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Out-of-school video habits of fourth grade pupils.

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BOSTON UNIVERSITY
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THESIS
OUT-OF-SCHOOL VIDEO HABITS
OF FOURTH GRADE PUPILS

Submitted by
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(B. S. in Education, Boston University, School of Education, 1949)

In partial fulfillment of requirements for the
degree of Master of Education

1953

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Acknowledgement

I wish, once more, to thank the teachers,
and pupils who helped, by their cooperation, to make
this study possible. I wish also to thank my adviser,
Dr. B. Alice Crossley, for her kind and helpful guidance.

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CHAPTER I

Introduction

In a little more than a quarter of a century, radio broadcasting has become one of the most powerful of social institutions. Radio enters most of the homes and many of the classrooms of our nation and is extending the experiences and widening the horizons of all who listen. Not only is radio a factor in which the child must develop, but it may also serve as an aid in this very growth.¹ This statement, when it appeared in 1948 was true, but within two short years, great changes have been wrought. Television has become an intricate part of the living experiences of every child. This medium, still fairly new, will have its part in molding the child of tomorrow.

Angelo Patri, noted authority on child guidance, recently stated that "youngsters today need television for their morale as they need fresh air and sunshine for their health. Social competence is a big force in any child's life. With it he can battle triumphantly for his place among his fellows. It is practically impossible for boys and girls to hold their own place with their friends and schoolmates unless

¹. Willey, Roy DeVerl, and Young, Helen Ann, Radio in Elementary Education, (Boston: D. C. Heath and Co., 1948)

television is available to them."²

If the teacher is to assist in the complex process of social adjustment of his pupils, it is imperative that he understand radio as one of our folkways and recognize its contributions to his own living and to the emotional and intellectual interests and behavior of his students.³ If this were true of radio, surely it must also be true of television.

Statement of the Problem

The purpose of this study is to make a survey of the out-of-school television habits of children on a fourth grade level, and to note the differences, if any, in the listening habits between boys and girls. A general overall picture is desired on the affect that television is having on children in regard to their education. This picture shall be obtained in the following manner:

1. About how many programs the child watches a day on television
2. The type of program a child will pick
3. The value, if any that a child places on television helping in school
4. Favorite television programs and reason for that choice

Furthermore, this study hopes to find what, if anything, has

². Patri, Angelo, The Boston Globe, Wednesday, November 15, 1950.

³. Willey, Roy De Verl, and Young, Helen Ann, op. cit. preface viii

been done by the home or the school. This will be obtained by:

1. Type of family program listening that is done
2. The amount of parental restriction
3. The amount and effect of guidance in the selection of programs.

Justification of the Problem

Within the last two years television has entered the lives of almost every child of school age. There were, according to a telephone survey in May, 1950, 390,762 television sets in operation in eastern Massachusetts, southern New Hampshire and southern Maine, an increase of 23, 131 sets over a similar survey made in April of the same year. 385,847 sets were installed in homes and private residences. The remaining 4,915 were in public places.⁴ Television, then, whether located in the home or the home of a friend, has become the basis upon which a good part of the out-of-school life of the child revolves. In becoming a part of the daily habit of America, it has also created a problem to that first introduced by radio. This is the problem of not only the amount of listening and watching but the quality of the material.

This study grew out of the interest on the part of the

⁴. News Release, Sunday Telegraph News, Lynn, Mass., May, 1950

writer to find what programs are watched and what the school can do to develop a better sense of taste. The following list of objects, set up by Dale, while they do not apply directly to television, apply to its nearest relative, radio. The carry-over between the two is close, and they should be applied, more or less to television.

1. To develop thoughtful selection of radio programs
2. To develop an understanding of the radio on information, attitudes, and conduct (this is even more apparent in television watching)
3. To help children to listen critically to select radio programs
4. To help students to develop and apply appropriate standards for the evaluation of radio programs
5. To develop the feeling that the radio listener is, in part, responsible for the kinds of radio programs maintained on the air⁵

According to Bernice Beggs, writing in The Instructor, children's leisure time preferences, places radio second to the movies, while reading takes third place.⁶ If this were true six years ago, what then is the situation today? Almost any child will prefer television to the radio, and many, that aren't within the heart of a city, will choose television

5. Dale, Edgar, Audio Visual Methods in Teaching, (New York: The Dryden Press, Ohio State University, 1946) page 259

6. Beggs, Bernice B., "That Radio Problem" The Instructor, LIV, (May, 1945) page 25

always over the movies.

