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The relationship between outside of school television viewing and understanding of social studies among secondary school students in public schools

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BOSTON UNIVERSITY
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Thesis

THE RELATIONSHIP BETWEEN OUTSIDE OF SCHOOL TELEVISION VIEWING
AND UNDERSTANDING OF SOCIAL STUDIES AMONG SECONDARY SCHOOL
STUDENTS IN PUBLIC SCHOOLS

Submitted by

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(B.S., Boston University 1955)

In Partial Fulfillment of Requirements for
the Degree of Master of Education

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CHAPTER I
INTRODUCTION

Introduction.-- Television, since its introduction to the general public, has become a powerful force in the life of the many secondary school students. Like radio, which preceded it, television has created a similar problem, that of not only the quality of the material presented, but of the amount of listening and watching. According to Beggs, "...radio was placed 2nd to the movies while reading took 3rd place."^{1/} Television has finally become a firm medium of learning.

Television is becoming an integral part of the classroom situation. One of the more noted programs is "Operation Blackboard." "Operation Blackboard" is part of the biggest-and the most unusual-of the country's school television programs, an innovation among the modern tools of teaching in which Philadelphia has far surpassed the rest of the country. There is also an increase in the television field, at present, to present education to a vast majority of the people. "The Big R" is a step forward in the molding of the citizen of tomorrow. Therefore, it is important for the teacher of the men and women of tomorrow to understand television and recognize its importance.

Statement of the problem.-- The purpose of this study is to show the relationship between outside of school television viewing and the under-

^{1/}Bernice B. Beggs, "That Radio Problem," The Instructor, (May, 1945), 54:25.

standing of social studies among secondary school students in the public schools. A general, overall picture is necessary to discover whether or not the viewing of television is of help to the social studies teacher in his presentation of the course. The author shall form conclusions regarding the problem in the following manner:

1. A general survey of television habits, related to social studies, of members of social studies classes
2. The number of hours per week that pupils spend watching television
3. The value, if any, that the pupils place on the aid of television in their social studies work in school
4. The relationship between the time spent watching television and the test scores of boys and girls who are given a general social studies test
5. The relationship between the time spent watching television and the test scores of boys and girls who believe television has or has not helped them in their social studies work in school
6. The relationship between the time spent watching television and the test scores of boys and girls in the college preparatory groups and the non-college groups.

Justification of the problem.-- Since its inception, television has been a major diversion of almost every child of school age. Television has become the basis upon which a good part of the extra-curricular life of the pupil revolves. Television has also created many new and difficult problems since its beginning. Levenson says: "...that mothers were adding to the two basic elements of loss of sleep and study a third

accusation: television was interfering with the dinner hour."^{1/}

This study grew out of an interest, on the part of the author, to find out if a relationship exists between outside of school television viewing and the understanding of social studies among secondary school students in the public schools. The author of this study also hopes that the survey will aid social studies teachers to utilize television, as related to social studies, to a greater degree, so that members of social studies classes will be aided in their understanding of social studies.

The social studies teacher of today must realize the part that television can play in the education of his pupils. Callahan^{2/} says:

"Social studies seem to be especially adaptable to the medium of television. The British Broadcasting Corporation has experimented more in this field than most American schools, using a great deal of film material. Travel films are presented by the people who make them. Film is used in reporting current affairs, and sections of film are integrated into remote broadcasts and studio interviews in history and geography courses for 11- to sixteen-year-olds.

Social-studies telecasts have a wide interest range, as the Montclair State Teachers College in gearing 'Focus On Current Events' to both upper-elementary grades and high school.

The St. Louis Program-Planning Committee sees a promising future in using television to teach the social studies. Says the committee, 'The social-studies area seems to offer wide opportunity for educational television.' The enrichment of geography by bringing demonstration and instruction in the use of maps and globes, vitalizing history through films, discussing personal, community, national and international problems with visual and oral documentation--these possibilities stagger the imagination."

^{1/}William B. Levenson and Edward Staasheff, Teaching Through Radio and Television (Revised), Rinehart and Company, Inc., New York, 1952, p. 451.

^{2/}Jennie Waugh Callahan, Television in School, College, and Community, McGraw-Hill Book Company, Inc., New York, Toronto, London, 1953, pp. 148-149.

"The old adage, 'one picture is worth a thousand words,' is now recognized by both servicemen and civilians as an established truth."^{1/} Through television, social studies pupils can be transported to an entirely new educational world. Now sound has more meaning when one can actually see what is going on. Television has made it possible for social studies pupils to see activities in other areas of the world instead of only imagining what is going on in these areas. Television also makes it possible for the social studies students to be more aware of their own environment.

Adams says, ".....it has long been felt that television would be the most efficient educational medium devised by man. Nearly 98 percent of all individual learning is absorbed through the senses of sight and hearing, and television brings the message to these senses simultaneously."^{2/}

"Television's ultimate contribution can be its role in the betterment of the life of the nation, and, at the same time, the greater development of the life of the individual."^{3/} Thus, states David Sarnoff, President of the Radio Corporation of America. There is no better place to start the betterment of a nation than the school. Through the intelligent use of television, related to social studies, there is no better way to help preserve our democratic way of living. The schools, through the use of television as an educational medium, can help in building intelligent and

^{1/}Richard Hubbell, 4000 Years of Television, G.P. Putnam and Sons, New York, 1942, p. 286.

^{2/}Erwin Adams, "Philco Program of Education by Television," School and Society, (April 2, 1949), 69:248.

^{3/}Richard Hubbell, op. cit., p. 286.

discriminating citizens for the future.

Superintendent Seidel,^{1/} of Alameda County, California says:

"We feel that education is so basically fundamental to a democracy that no opportunity should be missed for improving the service which education renders to the public. We recognize in TV a new facility which we believe will substantially improve educational services in a way that has not proved possible through the printed page, motion pictures, or radio. It combines the advantages of these other media of communication, offers an opportunity never before available to reach a widely scattered audience in an effective way, and brings contemporary history to an already gathered audience in public schools, colleges, universities, and in the home.

It is our contention that one of the major contributions that TV can make to education is coverage of history in the making; contemporaneous events, both on a local and national level."

Prominent educators throughout the United States believe that television is the solution to many of the educational problems that the United States faces today. It is the belief of Hazel Cooley that: "Television, a consequence of contemporary technology, must be utilized as a teaching device if contemporary man is to understand the circumstances under which he lives."^{2/} Hazel Cooley also believes that: "TV is the one medium which, properly used, can meet the needs of education en masse."^{3/} The proper use of television in our educational system can help meet the problems of a mushrooming school population, a growing body of subject matter, and decreasing supply of teachers.

^{1/}Hazel Cooley, "Vision in Television," The Origins and Potentialities of Educational Television, Channel Press Publishers, New York 18, N. Y., 1952, p. 32.

^{2/}Hazel Cooley, op. cit., p. 25.

^{3/}Ibid., p. 27.

Scope of the problem.-- The author of this study plans to show the relationship between outside of school television viewing and the understanding of social studies among secondary school students in the public schools. To find out if a relationship exists, a general social studies test and questionnaire were prepared. Two teachers under whom the writer did his student teaching administered the test and questionnaire to their social studies classes. The test and questionnaire were given to 189 students in June of 1956. No problems were encountered by the two teachers in the administration of the test.

The group of students that were given the test and questionnaire were a group of social studies students from the senior high school of a residential suburb of Boston. Students surveyed in this study were all from an above average socio-economic level.

CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

Introduction.-- Instruction in the social studies is easily adaptable to the medium of television. Through the proper use of television, social studies teachers can enrich the educational experiences of members of their classes. Few studies have been conducted with the intent of showing a relationship between the viewing of television and the understanding of the various subjects. Few significant studies have been conducted in the field of social studies to determine the relationship between outside of school television viewing and the understanding of social studies among secondary school students. Therefore, the author of this study will include all previous research material, from every field, that the author feels is pertinent to this study. As stated in the U.S. News and World Report: "Right now the only thing that is really certain about TV impact is that everyone is guessing about it, that no one is doing large-scale, exhaustive research into the long range effects of the new medium."^{1/}

"Television has its greatest influence on the young and the people with limited education. For them television broadens the horizon as nothing else would-----It is the greatest means of educating people and giving them facts ever dreamed of."^{2/} Chancellor Marsh of Boston University had stated this idea in June of 1950 when he said, "...if the (television)

^{1/}"Viewers," Time, (February 19, 1951), ^{2/}Loc. cit., p. 72.

craze continues with the present level of programs, we are destined to have a nation of morons."^{1/}

Schwehr states in his writings: "Television can be used as a part of the teaching program. It can bring special events into the classroom to give students a better understanding of what they are studying."^{2/}

Favorable studies.-- Studies have been conducted in regard to the effect that television viewing has on school work.

Syracuse study.-- In a recent study conducted at Syracuse University^{3/} Siepmann found that:

"A comparative study of the value of the television screen, as a source of instruction, has been conducted at Syracuse University. The experiment extended over six weeks. It related to a course in citizenship. Two matched groups of students were employed, one group being taught under normal conditions by an instructor in a classroom. A matched group of 20 students received precisely the same instruction from the same instructor, but were situated in another classroom and viewed the instructor on a television receiver.

The purpose of this course was not merely the communication of knowledge, but the development of critical judgment. Evidence both as to knowledge acquired and as to critical judgment figured in the tests administered as criteria of effectiveness. The instructor was an outstanding exponent of discussion techniques. Not a single session in the course was devoted exclusively to lecturing.

The results of the test indicate that there was no significant differences in the learning process except that students who were in the physical presence of the instructor apparently did more outside reading than students who viewed him on the television screen only. But with this single difference, the educational impact seems to have been identical."

^{1/}"Morons and Happy Families," Time, (June 19, 1950), p. 68.

^{2/}W. L. Schwehr, "Television and the School," American School Board Journal, (June, 1949), 118:26.

^{3/}Charles A. Siepmann, Television and Education in the United States, UNESCO, Paris, 1952, pp. 110-111.

From the preceding experiment, it is quite easy to see that television can be utilized in the instruction of students, without causing any loss of knowledge. If presented correctly, television can be of great aid to the social studies teacher.

Xavier study.-- A study was conducted in Ohio at Xavier University^{1/} as to the influence of television on schoolwork:

"About 1,000 students participated in the study. Students not having sets were matched with students, within the same class by mental age, who had sets. Four major conclusions were drawn:

1. There was no significant difference in school achievement between televiewing children and non-televiewing children.

2. Learning was not affected by the way the parents controlled their children's televiewing.

3. Poor television habits, lower I.Q.s, lower parental control, and poorer school achievement tend to be found in the same child.

4. Television can be used to excess, resulting in damage to physical well-being and mental alertness."

Houston study.-- A test was recently conducted in Houston Texas^{2/} to determine the effect of television viewing on the schoolwork of pupils:

"These results, based on children's sayings and activities, indicated that children in the primary grades were getting a great deal of information from their TV viewing and were developing interest in a wide variety of topics.

The youngsters were showing a knowledge of tides, and the moon's effect on them, of bicycle safety, transparency, how sounds are made, and the operations of jet planes, rocket ships, tanks and submarines.

Their vocabularies seemed to be increasing in range far beyond what they once were, apparently because of learning from TV."

Palo Alto study.-- In a study conducted by Anna Fitzhugh Ball, it was

^{1/}Charles A. Siepman, op. cit., p. 104.

^{2/}"What TV is Doing to America," op. cit., pp. 41-42.

found that: "Exposure to a reasonable amount of TV does increase vocabulary, word recognition and general knowledge and understanding."^{1/} It was further discovered by this study that the students believed that: "Programs like the 'March of Time' and 'Kings Crossroads' teach more in half an hour than we could retain from a full volume of reading."^{2/}

Navy study.-- The United States Navy has recognized the importance of television as an educational medium. In tests conducted at Port Washington, by the Special Devices Center of the Office of Naval Research,^{3/} it was found that:

- "a) All groups of trainees showed important gains in knowledge after participation in even a one-hour lesson presented by television. Not only were the television sessions as effective as traditional classroom instruction, but they were usually more effective.
- b) Trainees remembered what they learned during the television lessons. Repeated tests showed that more than 80 percent of the knowledge acquired was retained over an interval of one month.
- c) Most of the men participating in the television training projects liked the television training lessons better than either typical classroom instruction or training films. Nearly three-fourths of the reservists preferred television training to the usual classroom procedures, and more than 60 percent of them asserted the television sessions were more instructive than the training films they had viewed in the preceding two years.
- d) Kinescope recordings of the live television sessions, when presented as sound motion pictures were almost as effective as the television sessions themselves. This is particularly significant for mass training when it is remembered that kinescope recordings are relatively inexpensive by-products of television presentations.

^{1/}Ibid., p. 41.

^{2/}Loc. cit.

^{3/}Robert T. Rock, Jr., "Television as an Educational Medium," A Television Policy for Education, Proceedings of the Television Programs Institute, American Council on Education, 1952, pp. 177-178.

- e) Available data indicate that some types of instructional presentations are very much more effective in promoting learning than other types. For example, it was found that dramatic presentations* which were unsupported by narrative or expository sequences were singularly ineffective in promoting learning. Some dramatic sequences actually confused trainees so seriously that they showed a significantly lower percentage of correct responses after such 'instruction' than they showed before the lesson."

Army study.-- The United States Army has conducted tests at Camp Gordon to determine how effective television is as an educational medium in the instruction of trainees. "The Army tests at Camp Gordon showed that TV, with periodic class sessions, led to greater retentiveness, more attention to detail, and greater total understanding."^{1/}

Brugger's study.-- "This experiment was designed to determine the effect of audio-visual stimulation outside the school on learning by audio-visual methods of instruction."^{2/} Brugger^{3/} conducted the experiment in the following way:

"The Experimental Group

The group tested was composed of 96 A-8 students at Emerson Junior High School [in Los Angeles]. They are the members of three social studies classes, selected at random, with a mean IQ of 105.7, a mean age of 13.5 years and differing widely in socio-economic background.

^{1/}Frank Dunham, "How Educational is Educational TV," School Life, (March, 1955), 37:84.

^{2/}Adolph T. Brugger, "Relation of Out-of-School A-V Experience to Learning," Education, (June, 1955), 75:647.

^{3/}Loc. cit.

* Author's note: Dramatic presentations as used in this context are to be interpreted as those presentations that are exaggerated, artificial, or tawdry in its dramatic effect.

Procedure.

All members of the experimental group were instructed to fill out a questionnaire covering out-of-school experience with motion pictures, radio, television and comic books.... The film, 'The Great Lakes, Highway of Commerce,' was then shown.... Previous to this the members of the group had been informed that they were to be tested on the film and that these tests were to be graded.

Immediately at the conclusion of the film the group was given an objective test based exclusively on material contained in the film.

The Questionnaire.

The questionnaire allowed for a maximum attendance of 53 hours per week. Television attendancewas recorded in hours on the questionnaire...."

The following results ^{1/} were obtained:

"The effect of television. Of the 96 members of the group tested, 48 indicated television attendance (Group A) while 48 indicated no television attendance (Group B). Group A had a mean total attendance of 36.1 hours per week while Group B had a mean total attendance of 21.5 hours per week. Varying inversely with this, the mean test score for Group A was 12.91 while Group B had a mean score of 19.00.

The question arose whether the difference in achievement was due to the quantitative difference between television attendance and attendance by other media. A correlation was therefore computed within Group A between television attendance and test scores. The coefficient of correlation was -.18, which indicated that the effect of television attendance correlated inversely with achievement only in proportion to the total attendance's inverse correlation with achievement. Television attendance was thus a causal factor only insofar as it increased attendance."

