveries
6. Double Deckers and Trolley Busses

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1 Florence Brumbaugh, "What Young Televiewers Are Interested In Reading", *Instructor* (March, 1952), 61:36.
When asked if they would like books about television people, they were elated. The author of this small and cursory research feels it shows a need to change materials in our beginning basic readers. In fact, it reflects a need to review our basic philosophy of young children in relation to the world about them. Has television obscured Mother, Father, Baby, Dick, and Jane?

One might well pause and reflect upon the research to this point. That it proves our children are looking and wanting to teleview; that television is a tremendous enough force to arouse parental interest; and that educators as a group are still moving rather slowly and reluctantly in the field, seems obvious. That much of the data has been gathered through survey-questionnaires should also be recalled when reflecting upon it.
As one approaches the program preferences and time element of television viewing, a stability of measurement becomes more apparent. Most research ascertains that the viewing among children, of younger years especially, is heavy and choices of programs in different populations bear a similar trend.

Cunningham and Walsh, Inc.,\(^1\) have made yearly surveys in Videotown (New Brunswick, New Jersey) since 1948. Although their primary purposes were for commercial interests, valuable information was acquired:

1. Nine out of ten sets are tuned in regularly each evening from five o'clock until bed time.
2. This gives each listening family (now 50 per cent of the population) about four and one half hours of viewing.
3. Three out of four children are viewing each evening in the televiewing family.
4. From Monday through Friday children under ten view eight and one half hours per week. Saturday and Sunday, their excessive viewing days are not included here.

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5. Children from ten to eighteen years of age watch an average of eleven and seven tenths hours per week exclusive of Saturday and Sunday.

One very significant trend is noted in the following statement: "The non-owner family is low in number of children who supply a strong urge to buy . . . ."¹

Witty² concluded in 1953 that television was still the favorite leisure activity of the similar population he had used in previous studies of '50, '51, and '52. Televiewing had also increased.

Elementary school children of Evanston, Illinois, comprised his population (2100). Forty-three per cent had video sets. From this study of 1950 he advised:

1. Average televiewing in video homes numbered three hours daily.

2. In non-video homes it was one and one half hours.

This survey was repeated in 1951, but viewing time had dropped slightly. From three hours in video homes it had changed to two and three quarter hours.

Again in 1952 a similar population and locale was used by Witty, but with the addition of high school students. He ascertained:

¹ Cunningham and Walsh, op. cit., p. 32.
² Paul Witty, "Children's Reaction to TV", op. cit., pp. 444-448.
1. Elementary pupils viewed twenty-three hours per week.
2. High school students viewed fourteen hours per week.

The following table summarized his data for 1953 when his last study on this same group was made:

Table 1. Time Devoted To Television In 1953

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<td>Pupils (Grades 1-5)</td>
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<td>Pupils (Grades 6-8)</td>
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<td>Students (High School)</td>
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<td>Parents</td>
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<td>Teachers</td>
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Michelini's study of 333 pupils revealed:

1. One hundred per cent of the boys view television at some time as do ninety-eight and seven tenths per cent of the girls.
2. As for ownership, sixty-nine per cent of the boys and seventy-five per cent of the girls teleview in their own homes.

1 Paul Witty, "Children's Reactions to TV", op. cit., p. 445.
3. Late afternoon and early evening are the most popular hours.

Lewis' corroborates excessive viewing but finds the novelty factor entering into it, decreasing the watching as it dissipates. In studying girls and boys from nine to eighteen he found:

1. In May, 1949, average televiewing hours were twenty-three and one half hours per week.

2. By June of 1950 viewing hours increased to twenty-five and a quarter.

3. In May of 1950 they declined to nineteen and a quarter hours.

4. By January of 1951, they were sixteen and a quarter hours.

Butterfield' verifies this heavy viewing also. Of five hundred fifty-one children, ninety-six per cent watched television almost thirty-six hours per week. Boys and girls had little variations in time, nor did she find the newness of a set affecting the time element.


Seagoel discovered that in her population of three hundred twenty-three kindergarten and primary pupils, they averaged one movie every two weeks, an hour of daily radio listening, and two hours of televiewing.

Young found Junior High students televiewing from one and a half to five and a quarter hours per day.

Rosenberg and De Nicola compiled the following from 1,839 questionnaires sent to the homes of pupils from nine to eighteen years:

1. Children viewed 3.54 hours each day.
2. The novelty factor does exist.
3. The older the child, the less viewing.
4. A sex factor was found.
   a. Boys (9-12) 27.07 hours per week
   b. Boys (13-18) 16.74 hours per week
   c. Girls (9-12) 21.45 hours per week
   d. Girls (13-18) 20.10 hours per week

Such an excessive viewing is no surprise when one realizes


as Fogler\(^1\) did that television was the first choice of 1206 children from kindergarten to grade eight who were asked: "If I could choose only one, it would be (books, comics, movies, radio, television) because __________."\(^2\) At this time the westerns were the deciding factor and "real live" actors. Also they felt television was providing them with programs they could really call their own, keyed to them and directly made a part of them.

In all this vastness of time what was intriguing them? Fogler\(^3\) found that the following were liked by the younger children:

1. Howdy Doody
2. Junior Frolics
3. Lucky Fup
4. Captain Video
5. Milton Berle

As the youngsters reached about eleven, the usual items of westerns, puppets, and comedies were being enriched by an

---

1 Sigmund Fogler, "Prometheus or Frankenstein", *Journal of Educational Psychology*, (November, 1950), 24:154-166.
2 Ibid., p. 155.
3 Ibid., p. 160.
interest in scientific, sport and educational type programs. The girls began to like murder stories, quiz games and musical shows. As the child developed in age he carried over some of the previous programs but more educational fare along with wrestling and boxing.

Fogler\textsuperscript{1} also did another study to determine children's interests prior to developing a school TV guide. The following resulted:

1. Grades I-II
   a. puppet shows
   b. cowboys
   c. harmless mysteries
   d. family-life situations

2. Grades III-IV
   a. rockets and space presentations
   b. variety shows
   c. mysteries and detective stories

3. Grades V-VI
   a. the above and
   b. science
   c. feats of skill

4. Grades VII-VIII
   a. sporting events
   b. news
   c. quizzes
   d. film features

Butterfield\(^1\) discovered her fourth grade population were intrigued by:

1. Howdy Doody
2. Milton Berle
3. Small Fry
4. Lone Ranger
5. Hopalong Cassidy

Girls are more apt to choose puppet or funny shows while boys like sports or cowboys.

Sprowl\(^2\) summarized her findings thus:

<table>
<thead>
<tr>
<th>Order of Preference of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Variety</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>News</td>
</tr>
<tr>
<td>Music</td>
</tr>
</tbody>
</table>

She also concluded that:\(^3\)

---

3 Ibid., p. 41.
1. The Lone Ranger was the favorite.
2. Girls and boys like about the same programs.
3. Ninety-six per cent like films.
4. Real action is enjoyed by seventy-four per cent.
5. News is received by thirty-one per cent through television.

One of the most recent preference tabulations has been presented by Witty\(^1\) in his 1953 survey of Illinois school children. The following are the elementary school results:

Table 2. Favorite Television Programs of Pupils in Elementary Schools

<table>
<thead>
<tr>
<th>Chicago grades 1-5</th>
<th>Evanston grades 1-6</th>
<th>Winnetka grades 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
</tr>
<tr>
<td>1 I Love Lucy</td>
<td>I Love Lucy</td>
<td>I Love Lucy</td>
</tr>
<tr>
<td>2 Superman</td>
<td>Superman</td>
<td>Superman</td>
</tr>
<tr>
<td>3 Red Buttons</td>
<td>Red Buttons</td>
<td>Mr. Peepers</td>
</tr>
<tr>
<td>4 Roy Rogers</td>
<td>My Little Margie</td>
<td>Lone Ranger</td>
</tr>
<tr>
<td>5 Dragnet</td>
<td>Roy Rogers</td>
<td>Dragnet</td>
</tr>
<tr>
<td>6 My Little Margie</td>
<td>Laurel and Hardy Films</td>
<td>The Nelsons</td>
</tr>
<tr>
<td>7 Captain Video</td>
<td>Our Miss Brooks</td>
<td>Colgate Comedy Hour</td>
</tr>
<tr>
<td>8 Our Miss Brooks</td>
<td>Dragnet</td>
<td>Ramar of the Jungle</td>
</tr>
<tr>
<td>9 Mr. and Mrs. North</td>
<td>Lone Ranger</td>
<td>Mr. &amp; Mrs. North</td>
</tr>
<tr>
<td>10 Mr. Wizard</td>
<td>The Nelsons</td>
<td>You Asked For It</td>
</tr>
</tbody>
</table>

---


2 Ibid., p. 446.
Junior and senior high school choices were also recorded.¹

Table 3. Favorite Programs of Pupils in Grades VI, VII and VIII

<table>
<thead>
<tr>
<th>Chicago</th>
<th>Winnetka</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>1 I Love Lucy</td>
<td>I Love Lucy</td>
</tr>
<tr>
<td>2 Dragnet</td>
<td>Dragnet</td>
</tr>
<tr>
<td>3 My Little Margie</td>
<td>Mr. Peepers</td>
</tr>
<tr>
<td>4 Mr. Peepers</td>
<td>My Little Margie</td>
</tr>
<tr>
<td>5 Red Buttons</td>
<td>Colgate Comedy Hour</td>
</tr>
<tr>
<td>6 Colgate Comedy Hour</td>
<td>Victory At Sea</td>
</tr>
<tr>
<td>7 You Asked For It</td>
<td>You Asked For It</td>
</tr>
<tr>
<td>8 Victory At Sea</td>
<td>You Are There</td>
</tr>
<tr>
<td>9 You Are There</td>
<td>My Hero</td>
</tr>
<tr>
<td>10 The Nelsons</td>
<td>The Nelsons</td>
</tr>
</tbody>
</table>

Listed below are the favorite television programs of the high school students:

1. I Love Lucy
2. Dragnet
3. Colgate Comedy Hour
4. Arthur Godfrey
5. Red Buttons
6. Toast of the Town
7. My Little Margie
8. Victory At Sea
9. Jackie Gleason
10. What's My Line

¹ Paul Witty, op. cit., p. 447.
Witty also tabulated those types of programs the pupils would like to see more frequently.

Table 8. Television Programs Pupils Would Like Added or Increased

<table>
<thead>
<tr>
<th>Grades 1-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Comedy</td>
<td>Comedy</td>
<td>Comedy</td>
</tr>
<tr>
<td>2 Cartoons</td>
<td>Mysteries</td>
<td>Drama, Plays</td>
</tr>
<tr>
<td>3 Science Programs</td>
<td>Special Events</td>
<td>Popular Music</td>
</tr>
<tr>
<td>4 Educational Programs</td>
<td>New Movies</td>
<td>Classical Music</td>
</tr>
<tr>
<td>5 Mysteries</td>
<td>Sports</td>
<td>New Movies</td>
</tr>
</tbody>
</table>

His data is interesting since it concludes that children at least are being discriminatory to the point of having a favorite and desiring some change in the programming. And as they go on enjoying it and shock their elders statistically with numerically heavy hours of viewing, these same elders ponder the serious thought of how television may be affecting school achievement.

Xavier University has devoted a very detailed study to this problem. They wished to learn:

1 Paul Witty, *op. cit.*, p. 449.
2 Xavier University, *op. cit.*, pp. 1-11.
3 Ibid., pp. 4-7.
1. How does the achievement of children with television compare with those without television?