The teacher of today cannot help but realize that television plays a great part in the daily activity of the majority of her classroom. "There is no doubt about it---TV has revolutionized the home, especially the nursery. Like radio, comics, and movies, it has come to play a tremendous part in the recreation and pastime of the school child. Like the other media it inducts him into the civilization into which he is born. Inevitably, his elemental function of play as well as his phantasy are stirred. To that extent it serves the full function of play."⁷ An alert teacher is one who has the full awareness of her part in the guidance of out-of-school listening habits. She can explore the very great possibilities of using television directly in the field of education, as is already being done in Philadelphia and some other cities.⁸ In Radio In Elementary Education, the exacting roll of the teacher is stated as "the goal of the teacher in regard to outside listening is to lift the level of voluntary program selection and to enrich the child's appreciation of what he hears."⁹

The old adage 'one picture is worth a thousand words'

7. Anker, L., "Television Here I Come", English Journal, 40, (April, 1951), page 218

8. News release, New York Times, March 2, 1950

9. Willey, Roy De Verl, and Young, Helen Ann, op. cit. page 359

is now recognized by both servicemen and civilians as an established truth.¹⁰ By means of television children can easily be transported to an entirely new life. No longer is a word a mere sound within the classroom. Television has made it possible for the child to actually visualize what Ireland or Denmark look like. Then too, they are aware of life around them and are kept more abreast of the times.

According to Edwin Adams, associate superintendent of the Philadelphia schools, and co-ordinator of the series of television in the schools there, "it has long been felt that television would be the most efficient educational medium devised by man. Nearly 98 per cent of all individual learning is absorbed through the senses of sight and hearing, and television brings a message to these two senses simultaneously. Also television can bring to a vast audience the greatest authorities on any given subject, imparting their knowledge to a larger group than has ever been reached before."¹¹

However, as Gesell of the Yale Child Guidance Clinic has pointed out, "they (the movies, radio, etc.,)-are a poor substitute for the more basic type of play which comes from inner urges and which expresses the initiative and resourcefulness of the growing mind. Carried to excess, these recreational facilities lead to superficiality and neglect natural old-

10. Hubbell, Richard, 4,000 Years of Television, (New York: G. P. Putnam's Sons, 1942) page 286

11. Adams, Erwin, School and Society, Vol. 69--no. 1789, Saturday, April 2, 1919, page 248

fashioned play. Television will aggregate the present imbalance in play diet, if not offset by more active forms of self expression."¹²

The teacher should lead her class into judging the time of listening. The choice of programs cannot be emphatically stated by the teacher or parent, else it will lead to an undesirable attitude in the child. Instead the teacher should make an effort to improve the listening habits of boys and girls. Prohibitions of listenings or condemnations of programs will prove ineffective. An attempt to improve the likes and dislikes of children themselves is necessary.¹³

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.¹⁴ Thus, states David Sarnoff, President of Radio Corporations of America. There is no better place to start the betterment of a nation than the school. The safeguards of democracy are neither censorship nor rigid control of the radio; rather they lie in an intelligent and discriminating body of citizen listeners. The schools have a major responsibility in building

¹². Anker, L., op.cit. page 220

¹³. Gibbony, Hazel L., "Radio and the Elementary School Child", Educational Method, XVIII, (January 1939) page 166-170

¹⁴. Hubbell, Richard, 4,000 Years of Television, op.cit. preface xiv

such citizens of the future.¹⁵

Television is, as yet, the step-child of radio. It follows much the same pattern that radio did in its early infancy. However, television is trying not to make the same mistakes that radio did in the field of mediocre or poor listening programs. However, as in radio, television does have its poorer selections, natural enough at this period. However, the school should try to guide the child toward better selections for his recreational listening.¹⁶ Human beings have always been confronted with choices between good and evil, between the vine and the vulgar, the beautiful and the ugly. The radio just offers a few more choices.¹⁷ Does not this apply to television which is but a step further along the line? The trite programs that take place just to fill in the required hours are in the minority, yet they do have their affect. To distinguish the lasting, the esthetic, and the genuine from among these miscellaneous offerings, requires training. Is it not clear that we must develop now on the part of boys and girls the ability to discriminate?¹⁸

15. Woelfel, Norman, and Tyler, I. K., Radio and the School, (Yonkers-on-the-Hudson, New York: World Book Company, 1945) page 292