Azzone's study.-- A study on the effect of television viewing on the schoolwork of secondary school students was conducted by Azzone. "Two hundred students from the Shurtleff School, Chelsea, Massachusetts, were selected for this study. They represent classes from the sixth to ninth grades."^{2/}

^{1/}Ibid., pp. 649.

^{2/}M.A. Azzone, The Effect of Television on Scholastic Achievement, Unpublished Master's Thesis, Boston University, 1949, p. 14.

Subjects ^{1/} used for the study were:

<u>Grade 6</u>	<u>Grade 7</u>	<u>Grade 8</u>	<u>Grade 9</u>
Geography	Geography	Geography	Science
Language	Language	Language	Language
Mathematics	Mathematics	Mathematics	Mathematics
Literature	Literature	Literature	Literature"

Azzone found that: "The mean grade for television students, prior to purchasing the sets was 77.50; following the purchasing of such sets it was 77.65. The average grade of the television students increased .15."^{2/}

South Shore High School study.-- The pupils at South Shore High School in Chicago were asked the Question "Does television affect your school work?"^{3/} The answers of those students who thought television helped them in their school work were summarized by Lewis. The results are listed below:

1. I do my homework before television time. It even enables me to learn about foreign countries and American History.
2. The travel films and the nature film shorts help much in understanding foreign countries and biology.
3. I do not go out at night anymore and while waiting for the television programs to come on I do my homework.
4. It helped me in Elementary Business Training after I saw a program about stocks and bonds.
5. Travelogues helped me in Commercial Geography.
6. The educational films have helped me in History, English, and general conversation. News broadcasts are easier to understand than reading the copy in the daily newspapers."

Toronto study.-- In a study conducted at the University of Toronto, it

^{1/}Ibid., p. 15.

^{2/}Ibid., p. 25.

^{3/}P. E. Lewis, "Television and Teen-Agers," Educational Screen, (April, 1949), 28:160.

was found that: "Toronto students watching a lecture on TV scored the highest on an exam based on the televised lecture. Students who simply read the lecture scored the lowest."^{1/}

The educator's attitude toward television.-- Many prominent educators believe that television can be of aid to education. Bubriski concludes: "Students are showing a new interest in history and geography. And they are showing a new desire to read."^{2/}

Bubriski^{3/} believes that television can be made to work for the social studies teacher. She states that there are three different approaches that the social studies teacher may use:

"One of them is to listen to three commentators or news analysts for one week. Another is to assign different television programs for special reports that are given for extra credit by interested students who volunteer. If you know far enough in advance about the topic to be covered, you can assign the particular television program to a group of students who will report to the class as a 'panel of experts.'

The outline we use includes most of these points: (1) What are the main topics covered? (2) How is the material presented? (3) What is the scope of the reporting? (4) Is there any evidence of bias or prejudice? If so, state it. (5) What do you know about the commentator's 'reputation?'"

Through the plan mentioned above, the author of this thesis believes that great advances could be made in the relationship between outside of school television viewing and the understanding of social studies.

In general, most teachers realize the potential of television as a definite source of knowledge. Few teachers feel that television seriously interferes with the students' homework, or if viewed in excess leads

^{1/}"Learning by TV," Scholastic, (March 1, 1956), 68:1-T.

^{2/}Alice Bubriski, "Beamed for You ...Social Studies on the Networks," Scholastic, (Oct. 6, 1954), 65:18-T.

^{3/}loc. cit.

necessarily to types of maladjustment.^{1/} Television provides its viewers with a sense of immediacy not present in other forms of audio-visual aids. If television has been of no other benefit to the student it has increased his interest to speak clearly and fluently.^{2/}

Ingraham^{3/} says:

"TV can and should be a powerful and extremely effective medium. It can and should supplement and broaden present teaching facilities in the social studies. This new and vital audio-visual aid, brought into the classroom, has already helped teachers to maintain interest and to drive home subject matter. They have brought outstanding personalities demonstrating special skills with materials not otherwise available."

Recently at a meeting of school superintendents at Ann Arbor, Michigan, it was agreed that the "...television camera can and must play a major role in the education of youngsters and adults alike.television can definitely serve to increase teacher effectiveness."^{4/}

The New York City Educational System has utilized commercial television for quite some time. Mrs. Klock, Production-Supervisor for the New York City Educational System pointed out that: "Existing network and local station programs are usedto implement certain classroom subjects, to foster in students a discriminating appreciation of television programs."^{5/}

^{1/}Paul Witty, "Television and the Educative Process," School and Society, (Dec. 15, 1951), 74:372.

^{2/}John Haverstick, "Tools for Teaching: The 3-D Classroom," Saturday Review, (February 15, 1955), p. 32.

^{3/}Leonard W. Ingraham, "How Our Schools Are Using Educational Television," Social Education, (May, 1955), 19:199.

^{4/}"TV in School," School and Society, (July 7, 1955), 84:12.

^{5/}"Widening Circles," School Life, (June, 1956), 38:15.

It is the belief of Varner that: " 'There are good programs on commercial stations. Even when historical plays are over-romanticized they do some good for the subject. They make history come to life.' "^{1/} He also believes that: "'Teachers would appreciate more advance notice about these programs. We could prepare the students in class for the out-of-classroom drama. Having this historical background the youngsters could attain greater enjoyment.' "^{2/}

Many teachers believe "...there are children who have been stimulated to do better work because of interests engendered by TV. The teachers cited a number of examples of the successful use of TV in fostering interest and engendering success in school."^{3/}

Teacher survey.-- A survey to discover what teachers list as benefits of television was conducted throughout the United States. The results^{4/} are listed below:

- "1. Classroom activities are stimulated.
2. Field trips are requested.
3. Children seek supplementary reading.
4. Vocabularies are enlarged.
5. Children are more aware of the importance of good diction.
6. Children retain with amazing accuracy the skills and processes they have seen."

^{1/}"Electronics Age in the Classroom," Saturday Review, (February 18, 1956), p. 34.

^{2/}Loc. cit.

^{3/}"A Sixth Report on TV," School and Society, (May 12, 1956), 83:166-167.

^{4/}Charles A. Siepman, op. cit., p. 90.

Conclusion.-- It has been shown that, if supported by the public, television can become a powerful educational medium. Television can bring current events and authentic historical films before the eyes of anybody, anywhere. This stimulates in the individual a sense of personal participation despite the physical distance of the events themselves.

The potential of television as an educational force must be considered by the educator as well as the student. It is the responsibility of the educator to make use of the newest and most progressive tools of education, since education like all aspects of our society is forever progressing to newer and more modern means of attaining its goals. He must guide our students of today toward an intelligent regard for television as an educational medium. It is the obligation of the educator to help maintain high standards for television presentations in order that this valuable educational means may not be destroyed.

CHAPTER III

PROCEDURE

Restatement of the problem.-- As previously stated in the first chapter of this study, the main purpose of this survey was to ascertain whether or not there is a relationship between outside of school television viewing and the understanding of social studies among secondary school students in the public schools. By answering questions concerning television as a help in social studies and the type of viewing done, the writer hopes to develop a better knowledge of the important role of television in the education of our students.

To accomplish this end, a questionnaire and test concerning social studies and the viewing habits of social studies' pupils were administered.

Description of the pupil population.-- The students investigated in this study were a group of secondary school pupils from the senior high school of a small New England town. The town is primarily residential but includes several industries that were once the foremost occupations of the townsfolk. There was a small selection of students, non-residents of the town, who used the town's senior high school facilities. Nearly all of the students questioned were from homes above average in terms of socio-economic level. They represented a fairly good cross section of the abilities, interests, and home influences of high school students living in this suburban town.

Description of survey.-- To find out if a relationship exists between outside of school television viewing and the understanding of social

studies among secondary school students in the public schools, a general social studies test and questionnaire were prepared. The author contacted the two secondary school teachers under whom he had done his student teaching. The test was given to their pupils under actual classroom conditions.