2. Do those who have video sets do better with parental control than without it?

One group consisted of five hundred forty-four sixth graders in public schools of Cincinnati, Ohio, and four hundred fifty-four seventh graders from parochial schools. In both studies no significant difference in the achievement of the television group and the non-television group was shown. No significant difference was found in the television group's achievement when parental control was considered. However, on an individual basis this reservation was sounded: (1) poor televiewing habits, (2) lower IQ's, (3) lower parental control and (4) lower achievement are found in the same child.

The authors of this study concluded:

"The findings of the investigation do not lend strong support to any thesis concerning either a beneficial or a detrimental effect upon school achievement as far as television is concerned."1

Azzone's2 study of two hundred pupils from Chelsea, Massachusetts, also substantiates this conclusion. No adverse

1 Xavier University, op. cit., p. 7.

effects were realized after an eight weeks study of achievement before and after the acquisition of a television set.

In the field of reading, there is a strong feeling that television should supply an enrichment of vocabulary, but no current research has been carried on, so far, to determine this. One of the aims of this present study is to accomplish this on a small scale. Many opinions have been accrued on this topic through survey questionnaires, but no definite conclusions can be made. Gessleman¹ found that the reading scores of a television group and a non-television group showed a negligible difference of only .8.

Tarbet² found a slight improvement in current events, and a significant difference on test scores between viewers and non-viewers in favor of televiewers. In this field of social attitudes, current events, and understandings of the world and its people, television has a wonderful teaching opportunity.

Incampo³ attempted to evaluate the social values developed through television programs. A survey of two hundred forty-

¹ Daisy Gessleman, op. cit., p. 386.
² Donald Tarbet, "TV Watching, Help or Hindrance", Clearing House (April, 1953), 27:489, 491.
nine seventh grade pupils was made to determine the six most frequently televiewed programs. Then, a list of questions of social significance was devised. They were grouped under suitable social problems. For nine weeks these programs were edited, and any remarks, actions, or inferences of social import were recorded. The following were found:

1. Home life was ascertained as being presented in a healthy, secure and happy portrayal.

2. The role of the bewildered father was overdone, and fear of fostering this hapless idea into reality was expressed.

3. The criminal in society against the private investigator and police, rather than his glorification is presented.

4. Brotherhood is greatly enhanced.

5. Teen-agers and their problems were well presented.

Besides these mental, emotional and social effects of television, there is the physical aspect of televiewing children to be considered. So far, loss of sleep, poor eating habits, fatigue, restlessness and inattention have been recorded in surveys through questionnaires. No definite research had been done, beyond observation of parents, teachers and children, themselves.

However, in regard to television and eyes, there is some evidence from ophthalmologists that many televiewers complain
of pains in their eyes. This is due to improper distance and a lack of clarity and steadiness of the picture. Rones declares: "It is not the eyes that are damaged by television, but rather that television is demanding more accurate use of the eyes and therefore the correction of small errors to promote their comfort."

No educator could deny the great impact of television after reviewing the above research and observing the growth of this medium about him. Few rooftops seem to lack its myriad and weird shaped antennae, which are becoming so common even in the illustrations, lately, of children's books. That the research is based most often on one of the weaker instruments of true research, survey-questionnaires, is granted. Even so its evidence is enough to require all educators to become attuned to it. Helmick in a survey of seven hundred educators in Ohio found that they were most anxious to utilize it as a supplement to current events, the arts, natural and social sciences. He recommends:

1. A television council of industry, schools, teachers, parents and pupils.

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2 Freda Hennock, "What Are We Waiting For", The Education Digest (May, 1951), 16:10.
2. Experimentation with television in the schools.
3. Fooling and televising of educational movies.
4. Research on sources of income to promote educational programs.

Hennock\(^1\) herself warns, "The American public wants better programs and is ready to look and listen to them. Educators--move in."

Walker\(^2\) has called it "education's fabulous inheritance."
The Federal Communications Commission has set aside two hundred forty-two stations for its use. Now education must find the means to finance it.

Richman\(^3\) has suggested that the National Education Association work along with the National Parent Teacher Association in forcing the industry to improve its programs and to encourage the growth of purely educational stations.

However, until educational television becomes a financial possibility and this is the greatest drawback at present, educators must accept television per se, and try to combat it

\(^1\) Freda Hennock, op. cit., p. 9.
\(^2\) Paul A. Walker, "Education's Fabulous Inheritance", Journal of the National Education Association (September, 1952), 41:367-368.
\(^3\) H. H. Richman, "Television--Bane or Benefit", The School Executive (November, 1950), 70:545.
within their own limitations. Turning again to Witty,¹ who has given so much research and thought to this topic and who warns that educators apathy on this subject of television is perhaps one of the most distressing forces in sight, one finds the following antidotes:

1. Offer better Community recreational opportunities.

2. Parents and teachers should know what the children are looking at, how long, discuss the program. Try to encourage participation in other recreation programs.

3. Develop criteria for selections of program.

4. Help them to become efficient readers, to enjoy reading; provide a variety of materials to satisfy their interests.

5. Develop critical thinking about programs offered on television and other media.

6. Discuss interesting books and try to relate favorite programs on television to good reading.

7. All parents and teachers should participate in active movements for the improvement of superior programs for children on television."²

Previous research has centered primarily on the time element, program preferences, interests and listening habits of children. No where, has any attempt been made to measure in any degree the effects television is having upon vocabulary and concepts. Therefore it is the aim of this study, to dis-


² Ibid., pp. 444-452.
cover those vocabulary effects, concepts and interests among groups of first and second grade children.
CHAPTER II

PLAN OF STUDY FOR COMMERCIALS
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This study has been made to discover the concepts and vocabulary which the children of the second grade have assimilated from viewing the commercials on television.

The commercials have been accepted as part of the program by the average child who watches television. The visual action of little cartoon characters and real persons performing tasks correlated with the spoken claim of a product captures the attention of the child. The short duration of the commercial anywhere from ten seconds to a full minute holds his attention. Hundreds of people of diverse talents are engaged in making the finished products which appear on television.

The severest critics often admit television's good features and point to great possibilities as an educational tool.

Numerous questions arise in our minds as to the utilization of commercials:

1. What are the child's interests in the commercials?
2. Which concepts are clear and correct?
3. Are concepts vague or erroneous?
4. Is the child acquiring a meaningful vocabulary?
5. Does the child use the vocabulary in other situations?
By casual reference to television the writer interviewed the children individually as to their interests on television commercials.

Therefore, this study has been made to discover the concepts and vocabulary which the children of the second grade have assimilated from viewing the commercials on television.

Population

The subjects were thirty second grade children from one school of average homes of an industrial city. The Intelligence Quotients were obtained from the results of the Kuhlmann-Anderson\(^1\) Tests for Grade 2, First Semester. Table 1 shows the mean chronological and mental ages in months and the mean Intelligence Quotient for the group.

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|}
\hline
No. & Mean C. A. & S. D. & Mean M. A. & S. D. & Mean I. Q. & S. D. \\
\hline
30 & 88.63 & 5.85 & 88.67 & 6.52 & 100.93 & 11.12 \\
\hline
\end{tabular}
\caption{Mean Chronological and Mean Mental Age}
\end{table}

The chronological ages ranged from 6 years 11 months to 8 years 9 months and the mental ages ranged from 6 years 3 months to 8 years 11 months. Intelligence Quotients ranged from 76 to 120. The mean Intelligence Quotient, 100.93 showed the group was about average mentally.

Preview of Commercials

In order to conduct this study, it was necessary for the writer to become acquainted with the commercials on television which were available on programs often viewed by children.

The following commercials were previewed on Channels Four and Seven during the first two weeks in October, 1953 for the purpose of becoming familiar with the products, the time, and the type of presentation:

- Chunky
- Mars
- M and M
- Milkyway
- Pompoms and Junior Mints
- Cheerios
- Corn Flakes
- Frosty Flakes
- Kix
- Puffed Rice
- Puffed Wheat
- Raisin Bran

- Rice Crispies
- Rice Pops
- Shredded Wheat
- Sugar Frosties
- Wheaties
- Bond Bread
- Sunbeam Bread
- Hostess Cup Cakes
- Table Talk Pie
- Cheer
- Fab
- Tide
<table>
<thead>
<tr>
<th>Ivory Snow</th>
<th>Hinds Hand Lotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy</td>
<td>White Rain Shampoo</td>
</tr>
<tr>
<td>Oxydol</td>
<td>Scott Paper Towels</td>
</tr>
<tr>
<td>Spic and Span</td>
<td>Scott Tissues</td>
</tr>
<tr>
<td>Blue Bonnet Margarine</td>
<td>Bosco</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Coca-Cola</td>
</tr>
<tr>
<td>Cho-Cho Pops</td>
<td>Ovalline</td>
</tr>
<tr>
<td>Sealtest Ice Cream</td>
<td>Welch's Tomato Juice</td>
</tr>
<tr>
<td>Royal Pudding and Gelatin</td>
<td>TV Time Pop Corn</td>
</tr>
<tr>
<td>Ammident</td>
<td>Chicken of the Sea Tuna Fish</td>
</tr>
<tr>
<td>Colgate Dental Cream</td>
<td>Hallmark Cards</td>
</tr>
</tbody>
</table>

The writer continued viewing the commercials on television during the time which the interviews were being conducted.

**Procedure**

In the usual morning talk with the boys and girls the subject of television was mentioned by the children. The writer casually asked the question,

"Have you ever seen anything advertised on television?"

The general response was "Yes".

To clarify that the children knew products which were advertised, several were named by the boys and girls.

Then the question was asked,

"What is that part of the television program called?"

The word "commercials" was given by one of the children.
This word was written on the blackboard and repeated by the children orally as the writer was to use the word "commercials" in interviewing each child.

Later in the morning the informal interviews were conducted with six individuals. During the next four days, six children were interviewed each day until all of the thirty children had been interviewed. A period of fifteen minutes was spent in interviewing and recording each child's reactions concerning the commercial.

The writer’s questions and the child’s responses with spontaneous accounts of the commercial given during the interviews have been recorded as follows:

1. "What commercial have you seen on television?"
   "I saw Colgate Dental Cream."
   "What is dental cream?"
   "It's tooth paste."
   "When did you see it?"
   "It was Sunday night on the Colgate Comedy Hour."
   "What did you see?"
   "There was a cartoon of Little Happy Tooth and Mr. Tooth Decay. He was the bad man. He tried to get Little Tooth to put him into a bag but Colgate Dental Cream, who looked like a man, came along and put Mr. Tooth Decay into the bag. I was glad that Mr. Colgate Dental Cream got Mr. Tooth Decay."
   "What is a cartoon?"
"Pictures drawn by someone. They are funny and make you laugh."

"Why did they show that cartoon?"

"So that you'll use Colgate Dental Cream and your teeth won't decay."

"What does decay mean?"

"Your tooth gets bad."

"Did anyone tell anything about the dental cream?"

"Yes, the man said that it cleans your breath while it cleans your teeth."

"Was there any singing during the commercial?"

"Yes, there was a song about the dental cream. I know it."

"Would you like to sing it?"

The child sang,

"Brush your teeth with Colgate's,
Colgate's Dental Cream
It cleans your breath
While it cleans your teeth."

Spontaneous

"If you brush your teeth with tooth paste you'll keep them clean and you won't have to go to the dentist only to have them examined to see if your new teeth are coming through. That's why I went to the dentist."

"How did he examine your teeth?"

"He looked them over to see how my teeth were."
2. "What commercial have you seen on television?"

"I saw Cheerios on the Lone Ranger."

"When did you see it?"

"At one o'clock on Saturday they showed it."

"Were there real people on the commercial?"

"No, it was a cartoon of a little boy who moved his arm and a Cheerio showed in his arm where his muscle was."