16. Harrison, Margaret, Radio in the Classroom, (New York: Prentice-Hall, Inc., 1938), page 14

17. Arbuthnot, May Hill, "Children and Radio", Elementary English, XXIV, (January, 1947), page 111

18. Tyler, I. K., "Radio's Function in Education", Educational Method, XVIII, (January, 1939), page 152

Edna Abbiatti in her thesis found that radio-listening rates big among the leisure time activity of boys and girls. With proper guidance on the part of alert teachers, children may be directed to make the most of what radio offers for both entertainment and profit.¹⁹ Once again time has progressed beyond mere radio and we are faced with the situation of what spot does television exactly hold in the individual watching habits of the children of today and the leaders of tomorrow.

This study plans then, to make a survey of the video habits of the fourth grade child. He is at the period where he has become a more intricate part of the adult world and he is well justified in making some choices for himself. These choices should be wisely made. Thus by this paper the writer will attempt to show what the habits are as of this time. The leaders of tomorrow should be so directed so that they might justify and put to worthwhile use, television as a leisure and yet self-educational activity.

Scope of the Problem

In order to find out just what the video viewing habits of children are, a survey sheet questionnaire was prepared.

¹⁹. Abbiatti, Edna M., unpublished Boston University thesis, Out-of-School Radio - Listening Interests of Sixth Grade Pupils.

When first tried on a group of 32 children of a fourth grade level, certain problems were discovered. The first and most important was that, while children knew the names of the programs that they watched, they did not know how to spell them. This was overcome by listing, on the board, some of the more difficult words that they might be confronted with. However, in order that they might not be swayed by listings of programs from the board, they were told to try and spell the words as best they could. One question that caused a great deal of difficulty was question number ten. In this question the children were first asked to check about how long they watched television each day. On the fourth grade level, it was found to be rather difficult to judge time. This was later changed to the question 'At what time of day do you watch television?' Question number seven also presented a problem at first until the children understood that they were to list programs that were not good to watch. By rewording the question there was no longer the difficulty of misinterpreting it so that they stopped watching programs for supper or bed.

The group of children that were given the questionnaire, were a group of 333 children from elementary schools in a primarily residential suburb of Boston. While there was a primary group of upper middle class people living there, there was also a group on the outskirts that were classed into an urban group. This would thus afford a cross section of socio-

economic level, thereby causing a difference in recreational outlets, and, a difference in mental abilities.

CHAPTER II

Summary of Previous Research

Television is at present primarily a function of home reaction and environment. There are, however, several places that do try, and successfully too, to bring the educational advantages of television into the classroom situation. Included in this group is "Operation Blackboard" a highly successful program in Philadelphia. If there were more such carefully constructed programs the media of television might be of better advantage in the growth of the future adult. It is, however, to the home that the school should look for information in connection with the watching habits of the children.

Television has its greatest influence on the young and the people with limited education. For them television broadens the horizon as nothing else could---It is the greatest means of educating people and giving them facts ever dreamed of.²⁰ Thus states John S. Meek, a television manufacturer. His theory is the one that is more adapted by educators throughout the country. However, on the other hand are those that feel that the impact of television will greatly lower the American type of education. Among these is Chancellor Robert Hutchins of the University of Chicago who

²⁰. Time, February 19, 1951, page 72

states that under the impact of television, I can contemplate a time in America when people can neither read nor write, but will be no better than the lower forms of plant life.²¹ Dr. Daniel L. Marsh had previously stated this idea in his June, 1950 Baccalaureate address by announcing that if the (television) craze continues with the present level of programs we are destined to have a nation of morons.²²

According to Vandermeer, the film is more effective than the text book, but in both there is a lag between inception and use. While being shown, the film does not allow enough time for the student to reflect or react.²³ The textbook on the otherhand is essentially a single sense and therefore (it) fails to provide experience which is sufficiently concrete.²⁴

Television can be used as a part of the teaching program. Schwehr states this in his writings. He goes on to state that it can bring special events into the classroom to give students a better understanding of what they are studying.²⁵ Slepman on the other hand, feels that films are by far the outstanding enrichment media. What, apart from the portrayals of signifi-