The questionnaire and test were given to a total of 189 students. This group of students was divided into two groups of 85 boys and 104 girls. These were then subdivided into groups of non-college and college preparatory students. The non-college group of students numbered 98. The college preparatory group was made up of 91 students.

Results of the survey.-- The results of this survey were then organized into the following categories:

1. The chronological age distribution of boys and girls
2. The grade distribution of boys and girls
3. The number and percentage of boys and girls who had television sets in their homes
4. The size of the screens on the individual sets
5. The number and percentage of boys and girls who had received help from their social studies teachers in the selection of television programs related to social studies
6. The time of day that the boys and girls watched television
7. The favorite day for watching television, as expressed in number and percentage of students and their preferences
8. The approximate number of hours per week that the boys and girls spent watching television
9. The number and percentage of the boys and girls who watched

Channel 2

10. The number and percentage of boys and girls who felt that television viewing helped them in their social studies work in school
11. The reasons given for television and its help to the boys and girls in their social studies work in school
12. The number and percentage of boys and girls who had watched any of a specified list of television programs pertaining to social studies
13. The relationship between the time spent watching television and the test scores of the boys
14. The relationship between the time spent watching television and the test scores of the boys who thought that television viewing helped them in their social studies work in school
15. The relationship between the time spent watching television and the test scores of the boys who thought that television viewing had not helped them in their social studies work in school
16. The relationship between the time spent watching television and the test scores of the girls
17. The relationship between the time spent watching television and the test scores of the girls who thought that television viewing helped them in their social studies work in school
18. The relationship between the time spent watching television and the test scores of the girls who thought that television viewing had not helped them in their social studies work in school
19. The relationship between the time spent watching television and the test scores of the boys in the college preparatory group

20. The relationship between the time spent watching television and the test scores of the boys in the non-college group
21. The relationship between the time spent watching television and the test scores of the girls in the college preparatory group
22. The relationship between the time spent watching television and the test scores of the girls in the non-college group.

The results of this questionnaire and test should give some indication of whether or not there is any relationship between outside of school television viewing and the understanding of social studies among secondary school students in the public schools.

CHAPTER IV
ANALYSIS OF DATA

Interpretation of findings.-- An interpretation of the findings of this survey will now be presented to determine whether or not a relationship exists between television viewing outside of school and the understanding of social studies among a selective group of secondary school students.

Chronological age distribution.-- The pupils were asked to state their ages. The results are listed below.

Table 1. Chronological Age Distribution of Boys and Girls

Age	Boys	Girls	Total
(1)	(2)	(3)	(4)
Thirteen.....	0	1	1
Fourteen.....	13	22	35
Fifteen.....	23	19	42
Sixteen.....	18	30	48
Seventeen.....	24	27	51
Eighteen.....	6	5	11
Nineteen.....	1	0	1
Total.....	85	104	189

The pupils questioned ranged in age from 13 to 19 years. Fifty-one of the total number were 17 years of age and composed the largest group of those questioned. Forty-eight of the total number questioned were 16 years of age. This was the second largest group. The third largest group was made up of 42 pupils, 15 years of age. Thirty-five of the total number questioned were 14 years old. This was the smallest age group questioned

of the four main groups. It is interesting to note that there was a fairly even distribution of pupils between the four main groups.

Grade distribution.-- The pupils were asked to designate which grade they were in. The results are listed below.

Table 2. Grade Distribution of the Boys and Girls

Grade	Boys	Girls	Total
(1)	(2)	(3)	(4)
Ninth.....	28	32	60
Tenth.....	14	9	23
Eleventh.....	27	52	79
Twelfth.....	16	11	27
Total.....	85	104	189

The pupils questioned were high school students. Seventy-nine of the total number questioned were in the eleventh grade; sixty were in the ninth grade; twenty-seven were in the twelfth grade, and twenty-three were in the tenth grade.

Television sets.-- The pupils were asked whether or not they had television sets in their homes. The results are listed on the following page.

Table 3. The Number and Percent of Pupils Who Had Television Sets
In Their Homes

Group	Sets		No Sets	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Boys.....	84	99	1	1
Girls.....	102	98	2	2
Total	186	98	3	2

Not all of the pupils questioned had television sets in their homes. Ninety-eight percent of the boys and girls had television sets in their homes. All of the boys and girls had viewed television at one time or another, at home or elsewhere.

Screen size.-- The pupils were asked to judge the approximate size of the television screens that they had watched in their own homes. The results appear below.

Table 4. The Size Television Screens Used in the Homes of the Pupils
Questioned

Screen	Boys	Girls	Screen	Boys	Girls
(1)	(2)	(3)	(1)	(2)	(3)
7 in.....	1		18 in...	1	2
10 in.....	1	2	20 in...	6	1
12 in.....	7	2	21 in...	33	47
14 in.....	2	2	24 in...	2	3
16 in.....	6	8	27 in...	1	1
17 in.....	24	32	None....	1	1

The most popular screen size, as viewed by the boys and girls, was the 21 inch screen. Thirty-three of the total number of boys questioned and 47 girls judged the screens in their homes to be of that size. The next most popular screen size, as viewed by the boys and girls, was the 17 inch screen.

Selection of programs related to social studies.-- The pupils were asked to state whether they received any help in the selection of programs, related to social studies, from their social studies teachers. The results are listed below.

Table 5. The Number and Percent of Pupils Who Received Help From Their Social Studies Teachers in the Selection of Television Programs Related to Social Studies

Group	Yes		No	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Boys.....	60	71	25	29
Girls.....	70	67	34	33
Total.....	130	69	59	31

Of the total number of boys and girls questioned, 71 percent of the boys and 67 percent of the girls received help from their social studies teachers in the selection of programs related to social studies.

Favorite viewing time.-- The pupils were asked to designate the time of day when they viewed television most frequently. The results are listed on the following page.

Table 6. Number and Percent of Favorite Viewing Time of Boys and Girls

Time	Boys		Girls	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Afternoon.....	17	20	26	25
Evening.....	68	80	78	75

The favorite time of day for viewing television as selected by the boys was the evening. Eighty percent of the boys questioned selected that time of day. The girls also selected the evening as their favorite time for viewing television. Seventy-eight percent of the girls, who were questioned, selected the evening as their favorite time for watching television.

Favorite day for viewing television.-- The pupils were asked to select their favorite day for viewing television. The results are listed below.

Table 7. The Number and Percent of Students Watching Television on Their Favorite Days

Day	Boys		Girls	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Sunday.....	31	36	32	31
Monday.....	4	5	5	5
Tuesday.....	1	1	3	3
Wednesday.....	5	6	3	3
Thursday.....	3	4	4	4
Friday.....	6	7	19	18
Saturday.....	35	41	38	37

Saturday and Sunday were the most popular days for the viewing of television. Saturday was the more popular of the two, being preferred by 41 percent of the boys and 37 percent of the girls questioned. Sunday was selected as the second most popular day by 36 percent of the boys and 31 percent of the girls.

Time spent watching television.-- The pupils were asked to list the approximate number of hours that they spent viewing television each week. The results are listed below.

Table 8. The Approximate Number of Hours Per Week That the Students Spent Watching Television

Hours	Boys	Girls
(1)	(2)	(3)
0.....	8	7
1.....	5	6
2.....	6	7
3.....	2	8
4.....	6	2
5.....	2	13
6.....	3	4
7.....	6	6
8.....	0	7
9.....	1	1
10.....	9	10
12.....	4	3
14.....	5	5
15.....	8	2
16.....	1	2
18.....	1	1
20.....	4	9
21.....	1	1
24.....	3	2
25.....	3	3
28.....	1	2
30.....	3	1
35.....	0	2
45.....	1	0
50.....	2	0

The majority of the students questioned had not watched television over 15 hours per week. Sixty-five boys and 81 girls, of the 189 students questioned, spent 15 hours or less per week viewing television.