"Why do you have muscles?"

"To move your arm. Your muscles are hitched to your bones and then your arm moves."

"Why did the cartoon show that picture?"

"Because the boy got strong eating Cheerios and he lassoed a bull. The Cheerios gave him energy."

"What is energy?"

"It's go power. You can do things."

"Did the picture show anything else?"

"It showed the picture of the wheat growing in the field."

"Do you know what Cheerios are made from?"

"I think it's wheat."

"No, it was oats. Do you know what grows at the top of the oats which you saw growing?"

"They are kernels."

"What are kernels?"

"The seeds. The Cheerios are made with them."
"Did you ever have Cheerios?"
"Yes, I had them for breakfast."
"Why did you eat them?"
"I want them to make me strong."

3. "What commercial have you seen on television?"
"I saw Big Top on Saturday at twelve o'clock. The commercial was about Sealtest Ice Cream."
"Who told about the ice cream?"
"The clown told about it. They have chocolate covered bars, too. The ice cream is delicious."
"What does delicious mean?"
"It tastes good. I love Sealtest Ice Cream. That's the kind my mother always buys for a treat for us. It makes you healthy."
"How does it make you healthy?"
"You don't get sick. It's made with good fresh milk and cream."
"What do you mean by a treat?"
"Something you don't have every day but special times."
"Did the clown tell about anything else?"
"Yes, he said that they had cottage cheese and he showed how you could make sandwiches with it. My mother buys cottage cheese."
"Do you know from what cottage cheese is made?"
"I think it is made from milk."
"Why do you need milk and food which is made from milk?"
"It makes you have good teeth."

4. "What commercial have you seen on television?"
"I saw Sugar Frosted Flakes."
"What program was it?"
"It was Superman, Friday night at 6:30."
"What did the picture show?"
"It showed the corn flakes that were sugar frosted.
There was a kangaroo with her baby in her bag in front of her. That's the way a kangaroo carries her baby."
"How do you think that they made the frosting for the corn flakes?"
"I think that they put sugar and milk together and it dried on the corn flakes."
"What was said about the Sugar Frosted Flakes?"
"A man said that they were delicious. And they are."
"What does delicious mean?"
"They taste good."
"How do you know that they are delicious?"
"My mother bought a carton because she wanted to try them."
"What is a carton?"
"A box. A picture of the kangaroo was on it. I cut out the kangaroo."
"What other cereal have you eaten?"
"What other cereal have you eaten?"
"Puffed Wheat, Puffed Rice, Wheaties, and Cheerios."
"Why do you eat cereal?"
"It makes you strong and gives you energy."
"What is energy?"
"It's go power."

5. "Have you seen any commercial on television?"
"Yes, Kellogg's Shredded Wheat."
"When did you see it?"
"On the Lone Ranger, Sunday at one o'clock."
"What did the picture show?"
"It showed the wheat growing and a man told about it."
"What did he tell?"
"He told that shredded wheat was made from wheat and it gave you nourishment and strength."
"What did he mean by nourishment?"
"Gives you enough food to give energy."
"What is energy?"
"It makes you go."
"Why do they call it shredded wheat?"
"It's like little pieces of string."
"What does it mean to shred anything?"
"To cut into little parts like little sticks."
"Have you ever seen anything that was shredded?"
"A bird's nest looks like it. I saw one that had
little pieces of cloth in it."

"Do you ever eat Kellogg's Shredded Wheat?"

"I have had it for breakfast. It's cereal. It gives you strength."

"What is strength?"

"How strong you are."

"Are you strong?"

"I think so."

Spontaneous

"The Muscle Man can lift five hundred pounds because his muscles are strong. He eats cereal."

6. "Did you see any commercial on television last night?"

"Yes, I saw a cartoon about Table Talk Pies on the Range Rider Program."

"What was it about?"

"It showed a man that said, 'Stick-'em-up!' because he wanted a Table Talk Pie."

"What are cartoons?"

"They are some pictures that someone draws."

"Did anyone else say anything about the pies?"

"Yes. A man said that you can buy pineapple, blueberry, and other kinds of pie."

"What else did the commercial show?"

"It showed the pies in boxes with cellophane tops."

"What is cellophane?"
"It is thin paper that looks like glass and you can see the pie."

"Why are the pies in boxes?"

"So they won't get squashed."

"Have you ever had Table Talk Pie?"

"Yes, my mother often buys blueberry Table Talk Pie. It's good."

7. "What commercial have you seen on television?"

"I saw the program that told about Pom Poms and Junior Mints."

"Which program was that?"

"It was Cowboy G-Men at one o'clock on Saturday."

"What did the picture show?"

"It showed the cowboy and he shot down the boxes of Pom Poms and Junior Mints because he could shoot straight. It showed how the candy looked, too."

"What did the man say about the Pom Poms?"

"He said that they are round and that if you keep them in your mouth they melt."

"What are the Junior Mints?"

"They are soft and white inside and taste peppermint. They are chocolate outside."

"Why are they called Junior Mints?"

"Because they are small."

"Have you ever had Pom Poms or Junior Mints?"
"Yes, I bought them. I like Junior Mints better than the Pom Poms."
"If you eat candy does it help you in any way?"
"It gives you energy."
"What is energy?"
"You can go and do things."
"Do you have much candy?"
"Sometimes. My mother tells me to eat it after my dinner because if I eat it before, I won't want to eat my dinner."

8. "What program have you seen on television?"
"I saw Abbott and Costello."
"What was the commercial?"
"The commercial was about Chunky. It showed the candy in a paper with the word Chunky on it."
"Do you know why the candy is called Chunky?"
"It's a chunk."
"What is a chunk?"
"A big piece."
"Did anyone tell about Chunky?"
"The man told that it is chocolate with Brazil nuts and raisins in it. You can buy one for two cents or five cents."
"Do you know where the nuts come from?"
"I think it is Mexico."
"The name of the nuts tell you the country from which they came. It is far away."
"Brazil."
"Do you know where they get the raisins?"
"It's California. That's a place out west."
"Do you know what they call California?"
"It's a state."
"What are raisins?"
"They are sweet but I don't know how they are made."
"They are grapes that have been dried."
"I didn't know that."
"Did you ever have a Chunky?"
"Yes, I always buy the five cent one. It's big and has a silver paper on it."
"How do you like them?"
"I like them. They're good."

9. "What commercial have you seen on television?"
"I saw Tide."
"When did you see it?"
"At news time after supper. I watched television with my father."
"What did the picture show about Tide?"
"It showed a lady washing dishes. She said that it washes dishes like a miracle and that it is better than any other detergent."
"What did the lady mean by a miracle?"
"I think it's because it makes them so clean."
"What else did the television show about Tide?"
"There was a cartoon. The clothes were washed with Tide and they danced on the clothes line."
"Why did they dance?"
"Because Tide made them clean. Someone sang a song about Tide."
"What is a cartoon?"
"Funny pictures that were drawn."
"Do you know from what Tide is made?"
"I think it's gun powder."
"Did you ever wash with gun powder?"
"No.---Oh! It's made with soap that they grind up."
"Have you ever used Tide?"
"Yes, I washed my hands with it."
"You said that it was a detergent. What is a detergent?"
"It's a soap powder."

10. "What commercial have you seen on television?"
"I saw Coca Cola on the Kit Carson program on Monday night at six o'clock."
"Tell me about it."
"A man told how good it was. He showed a cartoon about Coca Cola. He said, 'It is refreshing after a
long day of hard work. It cools your mouth and freshens your taste. You can buy it in a carton of six bottles."

"What does refreshing mean?"

"It makes you feel better because it cools you."

"What is a carton?"

"A box to carry the bottles."

"Did you ever have Coca Cola?"

"Yes. My mother often bought it for us as a treat on a hot day."

"What is a treat?"

"It's a surprise when my mother brings home Coca Cola and gives it to us."

"Do you know what freshens means?"

"Makes anything fresh."

11. "What commercial have you seen on television?"

"I saw Milkyway on Big Brother at noon. It's a show for the small fry."

"What's the small fry?"

"The little kids."

"What did Big Brother tell about the commercial?"

"The man told about Milkyway and showed the chocolate covered candy with caramel and soft candy inside. He cut the candy so that you could see the inside of it."
"What kind of candy is caramel?"
"It's stretchy candy."
"Was there any part of the commercial which you liked best?"
"Yes, the part that showed the sky with all the planets. They looked like circles."
"Why did the picture show the planets?"
"The Milkyway came out of space and came right toward you. It is made by the people who make the Mars candy."
"What is Mars?"
"It is a planet. It is in space in the sky."
"Have you ever heard of another kind of Milkyway?"
"Yes, there are some stars in the sky called the Milkyway."
"Do you know anything about the Milkyway in the sky?"
"My father showed it to me in the sky. It looked like a lot of white with the stars. There were so many that it made it look that way. My brother has a book that shows the Milkyway and the planets. I'll ask my brother to let me take it to school so that you can see it."
"Why do you think that the candy was named Milkyway?"
"I know that you put some milk with sugar to make candy. My sister made fudge. I think that they put
milk in Milkyway."

"Did you ever have Milkyway candy?"

"Yes. It's good. It costs five cents."

12. "What commercial have you seen on television?"

"I saw Royal Pudding and Royal Gelatin."

"On what program were they?"

"They were on Howdy Doody on Tuesday."

"What did the picture show?"

"It showed the carton that the pudding was in. On the back of it there was a baseball player and on the side there was a recipe."

"Why was there a baseball player on the carton?"

"Baseball fans could collect the pictures and have a set of them."

"What is a carton?"

"It's a box."

"Why was a recipe on the box?"

"That tells you how to make the pudding."

"Did anyone tell about the pudding or gelatin?"

"A man told you could have it for dessert. They have orange, cherry, strawberry and other flavors. There are seven flavors of the gelatin."

"What are flavors?"

"How they taste."
"What about the pudding?"

"That is different from the gelatin. I don't know the flavors."

"Did you ever eat Royal Pudding or Royal Gelatin?"

"I often have Royal Gelatin for dessert. I like the strawberry and cherry. When my mother makes it, it gets hard and looks like jelly."

"What do you mean by dessert?"

"I eat it after my meat and vegetables. It's anything sweet like cake or pie."

13. "What commercial have you seen on television?"

"I saw Sunbeam Bread on the Hopalong Cassidy Show on Friday night."

"Tell me about it."

"It showed the little girl on the outside of the paper that the bread is wrapped in."

"What kind of a little girl did it show?"

"She was strong and healthy."

"Why did it show her?"

"If you eat Sunbeam Bread it makes you healthy like the little girl."

"What does healthy mean?"

"You don't get sick."

"You look as though you eat healthy food."
"I eat Sunbeam Bread all the time. I like it best."
"Who told about the commercial?"
"A man advertised it."

14. "What commercial have you seen on television?"
"I saw the dummy give a man a loaf of Bond Bread."
"On what program did you see it?"
"On Hopalong Cassidy on Saturday at eleven o'clock."
"Did anyone talk about Bond Bread?"
"Yes, the dummy said, 'For healthy body use Bond Bread every day'."
"What is a healthy body?"
"You are strong and not sick."
"What else happened?"
"On the same show the man advertised Chicken of the Sea."
"What is that?"
"It's tuna fish. You can make good sandwiches with it and Bond Bread."
"How do you buy Chicken of the Sea?"
"It's in a can. The man on television showed it. It says 'Chicken of the Sea' on it."

15. "What commercial have you seen on television?"
"I went over to John's house on Saturday at one
o'clock and saw the Lone Ranger Show that showed Cheerios."

"What are Cheerios?"