21. Ibid., page 72

22. Time, June 19, 1950, page 68

23. Vandermeer, A. W., "From Textbook, to Movie, to Television", The Elementary School Journal, Jan., 1948, page 278

24. Ibid., page 276

25. Schwehr, W. L., American School Board Journal, 118:26, June, 1949, page 26

cant events as they occur, has television to offer the classroom which a film cannot offer in larger measure? Films can be used when they are wanted. They are moreover, permanent and lend themselves to repeated use. Films offer a wider 'canvass' on which demonstrations, e.g. of scientific experiments can be given.²⁶

In 4,000 Years of Television, Hubbell states that we (the educators) feel that television with its unlimited possibilities can do more than film alone. The television receiver can (also) be used to reproduce impromptu lectures, demonstrations, and travelogues, as well as other educational programs of a more spontaneous type. Through this receiver the voice and personality of the best teachers available, can be brought to every school so equipped.²⁷

For years educators have been talking about television as an ideal teaching medium--a chance for professors to bring their charts and blackboards directly into the nation's living room.²⁸ Michigan's Dean Keniston feels that we are entering a new era in adult education and this university is in it to stay.²⁹ Michigan plans a series of hour-long programs, each

26. Siepman, Ch. A., Survey, January, 1950, page 9

27. Hubbell, Richard, 4,000 Years of Television, op.cit., page 287

28. Keniston, D., Time, August 21, 1950, page 21

29. Ibid.

divided into three 20 minute parts. Each program will begin with an illustrated lecture on history, fine arts, music, or the fundamentals of natural science, followed by one on modern living which will tackle such subjects as "How to Buy a Home" and "How to be Happy in Later Years". The last third of each program will take the TV class into the university research labs, workshops, and rare book vaults, now open to only a few accredited students, and through science exhibitions.³⁰

Mr. Wilham Knowles of the Radio Corporation of America believes that this new medium will become one of the greatest educational forces ever developed.³¹ Hubbell states that it is reasonable to forecast that when, and if it is possible to equip every classroom for projection, much will be done toward improving our present day educational system.³² Mr. Hubbell also feels that smaller district schools could through television, derive direct benefits from participating in broadcasts with larger educational associations.³³

Since September, 1948 Wetter and Gable found that 90 programs have been telecast in Philadelphia, Pennsylvania,

30. Ibid.

31. Exton, Elaine, "New Developments in Educational Radio and Television", American School Board Journal, April, 1949, page 53

32. Hubbell, Richard, 4,000 Years of Television, op.cit. page 287

33. Ibid.

specifically for classroom reception.³⁴ Known as "Operations Blackboard", Siepman tells of its general pattern.

Philco has installed big screen television receivers in 20 public, parochial, and private schools in the Philadelphia area. These television sets contain a new large screen with 90 square inches of viewing surface, in a compact console cabinet. Each program will enable 50-60 pupils to see the programs and will be located in auditoriums or study halls.³⁵

Wetter and Gable list the aims of the Philadelphia program as:

1. to produce telecast which would provide materials, personalities, and skills that would otherwise be unavailable in the classroom.
2. to feature unusual classroom projects.³⁶

This second step Gable shows us, is done in the following manner, by pointing out some of the types of programs.

1. "Young Philadelphia Presents"

This television program allows for any type of school activity

- | | |
|-------------------|---------------------------|
| a. agriculture | e. music |
| b. social studies | f. safety |
| c. art | g. dramatics |
| d. home economics | h. round table discussion |

³⁴. Wetter, H., and Gable, M. A., Television is Here to Stay", National Education Association Journal, September, 1949, page 462

³⁵. Siepman, Ch. A., Television-Hopes and Limitations Survey, January, 1950, page 5

³⁶. Wetter, H., and Gable, M. A., op.cit., page 462

2. "Here's How" This program features boys and girls exhibiting their skills at making things.

- | | |
|---------------------------|-------------------------|
| a. commercial art | d. doll making |
| b. cake decorating | e. model plane building |
| c. woodwork | f. sewing |
| g. scientific experiments | |

3. "Television Express" is a televised version of "Radioland Express" a regular morning radio program for the elementary school. It includes a story, a dance, a poem, and music.