Educational television channel.-- The pupils were asked to indicate whether or not they had watched Channel 2 the educational television station in the Boston area. The results are listed below.

Table 9. The Number and Percent of Students Who Had Watched Channel 2

Group	Yes		No	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Boys.....	26	31	59	69
Girls.....	33	32	71	69
Total..	59	31	130	69

It is interesting to note that few of the pupils questioned had watched Channel 2. Only 31 percent of the boys had watched this channel, as compared with 32 percent of the girls.

Television as a help or hindrance.-- The pupils were asked to indicate whether or not they believed that television viewing helped them in their social studies work in school. The results are listed on the following page.

Table 10. Number and Percent of Students Who Felt That Television Viewing Helped Them in Their Social Studies Work in School

Group	Yes		No	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
Boys.....	45	53	40	47
Girls.....	54	52	50	48
Total..	99	52	90	48

Of the students questioned, 53 percent boys and 52 percent girls believed that television viewing helped them in their social studies work in school. Fifty-two percent of the total number of students questioned felt that television viewing had favorably affected their social studies work.

Specified list of programs.-- The pupils were asked which of the following programs related to social studies they had watched. The results are listed on the following page.

Table 11. The Number and Percent of Boys and Girls Who Watched a Specified List of Television Programs Pertaining to Their Social Studies Work in School

Programs	Boys		Girls	
	Number	Percent	Number	Percent
(1)	(2)	(3)	(4)	(5)
American Forum of the Air	0	0	1	1
You Are There.....	37	46	40	38
Starring the Editors.....	11	13	19	18
Face the Nation.....	1	1	1	1
Meet the Press.....	9	11	21	20
Omnibus.....	42	49	58	56
United National at Work..	1	1	0	0
United Nations General Assembly.....	1	1	1	1
Wide Wide World.....	49	58	58	56
Outside U.S.A.....	2	2	1	1
The Big Picture.....	37	44	18	17
Government in Action.....	3	4	3	3
See it Now.....	10	12	4	4
Camel News Caravan.....	44	52	70	67
Person to Person.....	12	14	10	10
Heritage of the Land.....	1	1	0	0
Did Not Watch Any of the Programs Listed.....	17	20	15	14

There was a definite relationship between the percentage of boys and girls viewing each program listed with the exception of "The Big Picture" in which the percentage margin between the two sexes was significantly large. The most popular programs as selected by the students were: "You Are There," "Omnibus," "Wide Wide World," "The Big Picture," and "Camel News Caravan." A large majority of the pupils had not viewed any of the programs presented on Channel 2. Twenty percent of the boys and 14 percent of the girls had never watched any of the programs listed in Table 11.

Relationship between the time spent watching television and the test scores of the boys.-- The pupils were given a general social studies test.^{1/} The test scores of the boys were compared with the time that they spent watching television each week. The results are listed below.

Table 12. Relationship Between the Time Spent Watching Television and the Test Scores of the Boys

Time Spent Watching Television	Boys Test Scores																			Total
(1)	(2)																			(3)
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
0.....												1	6	1					8	
1.....										1	1		1			1		1	5	
2.....				1										1	1	2	1		6	
3.....												1						1	2	
4.....					1									1	1	1		2	6	
5.....												1					1		2	
6.....												1	2						3	
7.....	1					1	1				1				1			1	6	
8.....																			0	
9.....																1			1	
10.....							1	1			2	2	1	1	1				9	
12.....													1			2		1	4	
14.....						1					2	2							5	
15.....						1					3	1	1		2				8	
16.....															1				1	
18.....								1											1	
20.....											1	1	1			1			4	
21.....								1											1	
24.....					1							1	1						3	
25.....											1		1		1				3	
28.....											1								1	
30.....	1	1															1		3	
35.....																			0	
45.....			1																1	
50.....										1			1						2	
Total.....	2	1	1	0	2	4	2	2	1	3	11	11	16	5	8	8	2	6	85	

^{1/}Jeanne M. Bradford, "Cooperative General Achievement Test," Test I Social Studies Form XX, Educational Testing Service, Princeton, Los Angeles, 1953, Questions 1-7, 11, 13, 15-16, 18, 20-21, 23, 26-27, 31, 34-35.

The majority of the boys questioned had not watched television for more than 15 hours per week. Sixty-five watched television for 15 hours or less each week. The test scores for this group were higher than for the group of boys who had watched television for more than 15 hours per week. The coefficient of correlation between the time spent watching television and the test scores of the boys is -0.338 . This indicates that the relationship between the variables is negative; that is the less time spent watching TV, the higher the score.

Relationship between the time spent watching television and the test scores of the boys who thought television viewing helped them.-- The test scores of the boys who thought that television viewing helped them in their social studies were compared with the number of hours per week that each student spent watching television. The results are listed on the following page.

Table 13. Relationship Between the Time Spent Watching Television and the Test Scores of the Boys Who Thought That Television Viewing Helped Them in Their Social Studies Work in School

Time Spent Watching Television	Test Scores of Boys Who Thought Television Helped Them									Total
(1)	(2)									(3)
	12	13	14	15	16	17	18	19		
0.....										0
1.....			1			1	1			3
2.....				1	1	2	1			5
3.....		1						1		2
4.....				1	1	1		2		5
5.....		1				1				2
6.....		1	2							3
7.....	1				1			1		3
8.....										0
9.....					1					1
10.....	1	1	1	1	1					5
12.....			1			2		1		4
14.....										0
15.....			1	1	1					3
16.....					2					2
18.....										0
20.....	1					1				2
21.....										0
24.....			1							1
25.....					2					2
28.....										0
30.....							1			1
45.....										0
50.....			1							1
Total.....	3	6	7	5	8	8	2	6		45

As can be seen in the above table, the boys who thought that television viewing helped them in their social studies work scored highly on the test they were given. None of the 45 boys tested gave less than 12 out of 20 correct answers. The majority of the boys in this group had not spent a great amount of time in the viewing of television. The coefficient of correlation between the time spent watching television and the test

scores of the members of this group is .008. This indicates that the relationship between the time spent watching television and the test scores of the members in this group is negligible.

Relationship between the time spent watching television and the test scores of the boys who thought that television viewing had not helped them-

The test scores of the boys who thought that television viewing in no way helped them with their social studies work were compared with the time they spent viewing television each week. The results are listed below.

Table 14. Relationship Between the Time Spent Watching Television and the Test Scores of the Boys Who Thought That Television Viewing Had Not Helped Them in Their Social Studies Work in School

Time Spent Watching Television	Test Scores of Boys Who Thought Television Had Not Helped Them															Total
(1)	(2)															(3)
	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
0.....												1	6	1		8
1.....					1					1	1					2
2.....				1												1
3.....																0
4.....					1											1
5.....																0
6.....																0
7.....	1					1	1									3
8.....																0
10.....							1	1		1	1					4
12.....																0
14.....						1					2	2				4
15.....						1					3					4
16.....																0
18.....							1									1
20.....												1	1			2
21.....										1						1
24.....					1							1				2
25.....											1					1
28.....										1						1
30.....		1	1													2
45.....		1														1
50.....										1						1
Total.....	2	1	1	0	2	4	2	1	1	4	8	7	7	1		40

The group of boys who thought they had not been helped in their social studies work by the viewing of television scored low on the test. The highest mark attained was 15 questions correct, and this mark was received by only one student. Seven of the number of boys in this group gave 14 correct answers. Thirty-two of the 40 boys answered 13 or less of the questions correctly, meaning that 32 of the boys in this group received barely passing or failing grades. The coefficient of correlation for this table is $-.382$. This coefficient of correlation indicates a negative relationship between test scores and the time spent watching television of the members of this group. In other words, the less time spent in the viewing of television the higher the students' test scores.

Relationship between the time spent watching television and the test scores of the girls.-- The girls were presented the same general social studies test as the boys. The test scores were then compared with the time that the girls spent viewing television. The results are listed below.