"They are little round things with a hole in them. They look like doughnuts but they're cereal."

"Do you cook the cereal?"

"No, you eat it the way it comes in the package."

"What part of the commercial did you like?"

"I liked the part when the little boy lassoed the cow."

"How did he do it?"

"Well, the little boy ate Cheerios and the picture showed a Cheerio in his arm for a muscle. The Cheerios made him so strong that when he threw the rope he caught the cow."

"Was he a real boy?"

"No, it was a cartoon. It didn't look real. Someone drew the picture."

"Have you ever eaten Cheerios?"

"Some nights I have them for supper."

"Why do you eat them?"

"I like them with milk. My mother wants me to be strong."

"From what are they made?"

"I think from oats."
16. "What commercial have you seen on television?"

"I saw Gabby Hayes when he told about Puffed Wheat."

"When did you see it?"

"His program was on Wednesday at five o'clock."

"What is Puffed Wheat?"

"It's cereal."

"What did Gabby Hayes do?"

"He took the kernels of wheat from a big bag and put them into a cannon. They popped out and were Puffed Wheat. They snap, crack, and pop."

"Is that the way to make Puffed Wheat?"

"No."

"How do you think it is made?"

"I think the kernels are put into a machine."

"What happens to them?"

"Gabby Hayes said that they pop."

"Have you ever popped corn?"

"Yes."

"What happened to the kernels of corn?"

"They got hot and popped."

"What do you think they would have to do with the wheat kernels?"

"They would have to make them hot in the machine."

"What are kernels?"

"The seeds."
"Did Gabby Hayes say anything about the Puffed Wheat?"
"He said that they were delectable."
"What did he mean?"
"They were delicious."
"What does delicious mean?"
"It tastes good."
"Do you ever have Puffed Wheat?"
"That's the best cereal I like. I have it every morning for breakfast. It makes me strong."

17. "What commercial have you seen on television?"
"I saw TV Time Pop Corn on Big Brother this noon at about twelve."
"You didn't see that commercial this noon. It was about Milkyway."
"Oh, that's right! It was yesterday noon. One day Big Brother tells about Milkyway and the next day he tells about TV Time Pop Corn."
"Tell me about TV Time Pop Corn."
"Big Brother showed the bag with pop corn in one side of it and something that looked like butter in the other side. It's kind of oil with salt in it."
"Do you know from what the oil is made?"
"No."
"Did the man do anything else?"
"Yes. He made the pop corn. He put oil in a pan on top of the stove and the oil melted. Then he put in the pop corn. When it began to pop, he shook it until all of it popped."

"What did he tell about it?"

"A child can make it and it makes three quarts."

"How much are three quarts?"

"It filled the pan."

(With hands child showed the size.)

"Have you ever tried TV Time Pop Corn?"

"Yes, my mother bought it for a treat for us last night. That's how I know it is oil in the bag. It's easy to make."

"What do you mean by a treat?"

"We don't have it only once in a while."

18. "What commercial have you seen on television?"

"I saw Chunky candy."

"What program was that?"

"It was Abbott and Costello on Monday night."

"Did anyone tell about Chunky candy?"

"A man said that they are chocolate and have nuts and raisins in them. They have a nice flavor. The Chunkys are wrapped in paper and they are like little square pieces."
"What do you mean by flavor?"
"The taste of it is chocolate."
"Why do they call them Chunky?"
"They are chunks of chocolate."
"What are chunks?"
"Big pieces of anything. There are chunks of wood."
"Did you ever have a Chunky?"
"Yes, they cost a nickel. One day I had a dime and bought two of them."
"You must like them."
"Yes, my mother said that they are the best for you."
"Why are they good for you?"
"The nuts and the raisins make you strong and you can do things."

19. "What commercial have you seen on television?"
"I saw Ovaltine. It's a drink that's good for you."
"What program was it?"
"It was Captain Midnight on Saturday morning at eleven o'clock."
"Was it a cartoon?"
"No, real people were talking."
"What is a cartoon?"
"It's funny pictures that people draw."
"What were the people talking about during the commercial?"
"It was about Jimmy who wasn't doing good work in school. After the teacher talked with his mother, she bought Ovaltine. Jimmy drank it and after a while his marks were better in school. The Ovaltine gave him energy and strength. He could ride his bike fast, too."

"What do you mean by strength?"

"That's how strong you are."

"What is energy?"

"It's go power."

"Did anyone sing on the commercial?"

"No, they just talked."

"How do you buy Ovaltine?"

"In a jar."

"Do you just drink it?"

"You heat some milk and put in about three spoonfuls. You stir it and it dissolves."

"What dissolves?"

"The little parts that are the Ovaltine."

"What are the little parts?"

"Little crystals of chocolate and some other things that I don't know."

"What do you mean by dissolve?"

"The little things soften up and fall apart and disappear in the milk."
"Do you know of anything else that dissolves?"
"Salt and sugar."
"What kind of a drink would you call Ovaltine?"
"A refreshing drink. It makes you feel good. When my father has a headache, he takes Ovaltine."

20. "What commercial have you seen on television?"
"I saw Welch's Homogenized Tomato Juice."
"When was that program?"
"It was Pleasure Play House at six o'clock on Sunday."
"Why was it called pleasure?"
"It's enjoyment."
"What happened on the commercial?"
"A lady showed how the tomato juice was made."
"How did she do it?"
"She cut a red ripe tomato in halves to show how fresh it was because that is the kind that is used in Welch's Homogenized Tomato Juice. She put the tomato into a squeezer to get all the juice from it like you do an orange."
"What does homogenized mean?"
"I don't know."
"Have you ever heard that word before?"
"Yes, my mother buys homogenized milk."
"Is it different from any other milk?"
"It is different. You don't see the cream on the top like the other milk."

"Where is the cream?"

"I think it's mixed in the milk."

"When the lady squeezed the tomato, what mixed with the juice?"

"The thick part."

"Then what do you think that homogenized tomato juice means?"

"The thick part of the tomato is squeezed in with the juice and is mixed with it."

"Have you ever had tomato juice?"

"Yes, but not Welch's Homogenized Tomato Juice."

"What good is tomato juice?"

"It gives you good blood, vitamins, minerals, and good teeth."

21. "What commercial have you seen on television?"

"I saw M and M candy."

"What program was it?"

"Mr. Weatherduck on Saturday at 1:30."

"Tell me about M and M candy."

"A man showed the little pieces of candy with M on them. They have a good flavor of chocolate. There were puppets on the show. They sang,
'The chocolate treat
That's neat to eat.'"

"What did he mean?"

"They're small and won't melt in your hand because there is like a shell on it. It's candy though. The chocolate is inside and it doesn't get on your hands. When you eat them they are a treat."

"What is a treat?"

"Something that is good and you don't have it all the time."

"Why did he say that they were neat to eat?"

"You don't get the chocolate all over you because it's inside."

"Did Mr. Weatherduck tell you anything else?"

"Yes, you can get a small or a large pack."

"What is a pack?"

"A bag. You can buy one for five cents. The big bags cost more."

"Do you know anything else about the candy?"

"The colors are different, some are yellow, green, brown, and other colors. The chocolate is inside."

"Do you think chocolate is good for you?"

"Yes."

"Why?"

"It gives you energy."
"What is energy?"
"It's your go power to do work."

22. "What commercial have you seen on television?"
"I saw Blue Bonnet Margarine on Howdy Doody on Monday at 5:30."
"What is margarine?"
"It is something like butter that you put on bread."
"Is it butter?"
"No, it's not made from cow's milk. It's made from something else."
"Do you know how butter is made?"
"Yes, we made it in kindergarten."
"How did you do it?"
"The teacher put some cream in a dish and she let me use an egg-beater. I turned it a long time and it got thick. Then it was butter."
"Do you know any other name for margarine?"
"Oleo."
"Do you know any word that begins like oleo?"
"Is it oil?"
"Yes, margarine is made with the oil of vegetables."
"Did the commercial show or tell anything else?"
"It told about a contest of circus pictures to color. There are one hundred puzzles."
"What is a contest?"
"It's a kind of game."
"Have you used Blue Bonnet Margarine?"
"Yes, I used it on my bread. My mother often bought it."

23. "What commercial have you seen on television?"
"Before Arthur Godfrey's show I saw White Rain Shampoo."
"What is that?"
"You use it to wash your hair. It's good cream."
"Did the television show anything else?"
"A little girl with a raincoat and an umbrella sang a song about White Rain Shampoo and she danced. You could see drops of rain falling down."
"Why did they show the raindrops?"
"When you use the bottle of shampoo, it comes out like drops of rain."
"Do you know the song that the little girl sang?"
"No."

24. "What commercial have you seen on television?"
"Hinds Hand Lotion. It's a cream."
"What program advertised it?"
"The Big Payoff on Sunday night."
"Was the commercial a cartoon?"
"No, a lady told about it."
"Do you know what a cartoon is?"
"Yes, it's a picture that someone draws. I've seen them on other shows."
"What did the lady tell about the hand lotion?"
"She said that it makes your hands real soft like baby hands."
"When would you use the lotion?"
"When your hands are rough it will make them smooth."
"Do you know what it is made from?"
"Maybe soap but soap won't make your hands soft. Oil might be in it. But they call it a cream."
"What made you think that oil might be in it?"
"Well, they put oil on babies and their skin is soft."
"Have you used hand lotion?"
"Once my mother had some and I used it on my hands."

25. "What commercial have you seen on television?"
"I saw Fab. It's a soap powder."
"On which program did you see it?"
"On Strike It Rich on Wednesday night at nine o'clock."
"You were up late."
"I only saw a little of the program because my mother made me go to bed."
"What happened on the program?"
"The announcer gave the people on the program a box of Fab. He told them to use it."
"How would they use it?"
"To wash clothes. He said that it gets the clothes so white and makes them smell so sweet."
"Does your mother use Fab?"
"She used it all the time now to wash the clothes. She likes it better than any other soap powder that she has tried. She thinks it's wonderful because it makes our clothes white."
"What do you mean by wonderful?"
"It's great."

26. "What commercial have you seen on television?"
"I saw Cheer."
"Which program was that?"
"It was Paul Winchell's Show at six o'clock on Friday night."
"What did you find out about Cheer?"
"The television showed someone putting Cheer into water to wash dishes and it made lots of fluffy bubbles. It showed the dishes under the water and the food was gone from the dishes. There was glass in the front of the sink so that you could see the water and the dishes."
"Did anyone tell you anything about Cheer?"
"Yes, the man said that it was blue soap powder and it was magic."
"Why did he say it was magic?"
"I think it's magic because it is blue but it makes white suds."
"What does magic mean?"
"To change from one thing to another. Sometimes it means to make a thing disappear or come back."
"Did anything disappear when the dishes were put into the fluffy bubbles?"
"Yes, the food and the grease from the dishes. Maybe that's why it's magic."
"Was there singing on the commercial?"
"No, but a loud voice said, 'Blue Magic' many times."
"Have you tried Cheer at your house?"
"Not yet."

27. "What commercial have you seen on television?"
"I saw Scott Tissue and Scott Towels."
"When did you see that commercial?"
"You know the day that I stayed out of school, well I looked at Ding Dong School at ten o'clock."
"What happened during the commercial?"
"The man showed that you could put the towels into
the water and handling them wouldn't tear them even though they were paper and were in the water."

"Why didn't they tear?"

"They're strong. That's the way they make them."

"Did the man show anything else?"

"Yes, Scott Tissues."

"What are they?"

"You can use them for handkerchiefs."

"From what are they made?"

"From paper."

"Why do they call them tissues?"

"They are thin paper."

"Have you used Scott Tissues or Scott Towels?"

"My mother always has a box of Scott Tissues at home but she never bought Scott Towels that you can use in water."

28. "What commercial have you seen on television?"

"Doublemint Chewing Gum."

"On what program was it?"

"On Gene Autry on Monday night."

"What happened on the commercial?"

"A man took the gum out of his pocket and showed it to everyone. He told that it is good after dinner for your breath."
"How is it good for your breath?"
"It makes your breath smell nice and clean."
"What does double mean?"
"When there is something with two parts to it."
"What do you mean two parts?"
"You have some and then you get that much again."
"Do you know what mint is?"
"The taste of it."
"Have you ever had anything else that tasted mint?"
"Some pink and white candy."
"Do you know where they get the mint to make the gum taste like that?"
"No."
"It's a plant that grows. The leaves smell and taste mint."
"Oh, I know that plant. When I lived on the farm there was some growing near my house. I often tasted the leaves."
"Why did the man call the gum double mint?"
"It has the flavor of more of the taste of mint."

29. "What commercial have you seen on television?"

"I saw Hallmark Cards on the Hall of Fame program on Sunday at five o'clock."

"What did you find out about Hallmark Cards?"
"You can get them for every occasion."

"What's an occasion?"

"Like a birthday or a holiday."

"What did the commercial show?"

"It showed some cards with a sign above them that told the kind you could get. They have them for a person sick in the hospital and every day cards. At times they have special cards used to hold candy. You can use them for decorations. You put them on a shelf and they make it look nice. You can tell Hallmark Cards by a king's crown at the end."

"Have you ever had a Hallmark Card?"

"I really haven't had one myself but my mother has bought them and we have sent them on birthdays and holidays to my grandfather and grandmother."

"What holidays have you sent cards?"

"Oh, Thanksgiving and Christmas."

30. "What commercial have you seen on television?"

"I saw Wheaties."

"When did you see that program?"

"It was on Wednesday at 6:30 on the Lone Ranger."

"What did you find out about Wheaties?"

"It is the breakfast of champions. The box always has a picture of a baseball player on it because he is
"a champion."

"What is a champion?"

"He is the one who makes home runs and hits the ball, too."

"Why is a baseball player on the box of Wheaties?"

"He eats Wheaties. They give him good muscles and strong bones to bat the ball. Wheaties give him good dark red blood."

"From what are the Wheaties made?"

"From the kernels of wheat."

"What are the kernels?"

"The seeds of the wheat."

"Is there anything else that the commercial told?"

"That is all I remember."
The following classification was made from these interviews:

<table>
<thead>
<tr>
<th>Candy</th>
<th>No.</th>
<th>Products</th>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>Chunky</td>
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<tr>
<td></td>
<td>1</td>
<td>M and M</td>
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<tr>
<td></td>
<td>1</td>
<td>Milkyway</td>
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<tr>
<td></td>
<td>1</td>
<td>Pompoms and Junior Mints</td>
</tr>
<tr>
<td>Cereals and Bakery Goods</td>
<td>1</td>
<td>Bond Bread</td>
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<tr>
<td></td>
<td>2</td>
<td>Cheerios</td>
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<tr>
<td></td>
<td>1</td>
<td>Puffed Wheat</td>
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<td></td>
<td>1</td>
<td>Royal Pudding and Gelatin</td>
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<td></td>
<td>1</td>
<td>Shredded Wheat</td>
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<tr>
<td></td>
<td>1</td>
<td>Sugar Frosties</td>
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<td>1</td>
<td>Sunbeam Bread</td>
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<td>Table Talk Pie</td>
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<td>1</td>
<td>Fab</td>
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<td>1</td>
<td>Tide</td>
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<tr>
<td>Creams---Food and Toilet</td>
<td>1</td>
<td>Blue Bonnet Margarine</td>
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<td>1</td>
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<td>1</td>
<td>Hinds Hand Lotion</td>
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<td></td>
<td>1</td>
<td>Sealtest Ice Cream</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>White Rain Shampoo</td>
</tr>
</tbody>
</table>
A further study of the concepts acquired was made by having each child picture five of the classified commercials. The sixth classification "Others" was discarded because of various products.

The children were given a piece of drawing paper, nine by twelve, and some crayons.

"When I talked with you the other day, all of you told me about some commercial which you had seen on television. Use your paper and crayons to make a picture about a candy program which you have seen on television. Be sure to make your picture tell a story. You may tell me your story later. You may begin now."

The children worked on their pictures for fifteen minutes. At the end of that time the illustrations were collected.

During the following three days, a period in the morning
and one in the afternoon was spent by having each child tell the story of his picture to the writer. Each child was given his illustration with the direction,

"Tell me the story of your commercial."

No questions were asked.

A recording was made on the back of the picture by the writer. The telling of the story and the recording took about ten minutes. The writer noted the vocabulary which was not explanatory. Later a period was spent for the individual to explain the use of the word.

A copy of the recording of an individual illustration from a candy commercial follows:

"Abbott and Costello are talking together. One asks the question,

'Do you know how Chunky got its thick shape?'

'No.'

'It's a chunk. You may like to sink your teeth into milk chocolate, Brazil nuts, and sun ripened raisins.'

The shape of them are square but the sides have a slant. They are silver wrapped but I had to use yellow to show them in the picture.

Abbott and Costello are beside a counter. They have some Chunky boxes on top to advertise them. Costello takes a few Chunkys out of the box. Abbott asked him why he didn't give some to his pal. He gave him one to eat."
Examples of the other classified commercials, cereals and bakery goods, cleansers, creams, and refreshing drinks which were conducted by following the same procedure may be found in the appendix.

The illustrated commercials were classified by the writer, giving the number of children and the product about which each told his story, for the purpose of obtaining the concepts and vocabulary.

The following classification was made from these pictures:

<table>
<thead>
<tr>
<th>Candy Products</th>
<th>No.</th>
<th>Products</th>
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<tbody>
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<td>Candy Lot Number:</td>
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<tr>
<td>Candy</td>
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<tr>
<td>Candy</td>
<td>10</td>
<td>Milkyway</td>
</tr>
<tr>
<td>Candy</td>
<td>12</td>
<td>Pompoms and Junior Mints</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cereals and Bakery Goods</th>
<th>No.</th>
<th>Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cereals and Bakery Goods</td>
<td>8</td>
<td>Cheerios</td>
</tr>
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<td>2</td>
<td>Kix</td>
</tr>
<tr>
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<td>8</td>
<td>Puffed Wheat</td>
</tr>
<tr>
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<td>2</td>
<td>Rice Crispies</td>
</tr>
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<td>1</td>
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</tr>
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<td>2</td>
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<tr>
<td>Cereals and Bakery Goods</td>
<td>2</td>
<td>Sugar Jets</td>
</tr>
<tr>
<td>Cereals and Bakery Goods</td>
<td>2</td>
<td>Table Talk Pie</td>
</tr>
<tr>
<td>Cereals and Bakery Goods</td>
<td>No.</td>
<td>Products</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Tip Top Bread</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Wheaties</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Wonder Bread</td>
</tr>
<tr>
<td>Cleansers</td>
<td>7</td>
<td>Cheer</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Fab</td>
</tr>
<tr>
<td></td>
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<td>Joy</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Lux Liquid Detergent</td>
</tr>
<tr>
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<td>Oxydol</td>
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<td></td>
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<td>Tide</td>
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<tr>
<td>Creams---Food and Toilet</td>
<td>1</td>
<td>Cold Cream</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Colgate Dental Cream</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Hinds Hand Lotion</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Sealtest Ice Cream</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>White Rain Shampoo</td>
</tr>
<tr>
<td>Refreshing Drinks</td>
<td>2</td>
<td>Bosco</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Coca Cola</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Ovaltine</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Welch's Homogenized Tomato Juice</td>
</tr>
</tbody>
</table>
The following concepts were expressed both in the inter­
view and picture:

Milk chocolate candy, nuts, and raisins give you energy.
Some candy have chocolate or licorice flavor.
Planets are in space.
Cereals give energy and make strong muscles.
Good bones, teeth, and red blood are made by eating cereal.
Muscles must be strong to lift heavy weights.
Some cereals have been cooked when they are bought.
The kernels of corn, oats, rice, and wheat are used to make different kinds of cereal.
Some cereals are sugar coated.
The wrapper keeps the germs from getting on the bread.
Pies are sold in boxes with cellophane tops so that you can see the pies.
A soap powder makes speedy suds.
When you wash clothes or dishes with soap powder, it takes away the grease and dirt.
Colgate Dental Cream cleans your breath while it cleans your teeth.
Brushing the teeth with Colgate Dental Cream helps to keep them from decaying.
Hand lotion makes your hands soft like baby hands.
The cream and milk in Sealtest Ice Cream help to make you healthy.
A refreshing drink of Coca Cola makes you feel cool after a long day of hard work.

Six bottles are in a carton of Coca Cola.

Ovaltine gives strength and energy.

Ovaltine will dissolve in hot milk.

Tomato juice helps to make good health, teeth, and blood.

Vitamins and minerals are in tomato juice.

Ripe tomatoes are used to make Welch’s Homogenized Tomato Juice.

A machine is used to cut the tomatoes and squeeze the juice from them.

These concepts came only in the interview:

Candy gives you energy.

Candy should be eaten after and not before dinner.

Some candy like Pompoms will melt in your mouth.

Chunks of chocolate are wrapped in silver paper.

Two Chunkys may be bought for a dime.

M and M candy is a treat.

Hard candy like a shell keeps the chocolate inside from getting on your hands.

You may buy a pack of M and M candy for five cents.

Some stars in the sky are called the Milkyway.

Muscles are attached to the bones to make the arms move.

Shredded Wheat gives you nourishment.
A kangaroo carries her baby in a bag in the front part of her body.

Wheaties are the breakfast food of champions.
Champion baseball players make many home runs.
Children eat bread to make a healthy body.
Chicken of the Sea Tuna Fish and Bond Bread made good sandwiches.
You buy Chicken of the Sea Tuna Fish in a can.
On the can is the special name of the tuna fish.
Pudding is used for dessert.
A recipe is on the side of the carton of Royal Pudding.
There are seven flavors of Royal Gelatin.
When you make Royal Gelatin for dessert it looks like jelly.
Baseball fans may collect a set of pictures from the Royal Pudding cartons.
Cartons keep the pies from being upset.
Cheer, Fab, and Tide wash dishes and make clothes clean and white.
Cheer is blue soap powder but makes white suds.
Fab makes clothes smell sweet when you wash with it.
Blue Bonnet Margarine is not made with cow's milk.
Margarine is used like butter on your bread.
One contest has a hundred pictures to color.
The dentist examines the teeth of children to find if the new teeth are coming through.
Rough hands may be made smooth by using Hinds Hand Lotion. Sealtest Ice Cream is made from fresh rich cream and milk. Ice cream is a treat when you have it at special times. Cottage cheese is made from milk. Foods made from milk make good teeth. When you use White Rain Shampoo it comes out of the bottle like little drops of rain. Coca Cola is a treat on a hot day because it cools your mouth.

Salt and sugar will dissolve in milk. The cream is mixed with the milk for homogenize milk. Doublemint Chewing Gum makes your breath smell clean. Hallmark Cards may be used for every occasion. Hallmark Cards may be used for a decoration. You can tell Hallmark Cards by a king's crown on the back.

Scott Towels are strong and won't tear in handling them in water.

Scott Tissues are used as handkerchiefs. You should put some kind of oil in the pan to keep the popcorn from burning.

Shake the popcorn a few times while it is popping.

These concepts came only in telling of the picture.