Table 15. Relationship Between the Time Spent Watching Television and the Test Scores of the Girls

Time Spent Watching Television	Girls Test Scores																	Total
(1)	(2)																	(3)
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
0.....					1	1		1				1	2	1			7	
1.....									2	1	1				1	1	6	
2.....				1	2				2	1	1						7	
3.....				1			1	1				1	3	1			8	
4.....					1									1			2	
5.....								2	1	2	1	2	1	3	1		13	
6.....									1			1				2	4	
7.....					1			1		1			2	1			6	
8.....				1				1		1		1	1	1	1		7	
9.....														1			1	
10.....				1			2	1		1	3	1	1				10	
12.....									1		1	1					3	
14.....											1	1	2			1	5	
15.....													2				2	
16.....									1			1					2	
18.....						1											1	
20.....		1							1	1	1	2	2	1			9	
21.....									1								1	
24.....		1									1						2	
25.....						1			1					1			3	
28.....								2									2	
30.....											1						1	
35.....				1			1										2	
Total.....	1	1	0	3	4	6	3	9	12	9	10	14	15	11	5	1	104	

Eighty-one of the girls questioned watched television for 15 hours or less each week. The girls who had not watched television for more than 15 hours per week scored more highly on the test. In comparison with the test scores of the boys, those of the girls were not as high. The coefficient of correlation for this table is $-.202$. Thus, a negative relationship is indicated between the time spent viewing television and the test scores of the girls. The less time spent viewing television the higher the test scores of the girls.

Relationship between the time spent watching television and the test scores of the girls who thought television viewing helped them.-- The test scores of the girls who thought that television viewing helped them in their social studies work were compared with the number of hours per week that they spent watching television. The results are listed below.

Table 16. Relationship Between the Time Spent Watching Television and the Test Scores of the Girls Who Thought That Television Viewing Helped Them in Their Social Studies Work in School

Time Spent Watching Television	Test Scores of Girls Who Thought Television Helped Them										Total
	(1)	(2)									
	9	10	11	12	13	14	15	16	17	18	
0.....											0
1.....				2	1				1	1	5
2.....	1			2	1	1					5
3.....			1	1			1	3	1		7
4.....											0
5.....					2		1	1	3		7
6.....				1			1			1	3
7.....			1		1				1		3
8.....			1		1			1	1	1	5
9.....								1			1
10.....			1			1					2
12.....				1		1					2
14.....						1		1			2
15.....							2				2
16.....				1							1
18.....											0
20.....				1		1	2	1	1		6
25.....									1		1
28.....			1								1
30.....		1									1
Total.....	1	1	5	9	6	5	7	8	9	3	54

The girls who thought that television viewing had helped them in social studies work in school scored high on the test. The lowest grade of this group was nine correct answers. The highest score recorded in this group was 18 correct answers. Three of the girls questioned received this score. The majority of the girls in this group had not watched television over 15 hours per week. The coefficient of correlation for this table is $-.011$. A negative relationship is indicated between the time spent watching television and the test scores of the girls by this coefficient of correlation. The less time spent in the viewing of television by the girls in this group, the higher their test scores.

Relationship between the time spent watching television and the test scores of the girls who thought that television viewing had not helped them.-- The test scores of the girls who thought that television viewing in no way helped them with their social studies work were compared with the time they spent watching television each week. The results are listed below.

Table 17. Relationship Between the Time Spent Watching Television and the Test Scores of the Girls Who Thought That Television Viewing Had Not Helped Them in Their Social Studies Work in School

Time Spent Watching Television	Test Scores of Girls Who Thought Television Had Not Helped Them																Total
(1)	(2)																(3)
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
0.....				1	1			1				1	2	1			7
1.....											1						1
2.....				1	1												2
3.....				1													1
4.....					1									1			2
5.....								2	1		1	1				1	6
6.....																1	1
7.....					1									2			3
8.....				1								1					2
10.....				1			2			1	2	1	1				8
12.....												1					1
14.....												1	1			1	3
16.....												1					1
18.....						1											1
20.....		1								1				1			3
21.....									1								1
24.....	1										1						2
25.....					1				1								2
28.....								1									1
30.....										1							1
35.....				1													1
Total.....	1	1	0	3	4	5	2	4	3	3	5	7	7	2	2	1	50

The girls who thought they were not helped in their social studies by the viewing of television scored low on the test. The highest score attained by one member of this group was 19 correct answers. Only 24 of the entire number questioned in this group got scores that exceeded 13 correct answers. The coefficient of correlation between the time spent watching television and the test scores of the girls in this group is $-.200$. A negative correlation exists between the time spent watching television and the test scores of girls in this group. The less time spent in the viewing of television by girls in this group, the higher the test scores.

Relationship between the time spent watching television and the test scores of the boys in the college preparatory group.-- Test scores of the boys in the college preparatory group were compared with the time they spent viewing television each week. The results are listed below.

Table 18. Relationship Between the Time Spent Watching Television and the Test Scores of the Boys in the College Preparatory Group

Time Spent Watching Television (1)	Test Scores of Boys in the College Preparatory Group (2)								Total (3)
	12	13	14	15	16	17	18	19	
0.....		1	6	1					8
1.....						1	1		2
2.....				1	1	2			4
3.....		1					1		2
4.....				1	1	1	1		4
5.....		1				1			2
6.....			1						1
7.....					1		1		2
8.....									0
9.....					1				1
10.....					1				1
12.....						2	1		3
14.....	1								1
15.....	1				2				3
20.....			1			1			2
25.....			1	1					2
30.....							1		1
50.....		1							1
Total.....	2	4	9	3	6	8	1	5	40

The majority of the boys in the college preparatory group had not watched television more than 15 hours per week. They scored high on the test that was given to them. No member of this group gave less than 12 answers correct. Five members of this group received scores of 19 on the test. The coefficient of correlation between the two variables in this

table is $-.070$. A negative correlation is indicated by this coefficient of correlation in this grouping. The less time spent in viewing television by girls in this group, the higher the test scores.

Relationship between the time spent watching television and the test scores of the boys in the non-college group.-- Test scores of the boys in the non-college group were compared with the time that they spent viewing television each week. The results are listed below.

Table 19. Relationship Between the Time Spent Watching Television and the Test Scores of the Boys in the Non-College Group

Time Spent Watching Television	Test Scores of the Boys in the Non-College Group																			Total
(1)	(2)																			(3)
	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19		
0.....											1	1		1					0	
1.....											1	1		1					3	
2.....					1												1		2	
3.....																			0	
4.....						1												1	2	
5.....																			0	
6.....												1	1						2	
7.....	1					1	1				1								4	
8.....																			0	
9.....																			0	
10.....							1	1			2	2	1	1					8	
12.....													1						1	
14.....						1					1	2							4	
15.....						1					2	1	1						5	
16.....															1				1	
18.....							1												1	
20.....											1	1							2	
21.....								1											1	
24.....				1								1	1						3	
25.....											1								1	
28.....										1									1	
30.....	1	1																	2	
45.....		1																	1	
50.....										1									1	
Total.....	2	1	1	0	2	4	2	2	1	3	9	8	6	2	0	0	1	1	45	

Test scores among the members of this group were lower than those of the college preparatory group. The lowest score received by any of the boys questioned was recorded by a member of this group. Only one member of this group received a score of 19 correct answers. Members of this group had viewed television to a larger extent than members of the college preparatory group. The coefficient of correlation between the time spent watching television and the test scores of the boys in the non-college group is $-.332$. This indicates a negative relationship. The less time spent in viewing television by members of this group, the higher the test scores.

Relationship between the time spent watching television and the test scores of the girls in the college preparatory group.-- Test scores of the girls in the college preparatory group were compared with the time they spent viewing television. The results are listed below.