Candy is advertised on the boxes and wrappers. Chocolate bars may be bought in a pack of six or a dozen.
Milkyway candy is advertised by showing the sky and planets.
A machine cuts the wheat in the field.
On cereal boxes it tells from what the cereal is made.
Toasted oats and wheat are used for the Kix cereal.
Bread has protein and iron to help you grow big and strong.
Bread makes strong muscles so that you can lift heavy things.
There are vitamins in bread.
Vitamins help you to grow and make you healthy.
Blue Cheer makes clothes so white that you don't need bleach or blueing.
The announcer advertised the soap powder by spelling T-I-D-E.
Joy makes much suds for washing greasy dishes.
The new ingredient Gardol fights tooth decay.
The Sealtest Company sells many products.
Sealtest Ice Cream is sold in gallon and small pint boxes.
Cottage cheese may be spread on bread for sandwiches.
Sealtest advertises the products by a sign in stores.
White Rain Shampoo cleans your hair and makes it look smooth.
You put three teaspoonfuls of Ovaltine in a cup of hot milk for a refreshing drink.
Ovaltine builds up the body.
The chocolate syrup Bosco makes a refreshing drink in hot or cold milk.

Bosco gives you vitamin D and iron to make red blood and strength.

Welch's Homogenized Tomato Juice is bought in bottles. Coca Cola, Ovaltine, Bosco, and Welch's Tomato Juice are delicious drinks.

The following vocabulary was used both in the interview and picture:

- announcer
- caramel
- carton
- cartoon
- cellophane
- chunks
- chunky
- decay
- dental cream
- detergent
- dissolves
- energy
- flavor-s-ed
- healthy
- homogenized
- junior
- kernels
- lotion
- magic
- Mars
- muscles
- planets
- refreshing
- shampoo
- wrapped
- wrapper
This vocabulary was used only in interview.

<table>
<thead>
<tr>
<th>attached</th>
<th>disappear</th>
<th>occasion</th>
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</thead>
<tbody>
<tr>
<td>California</td>
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</tr>
<tr>
<td>champion</td>
<td>examined</td>
<td>pleasure</td>
</tr>
<tr>
<td>commercials</td>
<td>flakes</td>
<td>recipe</td>
</tr>
<tr>
<td>contest</td>
<td>freshens</td>
<td>shred</td>
</tr>
<tr>
<td>crystals</td>
<td>frosted</td>
<td>strength</td>
</tr>
<tr>
<td>decoration</td>
<td>margarine</td>
<td>tissue</td>
</tr>
<tr>
<td>delectable</td>
<td>Milkyway</td>
<td>wonderful</td>
</tr>
<tr>
<td>dessert</td>
<td>nourishment</td>
<td></td>
</tr>
</tbody>
</table>

This vocabulary was used only in picture.

<table>
<thead>
<tr>
<th>approaching</th>
<th>crunchy</th>
<th>introduce-s-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>audience</td>
<td>dazzling</td>
<td>jungle</td>
</tr>
<tr>
<td>bacteria</td>
<td>destroys</td>
<td>liquid</td>
</tr>
<tr>
<td>bleaching</td>
<td>fountain</td>
<td>medium</td>
</tr>
<tr>
<td>carnival</td>
<td>favorite</td>
<td>mild</td>
</tr>
<tr>
<td>case</td>
<td>freezer</td>
<td>minerals</td>
</tr>
<tr>
<td>cavity</td>
<td>Gardol</td>
<td>nougat</td>
</tr>
<tr>
<td>champions</td>
<td>germs</td>
<td>nylon</td>
</tr>
<tr>
<td>chemicals</td>
<td>granulated</td>
<td>pack</td>
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<tr>
<td>coated</td>
<td>granules</td>
<td>patties</td>
</tr>
<tr>
<td>cools</td>
<td>guests</td>
<td>product-s</td>
</tr>
<tr>
<td>cork</td>
<td>helicopter</td>
<td>propeller</td>
</tr>
<tr>
<td>crackle</td>
<td>ingredients</td>
<td>proteins</td>
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<td>scooped</td>
<td>trapeze</td>
</tr>
<tr>
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<td>serve</td>
<td>tube</td>
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<td>refrigerator</td>
<td>sorts</td>
<td>unload</td>
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<td>sparkle</td>
<td>unexpected</td>
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<tr>
<td>ripened</td>
<td>stagecoach</td>
<td>vanilla</td>
</tr>
<tr>
<td>Saturn</td>
<td>strong box</td>
<td>vitamins</td>
</tr>
<tr>
<td>temperature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER III

ANALYSIS OF DATA
CHAPTER III

ANALYSIS OF DATA

The data was analyzed to discover:

1. The concepts acquired from viewing commercials on television.

2. The meaningful vocabulary used by the boys and girls.

From the thirty children interviewed, seventy-three concepts were given with clear and correct understandings.

Twenty-one children interviewed obtained the concepts from the products being explained and shown by real people. Seven of them told of cartoons which gave them their concepts. Two children acquired their concepts from puppet shows.

Twenty-eight different commercials were named by the individuals with a repeat of two products.

The commercials chosen by the children showed the following:

Nineteen had used the product
Two had never used the product
Nine made no comment as to their use of the product
Table II shows the total number of concepts expressed in interview.

**TABLE II**

TOTAL NUMBER OF CONCEPTS EXPRESSED IN INTERVIEW

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Candy</td>
</tr>
<tr>
<td>23</td>
<td>Cereals and Bakery Goods</td>
</tr>
<tr>
<td>5</td>
<td>Cleansers</td>
</tr>
<tr>
<td>14</td>
<td>Creams</td>
</tr>
<tr>
<td>11</td>
<td>Refreshing Drinks</td>
</tr>
<tr>
<td>8</td>
<td>Others</td>
</tr>
</tbody>
</table>

Seventy-three concepts were recorded from the six classified commercials. Twelve related to candy, twenty-three to cereals and bakery goods, five to cleansers, fourteen to creams, eleven to refreshing drinks, and eight others to various products.
From the children's illustrated commercials fifty concepts were expressed with clear and correct understandings. These concepts were obtained from cartoons, puppet shows, and explanations of products by real people.

Thirty-one different commercials were pictured by the individuals. The concepts were expressed about the particular pictures, the incidences leading up to the pictures, and the conclusions of the commercials.

Table III shows the total number of concepts expressed in picture.

**TABLE III**

TOTAL NUMBER OF CONCEPTS EXPRESSED IN PICTURE

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Candy</td>
</tr>
<tr>
<td>15</td>
<td>Cereals and Bakery Goods</td>
</tr>
<tr>
<td>5</td>
<td>Cleansers</td>
</tr>
<tr>
<td>10</td>
<td>Creams</td>
</tr>
<tr>
<td>14</td>
<td>Refreshing Drinks</td>
</tr>
</tbody>
</table>

Fifty concepts were recorded from the five classified commercials. Six related to candy, fifteen to cereals and bakery goods, five to cleansers, ten to creams, and fourteen to refreshing drinks.
Some of the concepts were expressed both in the interview and the picture, others only in the interview, and others only in the picture.

Table IV shows the number of concepts expressed both in interview and picture.

**TABLE IV**

**NUMBER OF CONCEPTS IN BOTH INTERVIEW AND PICTURE**

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Candy</td>
</tr>
<tr>
<td>8</td>
<td>Cereals and Bakery Goods</td>
</tr>
<tr>
<td>2</td>
<td>Cleansers</td>
</tr>
<tr>
<td>4</td>
<td>Creams</td>
</tr>
<tr>
<td>8</td>
<td>Refreshing Drinks</td>
</tr>
</tbody>
</table>

Twenty-five concepts were expressed both in the interview and picture. Three related to candy, eight to cereals and bakery goods, two to cleansers, four to creams, and five to refreshing drinks.
Table V shows the number of concepts expressed only in interview.

**TABLE V**

**NUMBER OF CONCEPTS ONLY IN INTERVIEW**

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Candy</td>
</tr>
<tr>
<td>15</td>
<td>Cereals and Bakery Goods</td>
</tr>
<tr>
<td>3</td>
<td>Cleansers</td>
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<tr>
<td>10</td>
<td>Creams</td>
</tr>
<tr>
<td>3</td>
<td>Refreshing Drinks</td>
</tr>
<tr>
<td>8</td>
<td>Others</td>
</tr>
</tbody>
</table>

Forty-eight concepts were expressed only in interview. Nine related to candy, fifteen to cereals and bakery goods, three to cleansers, ten to creams, three to refreshing drinks, and eight to various products.
Table VI shows the number of concepts expressed only in picture.

<table>
<thead>
<tr>
<th>Number</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Candy</td>
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<tr>
<td>7</td>
<td>Cereals and Bakery Goods</td>
</tr>
<tr>
<td>3</td>
<td>Cleansers</td>
</tr>
<tr>
<td>6</td>
<td>Creams</td>
</tr>
<tr>
<td>6</td>
<td>Refreshing Drinks</td>
</tr>
</tbody>
</table>

Twenty-five concepts were expressed in picture. Three related to candy, seven to cereals and bakery goods, three to cleansers, six to creams, and six to refreshing drinks.
A meaningful vocabulary of one hundred ten words was recorded with frequencies of from one to forty-three. Fifty-one words had a frequency of two or more occurrence.

The vocabulary ranged from grade two through eight with thirty-one words ungraded when checked with Rinsland\(^1\) vocabulary.

The vocabulary showed the following use:

- Total of fifty-two words in interview
- Total of eighty-three words in picture
- Twenty-six words both in interview and picture
- Twenty-six words only in interview
- Fifty-eight words only in picture

---

Table VII shows the vocabulary with frequency and grade level.

**TABLE VII**

**VOCABULARY LIST**

<table>
<thead>
<tr>
<th>Word</th>
<th>Frequency</th>
<th>Grade</th>
<th>Word</th>
<th>Frequency</th>
<th>Grade</th>
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<td>7</td>
<td>dessert</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>chemicals</td>
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<td>7</td>
<td>destroys</td>
<td>1</td>
<td>6</td>
</tr>
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<td>Word</td>
<td>Frequency</td>
<td>Grade</td>
<td>Word</td>
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<td>2</td>
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<td>3</td>
<td>tube</td>
<td>4</td>
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<td>-</td>
<td>unload</td>
<td>1</td>
<td>4</td>
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The vocabulary of 110 words showed the grade levels from 2 through 8. The frequency ranged from 1 to 43.
Table VIII shows the number of words with grade placement.

**TABLE VIII**

**GRADE PLACEMENT OF VOCABULARY**

<table>
<thead>
<tr>
<th>Number</th>
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<tbody>
<tr>
<td>1</td>
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<td>7</td>
<td>7</td>
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<td>7</td>
<td>6</td>
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<tr>
<td>13</td>
<td>5</td>
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<tr>
<td>9</td>
<td>4</td>
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<td>29</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>31</td>
<td>Not graded</td>
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</table>

The meaningful interpretation of the vocabulary of 110 words was recorded from interview and picture of the thirty children.

The checked vocabulary showed the following:

- 66 words listed in grades three to eight
- 13 words listed in grade two
- 31 words not listed
CHAPTER IV

SUMMARY AND CONCLUSIONS
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of the study was to discover the concepts and vocabulary which the children of the second grade had assimilated from viewing the commercials on television.

Thirty second grade children were interviewed and the recordings made of their reactions to commercials on television. Each child chose his own product to relate his concepts and use his vocabulary. The commercial recordings were classified under six headings for the purpose of grouping the concepts and vocabulary.

A further study of the concepts and vocabulary acquired was made by having each child picture five of the classified commercials, the sixth being discarded. With no comments from the writer, all stories of the pictures with the children's concepts and vocabulary were recorded. A note had been made of the vocabulary which needed to be clarified by the children and this was done at a later period. These recordings were studied and the concepts and vocabulary were grouped from them.

This study was limited to thirty second grade children from one school. The group was representative of an industrial city. The children were of average intelligence.
The following conclusions were made from the analysis of the data:

1. In the interview twenty-eight of the thirty pupils had viewed different commercials.

2. The concepts were obtained from different types of commercials, such as cartoons, puppet shows, and explanations by the announcers.

3. By allowing each to make his own choice of a commercial to relate in interview, seventy-three concepts were expressed.

4. By limiting the commercial to a classified list for picture, the result of the concepts was less than by giving a choice. Fifty concepts were expressed.

5. Some of the concepts were expressed both in the interview and picture.

6. The interpretation of the vocabulary of the commercial showed that the children understood the words in that particular situation.

7. The vocabulary of the sixty-four words beyond the second grade level and the thirty-one words ungraded showed that the children had acquired words of higher grades.
CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH
CHAPTER V

SUGGESTIONS FOR FURTHER RESEARCH

1. Repeat the study using a larger population.
2. Do a similar study with new commercials as they appear on television.
3. Experiment with children of different communities.
4. Repeat this study with a third grade for comparison of concepts and vocabulary.
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APPENDIX
Recorded stories from individual illustrations of the classified commercials.

Bakery Goods

"Two Gun Tex came along with two guns and shot two T's in the gate for Table Talk Pie. There is a small Table Talk Pie hanging on a sign at the ranch. The pie costs ten cents.

You can heat Table Talk Pie in a medium hot oven and serve it. You don't need to heat it unless you want to.

They are sold in boxes with cellophane paper in the middle so that you can see the pie. They want you to see how good they are.

They are selling them in the best restaurants. Next time I go to a restaurant I'm going to ask my mother to let me have Table Talk Pie. I love lemon but my mother always makes her pie."

Cleanser

"This is a new detergent called Oxydol. A man advertised it. It's a soap powder that you can use for dishes. It beats the sun for getting clothes white.

A cartoon showed some clothes that were dried indoors and the shirts came out very white. Two ladies showed their wash. One used Oxydol and the other used a different soap powder. The lady said, 'My wash came very white because I used Oxydol.' The other lady said, 'I ought to try Oxydol, too.'"
Cream

"A cartoon about Colgate Dental Cream shows Mr. Tooth Decay on a trapeze. He's going to fly down and hit Happy Little Tooth. Mr. Colgate Dental Cream came and brushed Little Happy Tooth. When Mr. Tooth Decay came and tried to hit him, Little Happy Tooth knocked him down.

This tooth paste has in it Gardol, a new ingredient. That's a part of the tooth paste. Gardol keeps tooth decay away from your teeth and you'll have good teeth if you brush them with Colgate Dental Cream."

Refreshing Drink

"Children are walking along the sidewalk singing a song about Bosco. It is a chocolate syrup that you mix with milk. It's delicious. The big boy shows his muscle and says that Bosco gives you vitamin D. You must have a strong muscle to lift heavy things. Bosco gives you iron that makes red blood."
Boston University
School of Education

Thesis

PART II

A STUDY OF TWENTY-FIVE FIRST GRADE CHILDREN'S
PREFERENCES FOR TELEVISION PROGRAMS

by

Jamesena Currie
B.S. in Primary Education,
Fayetteville State Teachers College
1942

Submitted in partial fulfillment
of the requirements for the
degree of Master of Education
August 1954
First Reader: Dr. Helen A. Murphy
Professor of Education

Second Reader: Dr. B. Alice Crossley
Associate Professor of Education
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<td>II. Range, Mean and Standard Deviation of the Twenty-five Selected Children's Chronological Ages</td>
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<td>V. Tuesday's Program Preference Sheet</td>
<td>11</td>
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<td>VII. Thursday's Program Preference Sheet</td>
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<td>VIII. Friday's Program Preference Sheet</td>
<td>14</td>
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<td>IX. Saturday's Program Preference Sheet</td>
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<tr>
<td>XII</td>
<td>The Children's Reasons for Enjoying Favorite Miscellaneous Programs</td>
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<td>XIII</td>
<td>The Children's Reasons for Enjoying Favorite Puppet Shows</td>
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INTRODUCTION

PURPOSE OF THE STUDY:
This study proposes to determine the following:
1. If the writer's first grade pupils have particular preferences for television programs?
2. What reasons they give for their preferences of these programs?
3. What elements of the programs appeal to their interest?
4. If there is a constancy of program preference over a given period of time?
5. Why and when the children enjoy looking at television programs?

STATEMENT OF THE PROBLEM:
This aspect of the group problem is a study, of the preferences for television programs, of the writer's twenty-five pupils of the First Grade; their constancy over a given period of time for these programs, as well as the reasons for these preferences.
CHAPTER I

PLAN OF STUDY

PROCEDURE:

The Kuhlmann-Anderson Intelligence Test, Battery A was given, the second week in September 1953, to the twenty-five pupils of the writer's first grade.

The purpose of the test was to determine whether or not the population represented an average distribution of intelligence.

The results of the intelligence test are summarized in Table I in months.

| TABLE I |
| RANGE, MEAN AND STANDARD DEVIATION OF KUHLMANN-ANDERSON INTELLIGENCE TEST SCORES OF THE TWENTY-FIVE SELECTED CHILDREN |

<table>
<thead>
<tr>
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<th>Mean</th>
<th>Standard Deviation</th>
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<tr>
<td>25</td>
<td>15</td>
<td>74.88</td>
<td>4.83</td>
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The mean was 74.88, with a standard deviation of 4.83. The scores ranged from 83 to 68.
The data concerning the chronological ages of the twenty-five children is presented in Table II in months.

**TABLE II**

RANGE, MEAN AND STANDARD DEVIATION OF THE TWENTY-FIVE SELECTED CHILDREN'S CHRONOLOGICAL AGES

<table>
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<th>No. of Cases</th>
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<td>12</td>
<td>73.48</td>
<td>3.54</td>
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A survey was made the last two weeks in September 1953, of the television programs the children were able to see, during their out-of-school hours, and what channels they were able to get.

In this locale, channels two, five, eleven and thirteen were available to the children. It was revealed by this survey, that the children had a choice of approximately thirty-six television programs daily, during their out-of-school hours.

The first week in October 1953, each child in the writer's classroom was interviewed daily for two minutes.

The interview was informal, consisting of a short friendly conversation between the child being interviewed and the writer. In order to prevent one,
child from being influenced by another, the interviews took place during the recess period, at a time when it was impossible for the children to hear each other's responses.

The purposes of the interviews were to determine:
1. The programs the children saw the day before.
2. The programs they liked best.
3. The part of the program they liked best.
4. The reasons they gave for their preferences.

The following is a sample interview. The child who was the subject of the sample interview, drew the picture "Fireside Theater", found on page 7.
SAMPLE INTERVIEW

Teacher: Did you look at television yesterday?
Child: Yes.

Teacher: What programs did you see?
Child: I saw "Fireside Theater".

Teacher: What was the name of the play you saw on "Fireside Theater"?
Child: It was about "The Little Boy And His Dog".

Teacher: Did you like the play you saw on "Fireside Theater"?
Child: Yes.

Teacher: What part of it did you like best?
Child: I liked it when the little boy was playing with the little dogs through the fence.

Teacher: What else did you see on television yesterday?
Child: I saw something else, but I forgot it.
The reasons given by the children for their program choices, were recorded verbatim. The programs viewed were listed in order of preference. At the end of each day the data was tabulated.

Both the oral and pictorial responses were used to determine into what categories, the children's favorite parts of the programs could be placed.

It was found that the favorite parts of the programs could be placed only into the two specific categories of plot and character.

After responding verbally the children were asked to draw the part of the program they liked best. Some children were able to give pictorial responses, some were not. All of the children gave verbal responses for their program preferences.

The same procedure was repeated for the second survey, which took place the last week in November 1953. At the end of the second survey, the data from the two surveys was compiled and tabulated as shown in Table X.
CHAPTER II

ANALYSIS OF DATA

Presented in the following seven tables are television programs the twenty-five selected children preferred daily. The programs are listed in order of preference, with numbers signifying the number of children preferring each section. It was found that some children liked both plot and character, while others liked only one section of the program of either plot or character.

These tables also reveal the fact that children look at television only when the programs appeal to their interest. In Table I e.g. twenty children looked at Roy Rogers, because they liked the characters, where as only six looked at Super Circus, because they found its characters less appealing.
### TABLE III

*SUNDAY’S PROGRAM PREFERENCE SHEET*

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>SECTION OF PROGRAM LIKED BEST</th>
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<tr>
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<td>Roy Rogers</td>
<td>19</td>
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<td>Kit Carson</td>
<td>11</td>
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<td>Super Circus</td>
<td>8</td>
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<td>Action Theater</td>
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### TABLE IV

**MONDAY'S PROGRAM PREFERENCE SHEET**

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<th>PROGRAMS</th>
<th>SECTION OF PROGRAM LIKED BEST</th>
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</thead>
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<tr>
<td></td>
<td>Plot</td>
</tr>
<tr>
<td>1. I Love Lucy</td>
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<tr>
<td>2. Lucky 11 Ranch</td>
<td>5</td>
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<td>3. Howdy Doody</td>
<td>6</td>
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<td>4. Woody Willow</td>
<td>3</td>
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<tr>
<td>5. Cartoon Time</td>
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### TABLE V

**TUÈSDAY'S PROGRAM PREFERENCE SHEET**

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<th><strong>PROGRAMS</strong></th>
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<tbody>
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<td><strong>Plot</strong></td>
</tr>
<tr>
<td>1. Lucky 11 Ranch</td>
<td>7</td>
</tr>
<tr>
<td>2. Howdy Doody</td>
<td>8</td>
</tr>
<tr>
<td>3. Woody Willow</td>
<td>3</td>
</tr>
<tr>
<td>4. Captain Video</td>
<td>4</td>
</tr>
<tr>
<td>5. Cartoon Time</td>
<td>2</td>
</tr>
<tr>
<td>PROGRAMS</td>
<td>SECTION OF PROGRAM LIKED BEST</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
<td>Plot</td>
</tr>
<tr>
<td>1. Superman</td>
<td>16</td>
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<td>2. Lucky 11 Ranch</td>
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</tr>
<tr>
<td>5. Western Star Playhouse</td>
<td>5</td>
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<tr>
<td>6. Cartoon Time</td>
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### TABLE VII

**THURSDAY'S PROGRAM PREFERENCE SHEET**

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<td>3. Woody Willow</td>
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<td>4. Captain Video</td>
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<tr>
<td>5. Howdy Doody</td>
<td>5</td>
</tr>
<tr>
<td>6. Cartoon Time</td>
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<tr>
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<tr>
<td>----------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>1. Range Rider</td>
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<td>2. Ramar Of The Jungle</td>
<td>7</td>
</tr>
<tr>
<td>3. Lucky 11 Ranch</td>
<td>5</td>
</tr>
<tr>
<td>4. Captain Video</td>
<td>5</td>
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<tr>
<td>5. Woody Willow</td>
<td>3</td>
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</table>
Only ten of the twenty-five children used in this study, looked at television on Saturday. When asked why they didn't look at television on Saturday, it was found that they had other interests such as playing and visiting friends.

**TABLE IX**

**SATURDAY'S PROGRAM PREFERENCE SHEET**

<table>
<thead>
<tr>
<th>PROGRAMS</th>
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</tr>
<tr>
<td>1. The Cisco Kid</td>
<td>4</td>
</tr>
</tbody>
</table>
The preference surveys, based upon the choices of the twenty-five selected children were made the first week in October, and the last week in November 1953.