Table 20. Relationship Between the Time Spent Watching Television and the Test Scores of the Girls in the College Preparatory Group

Time Spent Watching Television (1)	Test Scores of Girls in the College Preparatory Group (2)											Total (3)	
	8	9	10	11	12	13	14	15	16	17	18		19
0...	1		1					1	2	1			6
1...					2	1	1			1			5
2...	1	1		1	1	1							5
3...	1		1	1				1	3	1			8
4...										1			1
5...			1		2	1	1			2	1		8
6...				1				1			2		4
7...	1				1				1	1			4
8...					1			1		1	1		4
9...													0
10...			1		1	1	1	1					5
12...													0
14...											1		1
Total....	3	2	0	4	5	7	4	6	7	8	4	1	51

No member of the college preparatory group of girls had watched television more than 14 hours per week. Test scores of the members of this group were average when compared with the test scores of members of the non-college group of girls. Twenty-one members of this group received failing or near failing grades. The coefficient of correlation between the time spent watching television and the test scores of the girls in this group is .242. Positive relationship between the two variables is indicated. The more time spent in the viewing of television by the college preparatory group of girls, the higher they scored on the test.

Relationship between the time spent watching television and the test scores of the girls in the non-college group.-- Test scores of the girls in the non-college group were compared with the time they spent viewing television each week. The results are listed below.

Table 21. Relationship Between the Time Spent Watching Television and the Test Scores of the Girls in the Non-College Group

Time Spent Watching Television	Test Scores of the Girls in the Non-College Group															Total	
	(1)	(2)															(3)
		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
0.....						1											1
1.....																1	1
2.....							1			1							2
3.....																	0
4.....							1										1
5.....									1	1			1	1	1		5
6.....																	0
7.....									1						1		2
8.....					1				1						1		3
9.....															1		1
10.....						1						2					5
12.....								2		1		1	1				3
14.....												1	1	2			4
15.....													2				2
16.....										1			1				2
18.....									1								1
20.....				1						1	1	1	2	2	1		9
21.....										1							1
24.....			1									1					2
25.....							1			1					1		3
28.....										2							2
30.....												1					1
35.....						1			1								2
Total.....		1	1	0	3	1	4	3	5	7	2	6	8	8	3	1	53

Test scores of the non-college group of girls ranged from four to 18 answers correct. Twenty-seven members of this group received failing or near failing grades. It is interesting to note that members of this group spent a greater amount of time in the viewing of television than members of the college preparatory group of girls, but the marks of both groups may be considered average. The coefficient of correlation between the time spent watching television and the test scores of the girls in this group is $-.137$. A negative degree of relationship exists between the two variables in this table. The less time spent in viewing television by girls in this group, the higher the test score.

Reasons that boys and girls gave for television helping them in their social studies work in school.-- The pupils who thought that television helped them in their social studies work in school were asked to give reasons for their answers. The answers of the boys and girls, in their own words, are listed below.

1. You get to know different people in different parts of the world.
2. It helps me with current events.
3. You can learn more about history, in more detail, on television.
4. How the governments of different countries operate.
5. Actual realization or better realization of current events.
6. A broader outlook on some main subject.
7. Shows me the world.
8. Television is an interesting and accurate form of information.
9. Gives me an inside picture of what is happening throughout the world.
10. Gives one an idea of what actually goes on in government, history, and problems coming up in our country.
11. One can learn more by seeing television.

12. The news programs help me to keep up with foreign and domestic affairs.
13. It brings other people and places to me clearly.
14. Presents a picture of something that I had only imagined before.
15. Helps me to relate past and present affairs of our country and the world.
16. It helps me in modern history and geography.
17. You get an idea of things in the world which you don't study in school, and you learn more about things you do study in school.
18. Certain programs help me to get a vivid picture of early happenings.
19. Television explains a subject a little more and puts it in your own language.
20. Television gives me more facts and a better understanding of history than reading mere words out of a text.
21. Plays relating to U. S. History are interesting and informative.
22. It gives me a broader view of the world happenings of today.
23. It tells me more about my country.
24. By presenting current events and a limited amount of history in an interesting manner, television makes it easier to absorb facts.
25. Television programs present the lives of historical figures.
26. Television takes you to the scene of national developments.
27. It helps me to explain some of the problems of the world.
28. I get more out of a picture than reading a book.

CHAPTER V
SUMMARY AND FINDINGS

Findings.-- The television viewing habits and the test scores of 189 pupils have been surveyed in this study to ascertain whether or not a relationship exists between outside of school television viewing and the understanding of social studies among secondary school students in the public schools. The findings have been summarized as follows:

1. Ninety-eight percent of the boys and girls had television sets in their homes.
2. The average screen size, as judged by both the boys and girls, was the 21 inch screen. The second most popular screen size was the 17 inch screen.
3. Seventy-one percent of the boys and 67 percent of the girls had received help from their social studies teachers in the selection of programs related to social studies.
4. Evening was the favorite viewing time selected by 80 percent of the boys and 75 percent of the girls.
5. The most popular days for viewing television were Saturday and Sunday for both boys and girls.
6. A majority of the pupils questioned had not watched television in excess of 15 hours per week.
7. Thirty-one percent of the boys and 32 percent of the girls had watched Channel 2.
8. Fifty-three percent of the boys and 52 percent of the girls questioned felt that television viewing had helped them in their social

studies work in school.

9. The five most popular programs related to social studies, as selected by the students were: "You Are There," "Omnibus," "Wide Wide World," "The Big Picture," and "Camel News Caravan." Twenty percent of the boys and 14 percent of the girls had never watched any of the programs listed.
10. The coefficient of correlation between the time spent watching television and the test scores of the boys is $-.338$. This indicates a negative relationship between the two variables. The less time spent in viewing television, the higher the test scores of the boys. The boys who had not watched television in excess of 15 hours per week scored higher on the test than the boys who had watched television more than 15 hours per week.
11. The boys who thought that television viewing helped them in their social studies work scored high on the test. The majority of the boys in this group had not spent more than 15 hours a week in the viewing of television. The coefficient of correlation between the time spent watching television and the test scores of the boys who thought that television viewing helped them in their social studies work in school is $.008$. A negligible relationship between the two variables is indicated.
12. The boys who believed that they were in no way supplemented in their social studies work by the viewing of television scored low on the test. The coefficient of correlation between the time spent watching television and the test scores of the boys in this group is $-.382$. The less time spent in viewing television by boys in this group, the higher the test scores. A close and positive relationship exists between the two variables.
13. The coefficient of correlation between the time spent watching tele-

vision and the test score of the girls is $-.202$. A negative relationship exists between the two variables. Members of this group who had not watched television in excess of 15 hours scored high on the test. The less time spent by the girls in watching television, the higher the test scores.

14. The coefficient of correlation between the time spent watching television and the test scores of the girls who thought that television viewing had helped them in their social studies work in school is $-.011$. The relationship between the two variables is negative. The less time spent in viewing television by girls in this group, the higher the test scores. Time spent in the viewing of television by members of this group was small.
15. The group of girls who thought that television viewing had not helped them scored low on the test. The amount of time spent in the viewing of television by members of this group was small. The coefficient of correlation between the time spent watching television and the test scores of the girls in this group is $-.200$. The relationship between the two variables is negative. The less time spent in viewing television by girls in this group, the higher the test scores.
16. Boys in the college preparatory group scored high on the test. Most members of this group had not viewed television in excess of 15 hours per week. The coefficient of correlation between the time spent watching television and the test scores of the boys in this group is $-.070$. A negative relationship exists between the two variables in this group. The less time spent watching television by boys in this

group, the higher the test scores.

17. Test scores of the boys in the non-college group were low. Television had not been viewed to excess by the majority of members in this group. The coefficient of correlation between the time spent watching television and the test scores of the boys in this group is $-.332$. The relationship between the two variables in this group is a negative one. The less time spent in viewing television by boys in this group, the higher the test scores.
18. Test scores of the members of the college preparatory group of girls were average. None of the members of this group spent more than 14 hours per week in the viewing of television. The coefficient of correlation between the time spent watching television and the test scores of the girls in this group is $.242$. Relationship between the two variables is positive. The more time spent in viewing television by the college preparatory group of girls, the higher the test scores.
19. The test scores of non-college girls were comparable to those of the girls in the college preparatory group. Members of this group spent a greater amount of time in the viewing of television than members of the college preparatory group. The coefficient of correlation between the time spent watching television and the test scores of the girls in the non-college group is $-.137$. The relationship between these two variables is negative. The less time spent in the viewing of television by girls in this group, the higher the test scores.

Conclusion.-- The author has concluded from this study that a negative relationship probably exists between the understanding of social studies

and outside of school television viewing among the students. The coefficients of correlation computed in this study with the exception of two are negative. These negative coefficients of correlation indicate that the less time spent in the viewing of television by the students surveyed in this study, the higher the test scores.

The author believes that the findings of this survey can help other social studies teachers in making the decision to improve the video habits of their students. The author hopes that this survey will also help social studies teachers to develop an intelligent plan of programs related to social studies in order that each member of the class may improve his knowledge of social studies. Only through a carefully planned program of television viewing can a teacher aid his students to realize a definite positive relationship between outside of school television viewing and the understanding of social studies.

CHAPTER VI
LIMITATIONS OF THIS STUDY

Limitations.-- This study has given the author an opportunity to find out if there is any relationship between outside of school television viewing and the understanding of social studies among secondary school students in the public schools. No attempt has been made by the author to present a definite solution to the problem of creating a greater relationship between outside of school television viewing and the understanding of social studies. This study endeavors to show the effect of television on the knowledge of social studies in secondary schools; it does not attempt to generalize as to the effect of television on other secondary school subjects.

At the time that this questionnaire and test were presented, television had made great advances. Still, there were only three television stations from which to select programs. Many of the programs related to social studies appear for a short time only to be changed to another network or discontinued entirely. Many of the programs related to social studies are presented on Channel 2, and over 60 percent of the students questioned had not watched Channel 2. Therefore, the results presented in this survey are limited.

Suggestions for further study.-- Suggestions for further study in this field are listed as follows:

1. The effect that television viewing has upon the grades of social studies pupils.
2. A comparison study between two groups of social studies pupils from contrasting economic backgrounds to determine the relationship be-

- tween outside of school television viewing and the understanding of social studies among secondary school pupils in the two groups.
3. A study similar to this one, done with a larger group of pupils who have had a greater opportunity to view a larger variety of television programs related to social studies.
 4. The comparison of a group with itself after a year to see if the understanding of social studies due to the viewing of television has increased or decreased.
 5. A survey of what social studies teachers list as the benefits of television.
 6. A survey of the television viewing habits of social studies teachers.
 7. A study of the qualifications necessary to the composition of what is considered to be an "educational" social studies program.
 8. A survey of the teaching plans of a group of social studies teachers to determine what incentives exist, if any, for their students to watch television programs dealing with social studies.
 9. A survey of all programs watched by a group of social studies students to determine if there is a relationship between the programs watched and the interest stimulated in class to watch specific programs dealing with the subject of social studies.
 10. A survey and test of college students who have not been enrolled in a social studies class since high school, to determine if their present knowledge of social studies is due to the viewing of television or the retention of knowledge previously learned.

Appendix A

A Television Questionnaire

Name _____ Age _____ Girl _____ Boy _____

School _____ Grade _____ Teacher _____

Please answer the following questions carefully.
Make sure that you answer each question.

1. Have you ever watched television? Yes _____ No _____
2. Do you have a television set in your house? Yes _____ No _____
3. What is the size of your television screen? _____ inches
4. Does your social studies teacher help you to select television programs related to social studies? Yes _____ No _____
5. At what time of day do you watch television? (Mark with an X)
 - () In the afternoon
 - () In the evening
6. What is your favorite day for watching television?

7. How many hours a week do you spend watching television?
8. Do you watch any of the programs presented on Channel 2?
Yes _____ No _____
9. Do you watch any of the following television programs?
(Mark with an X)

A. American Forum of the Air ()	I. Wide Wide World ()
B. You Are There ()	J. Outside U.S.A. ()
C. Starring the Editors ()	K. The Big Picture ()
D. Pace the Nation ()	L. Government in Action ()
E. Meet the Press ()	M. See It Now ()
F. Omnibus ()	N. Camel News Caravan ()
G. U. N. at Work ()	O. Person to Person ()
H. U. N. General Assembly ()	P. Heritage of the Land ()

(Go on to next page)

10. Do you think television helps you in your social studies work in school?

Yes _____ No _____

11. If your answer to the above question is yes, tell how you think it helps you in social studies. _____

Appendix B

Computation of Coefficient of Correlation

$$r = \frac{\sum XY - N\bar{X}\bar{Y}}{\sqrt{\sum X^2 - N\bar{X}^2} \sqrt{\sum Y^2 - N\bar{Y}^2}}$$

Example: Table 14

Time Spent Watching Television = X

Test Scores of Students = Y

Number of Students = N

Average Time Spent Watching Television = \bar{M}_x

Average Test Score = \bar{M}_y

Coefficient of correlation = r

Σ = The sum of

Step 1. Find the number of students (N)

Step 2. Find the sum of X (ΣX)

Step 3. Find the sum of Y (ΣY)

Step 4. Find the sum of X^2 (ΣX^2)

Step 5. Find the sum of Y^2 (ΣY^2)

Step 6. Find the sum of XY (ΣXY)

Step 7. Find the average time spent watching television (\bar{M}_x)

Step 8. Find the average test score (\bar{M}_y)

Table 14

Students	Time Spent Watching Television	Test Scores	X ²	Y ²	XY
1	0	13	0	169	0
2	0	14	0	196	0
3	0	14	0	196	0
4	0	14	0	196	0
5	0	14	0	196	0
6	0	14	0	196	0
7	0	14	0	196	0
8	0	15	0	225	0
9	1	11	1	121	11
10	1	12	1	144	12
11	2	6	4	36	12
12	4	7	16	49	28
13	7	2	49	4	14
14	7	7	49	49	49
15	7	9	49	81	63
16	10	8	100	64	80
17	10	10	100	100	100
18	10	12	100	144	120
19	10	13	100	169	130
20	14	7	196	49	98
21	14	12	196	144	168
22	14	12	196	144	168
23	14	13	196	169	182
24	14	13	196	169	182
25	15	7	225	49	105
26	15	12	225	144	180
27	15	12	225	144	180
28	15	12	225	144	180
29	18	8	324	64	144
30	20	13	400	169	260
31	20	14	400	196	280
32	21	11	441	121	231
33	24	7	576	49	168
34	24	13	576	169	312
35	25	12	625	144	300
36	28	11	784	121	308
37	30	2	900	4	60
38	30	4	900	16	120
39	45	3	2025	9	135
40	50	11	2500	121	550
N = 40	$\Sigma X = 534$	$\Sigma Y = 418$	$\Sigma X^2 = 12900$	$\Sigma Y^2 = 4870$	$\Sigma XY = 4930$

$$M_y = \frac{418}{40} = 10.45$$

$$M_x = \frac{534}{40} = 13.35$$

$$r = \frac{\sum XY - nM_x M_y}{\sqrt{\sum X^2 - nM_x^2} \sqrt{\sum Y^2 - nM_y^2}}$$

$$r = \frac{4930 - 40 \times 13.35 \times 10.45}{\sqrt{12900 - 40(13.35^2)} \sqrt{4870 - 40(10.45^2)}}$$

$$r = \frac{4930 - 5580.3}{\sqrt{(11900 - 7128)} \sqrt{(4870 - 4368)}}$$

$$r = \frac{-650.3}{\sqrt{(5772)} \sqrt{(502)}}$$

$$\frac{-650.3}{1702} = -.382$$

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