The purpose of the surveys was to discover whether or not the children had a constancy of choice for television programs.

Table X shows that between the October and November surveys, there were some differences in constancy. Forty-four percent showed a constancy; forty-eight percent a change of choice; while as eight percent had no choice.

In Table X numbers are used instead of the names of the children. The sex, chronological age and mental age, is listed beside the number that represents the child. The chronological ages and mental ages are expressed in months.
<table>
<thead>
<tr>
<th>No.</th>
<th>Sex</th>
<th>C.A.</th>
<th>M.A.</th>
<th>October Preference</th>
<th>November Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Female</td>
<td>74</td>
<td>83</td>
<td>Superman</td>
<td>Superman</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>72</td>
<td>73</td>
<td>Superman</td>
<td>Superman</td>
</tr>
<tr>
<td>3</td>
<td>Female</td>
<td>72</td>
<td>70</td>
<td>Lucky 11 Ranch</td>
<td>Lucky 11 Ranch</td>
</tr>
<tr>
<td>4</td>
<td>Female</td>
<td>80</td>
<td>80</td>
<td>Roy Rogers</td>
<td>Roy Rogers</td>
</tr>
<tr>
<td>5</td>
<td>Female</td>
<td>83</td>
<td>82</td>
<td>Superman</td>
<td>Superman</td>
</tr>
<tr>
<td>6</td>
<td>Female</td>
<td>71</td>
<td>69</td>
<td>Lucky 11 Ranch</td>
<td>Lucky 11 Ranch</td>
</tr>
<tr>
<td>7</td>
<td>Female</td>
<td>75</td>
<td>75</td>
<td>Woody Willow</td>
<td>Woody Willow</td>
</tr>
<tr>
<td>8</td>
<td>Male</td>
<td>71</td>
<td>70</td>
<td>Superman</td>
<td>Superman</td>
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<tr>
<td>9</td>
<td>Male</td>
<td>77</td>
<td>81</td>
<td>The Lone Ranger</td>
<td>The Lone Ranger</td>
</tr>
<tr>
<td>10</td>
<td>Male</td>
<td>71</td>
<td>71</td>
<td>Superman</td>
<td>Superman</td>
</tr>
<tr>
<td>11</td>
<td>Male</td>
<td>72</td>
<td>69</td>
<td>Lucky 11 Ranch</td>
<td>Lucky 11 Ranch</td>
</tr>
<tr>
<td>12</td>
<td>Male</td>
<td>76</td>
<td>75</td>
<td>Woody Willow</td>
<td>Roy Rogers</td>
</tr>
<tr>
<td>13</td>
<td>Male</td>
<td>76</td>
<td>71</td>
<td>Superman</td>
<td>Roy Rogers</td>
</tr>
</tbody>
</table>
TABLE X
PREFERENCE SURVEYS

<table>
<thead>
<tr>
<th>No.</th>
<th>Sex</th>
<th>C.A.</th>
<th>M.A.</th>
<th>October Preference</th>
<th>November Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Female</td>
<td>72</td>
<td>75</td>
<td>Superman</td>
<td>Woody Willow</td>
</tr>
<tr>
<td>15</td>
<td>Female</td>
<td>72</td>
<td>71</td>
<td>Cartoon Time</td>
<td>Lucky 11 Ranch</td>
</tr>
<tr>
<td>16</td>
<td>Female</td>
<td>76</td>
<td>76</td>
<td>I Love Lucy</td>
<td>Superman</td>
</tr>
<tr>
<td>17</td>
<td>Female</td>
<td>75</td>
<td>79</td>
<td>Howdy Doody</td>
<td>Superman</td>
</tr>
<tr>
<td>18</td>
<td>Female</td>
<td>78</td>
<td>80</td>
<td>Woody Willow</td>
<td>Howdy Doody</td>
</tr>
<tr>
<td>19</td>
<td>Female</td>
<td>77</td>
<td>72</td>
<td>Superman</td>
<td>Roy Rogers</td>
</tr>
<tr>
<td>20</td>
<td>Male</td>
<td>82</td>
<td>83</td>
<td>Lucky 11 Ranch</td>
<td>Superman</td>
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<tr>
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<td>Male</td>
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<td>77</td>
<td>The Lone Ranger</td>
<td>Superman</td>
</tr>
<tr>
<td>22</td>
<td>Male</td>
<td>79</td>
<td>76</td>
<td>Cartoon Time</td>
<td>Range Rider</td>
</tr>
<tr>
<td>23</td>
<td>Male</td>
<td>71</td>
<td>75</td>
<td>Superman</td>
<td>Roy Rogers</td>
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<tr>
<td>24</td>
<td>Male</td>
<td>71</td>
<td>68</td>
<td>No Preference</td>
<td>No Preference</td>
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<td>Male</td>
<td>80</td>
<td>69</td>
<td>No Preference</td>
<td>No Preference</td>
</tr>
</tbody>
</table>
Summarized in the following three tables are the children's reasons for enjoying their favorite programs.

Table XI reveals the number of the twenty-five selected children, who liked the graphic characters and elements of activity in the Western Programs. The programs are arranged in descending order according to choice.

### TABLE XI

THE CHILDREN’S REASONS FOR ENJOYING FAVORITE WESTERN PROGRAMS

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>CHARACTERS SEEN IN PROGRAMS</th>
<th>ACTIVITIES OF CHARACTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cowboys</td>
<td>Crooks</td>
</tr>
<tr>
<td>1. Roy Rogers</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>2. Lucky 11 Ranch</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>3. Range Rider</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>4. Kit Carson</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>5. The Lone Ranger</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>6. Cisco Kid</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
The reasons given by the twenty-five selected children, for enjoying the Miscellaneous Programs are shown in Table XII.

**TABLE XII**

**THE CHILDREN'S REASONS FOR ENJOYING FAVORITE MISCELLANEOUS PROGRAMS**

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>CHARACTERS</th>
<th>SEEN</th>
<th>ACTIVITIES OF CHARACTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Heroes</td>
<td>Crooks</td>
<td>Animals</td>
</tr>
<tr>
<td>1. Superman</td>
<td>15</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Ramar Of The Jungle</td>
<td>0</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3. Captain Video</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
Table XIII indicates what factors appealed to the interest of the twenty-five children used in this study, for the enjoyment of the Puppet Shows.

TABLE XIII
THE CHILDREN'S REASONS FOR ENJOYING FAVORITE PUPPET SHOWS

<table>
<thead>
<tr>
<th>PROGRAMS</th>
<th>CHARACTERS SEEN</th>
<th>ACTIVITIES OF CHARACTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Puppets</td>
<td>First Grade Children</td>
</tr>
<tr>
<td>1. Woody Willow</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2. Howdy Doody</td>
<td>24</td>
<td>24</td>
</tr>
</tbody>
</table>
CHAPTER III

SUMMARY AND CONCLUSIONS

SUMMARY:

This aspect of the study involved one of the first grade classes of a large elementary school in the area of Atlanta, Georgia. This class is composed of twenty-five children, fifteen girls and ten boys. These children are from lower middle class families, who depend upon the industries of the city for their livelihood.

The recreational facilities available to the children are movies, public parks and playgrounds, and community recreational activities.

Every child used in this study had a television set at home.

After giving the Kuhlmann-Anderson Intelligence Test, Battery A, to the children, the data of this study was obtained in the following ways:

1. Informal questioning of the children by the writer.

After drawing the part of the program they liked best, at their own request, the children were
allowed to interpret the drawings to the class. Some of the children dramatized their favorite part of the program for the class.

The results of the Kuhlmann-Anderson Intelligence Test showed the mean mental age score of the children in months to be 74.88, with a standard deviation of 4.83. The mean of the children's chronological ages in months was 73.48, with a standard deviation of 3.54.

CONCLUSIONS:

Some salient conclusions from this study, as made by the writer follows:

1. First grade children have special preferences for television programs.
2. In the October preference survey, 36% of the children preferred Superman; 28% preferred Western Programs; 16% Puppet Shows; 12% Humorous Shows, and 8% had no preference.

   In the November survey, 36% preferred Superman; 44% preferred Western Programs; 12% Puppet Shows, and 8% had no preference.
3. There was a variation in the stability of preferences for programs, between the stated period of time as shown; 44% showed a constancy
of choice, 48% showed a change of choice, 8% had no choice.

4. The children showed that their main interest was in the elements of plot and character.

5. The children looked at television and retained the story, when it appealed to their interest.

CONCLUDING COMMENTS:

The pictures drawn by the children were used by the writer to determine their favorite parts of the television programs.

Through interpreting and dramatizing the pictures they drew, the children developed a better idea of the sequency of a story, and improved in their oral expression.
SUGGESTIONS FOR FURTHER RESEARCH

1. Evaluate the use of television, for reading readiness in grade one.

2. What affect television is having on the emotional development of first grade children?

3. Does a longer period of time, than that which was used in this study, influence the stability of program preferences?
APPENDIX
Kuhlmann-Anderson Test  

Sixth Edition

NAME ________________________________

GRADE ___________________________ BOY____ GIRL____

TEACHER ________________________________

SCHOOL ___________________________ CITY __________________

DATE TESTED ________________________________
Year____ Month____ Day____

DATE OF BIRTH ________________________________
Year____ Month____ Day____

AGE ________________________________
Years____ Months____ Days____

Test Results ________________________________

Test administered by ________________________________

Test scored by ________________________________

Comments: ______________________________________

PERSONNEL PRESS, INC.  
PRINCETON, NEW JERSEY

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Test A Summary

M.A.

<table>
<thead>
<tr>
<th>Score</th>
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<tbody>
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<td>5-4</td>
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<tr>
<td>9-12</td>
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<tr>
<td>9-13</td>
</tr>
</tbody>
</table>

* Zero scores and M.A. scores above or below those listed should be written in these spaces.

To find the Median M.A. take the average of the 5th and 6th highest scores.

Profile of Trials Passed

M.A.

<table>
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</tbody>
</table>

Median M.A.
SAMPLE OF INTELLIGENCE TEST USED

Practice Test B
SAMPLE OF INTELLIGENCE TEST USED

Test No. 4

Boston University
School of Education
Library
SAMPLE OF INTELLIGENCE TEST USED

Test No. 5
SAMPLE OF INTELLIGENCE TEST USED

Test No. 6

Boston University
School of Education
Library
SAMPLE OF INTELLIGENCE TEST USED

Test No. 7
SAMPLE OF INTELLIGENCE TEST USED

- Baseball symbols
- Squares
- Crosses
- Circles
- Stars
- Vertical lines
- Dots
SAMPLE OF INTELLIGENCE TEST USED

A ________________________________

1 ________________________________

2 ________________________________

3 ________________________________

4 ________________________________

5 ________________________________

6 ________________________________

Test No. 9
SAMPLE OF INTELLIGENCE TEST USED

Test No. 10
SAMPLE OF INTELLIGENCE TEST USED

1. Boot
2. Table
3. Cat
4. Rabbit
5. Duck
6. Fish
7. Baseball
8. Butterfly
9. Apple
10. Leaf
11. Cherries
12. Clock
13. Pillow
14. Child
15. Cow
16. Bird
17. Book
18. Horse
19. Box
20. Squirrel
21. Chicken
22. Snake
23. Comb
24. Baseball bat
25. Kite
26. Chess piece

Test No. 11
### SAMPLE OF INTELLIGENCE TEST USED

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</tbody>
</table>

Test No. 12

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Boston University  
School of Education  
Library