4. "Formula For Champions" highlights the health and fitness program. It includes corrective exercises, sports, dances, and posture.³⁷

Television viewing habits differ according to the population areas affected. Flynn, in her unpublished Boston University thesis on television habits in a junior high situation in a large city found that of a group of 926 pupils consulted as being under the influence of television, 78 per cent were in such a situation and of that 78 per cent, over half had receivers in their own homes.³⁸ On the other hand, Butler in testing a group of high school students in an out-

³⁷. Gable, M. A., "Here Comes Television", Educational Screen, February, 1949, page 68-69

³⁸. Flynn, E. F., Unpublished Boston University Thesis, TV Viewing Habits of 926 Junior High School Students of the Eastern Junior High School in Lynn, Massachusetts, Thesis, 1950, page 46

lying district in the cape area found that of the 373 pupils surveyed only 37 per cent had television receivers in their homes.³⁹

In an inquiry conducted 3 years ago among 1,700 students of a South Shore High School in Chicago to determine the impact of television on teen agers, Lewis found some electrifying returns. Almost 100 students lived in homes already equipped with television. The average installation reported was eight months. The average time per week was 23.5 hours per person. The average number of viewers per set was 4.5 persons.⁴⁰

Palmer, an elementary teacher in Bergenfield, New Jersey, found that 21 of her 22 first and second graders had television sets at home and the results were disastrous. In school the children were restless and rambunctious for lack of fresh air and exercise. During school they strained and fidgeted just waiting for the time to go home to the television set again. She felt they were bored by school and that she was no competition for Hopalong Cassidy.⁴¹

In Roselle, New Jersey, Scholastic found that among high school students who watched TV, grades had dropped more

39. Butler, W. F., Analysis of the Types of Programs as Reported by Senior High School Students, Service Paper, 1951, page 34

40. Lewis, P. E., "Television and Teen Agers", Educational Screen, April, 1949, page 154

41. Palmer, Allison, Time, May 22, 1950, page 55

than 15 per cent.⁴² In an unpublished Boston University thesis, Azzone found that differences between improvements of marks of nontelelevision watchers and television watchers was slight.⁴³

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 student increased .15.⁴⁴

The nontelelevision students were compared in the same manner as the television group. The Mean grade before was 76.21; afterwards the Mean grade was 76.73. The results show an increase in grades of .52.⁴⁵

The principal of a Clifton, New Jersey public school blamed television for the sharp increase in failing grades among students and Scholastic also found that in Stamford, Connecticut, one third of the pupils with TV sets had interference with their homework frequently or once in a while.⁴⁶ Principal Franchina of the Burdick Junior High, Stamford, Connecticut, found that the 223 (50%) of his students were averaging close to 4 hours a day watching TV.----Franchina's figures meant that at the end of each week, at least half of Burdick's pupils had spent as much time before the television

42. "TV-Enemy of Education", Senior Scholastic, September 20, 1950, page 20

43. Azzone, M. A., Unpublished Boston University Thesis, The Effect of Television on Scholastic Achievement, Thesis, 1949, page 25

44. Ibid.

45. Ibid.

46. Senior Scholastic, op. cit., page 20

set as before the teacher.⁴⁷

Students at South Shore High School, Lewis reports, were asked the question "Does television affect your school work?" The answers that were received can be divided into three groups.

Some said they were helped

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 nights 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 newspaper.

Some said they were hampered

1. I don't spend so much time on homework now. I hurry through it.

⁴⁷. Franchina, E., Time, March 20, 1950, page 77

2. The receiver tends to distract me from my homework.

3. I am tired when I come to school because I stay up too late and cannot get enough sleep. I wish they would have the good programs scheduled earlier instead of airing them so late.

4. I can't do my homework when a good program is on.

Some said it didn't bother them

1. We have a rule in our house. All work must be done before we look at television.

2. I study in another part of the house and am not able to hear or see it.

3. Since our set was installed, my grades have improved.

4. I do my homework first.⁴⁸

The fact that almost 50 per cent of those interviewed reported that video does not affect them in school work, does not minimize the effect of television.⁴⁹

On a lower level, the views of the 7-11 group are reported by Shayon as a result of the Brumbaugh question. This question asked the children to choose from a list one of the following and their reason for such. The list included

48. Lewis, P., op.cit., page 160

49. Ibid., page 160

books, comics, movies, radio, and television. The following answers were reported.

1. At the movies they make a fuss if you eat popcorn or peanuts, but at home you can have a whole meal while you watch.

2. It gives you stories like a book, pictures like movies, voices like radio, and adventures like a comic. Television has action while you stay in one place.

3. Now that we have television, on the rainiest days who wants to go to the movies when I can watch a cowboy film? Another thing, at night I have an excuse for staying up late.----If I didn't have television do you think I could find something to do every night?⁵⁰

There are those who found that television does have an important place in the development of the child. Woodbury College researchers found that 57 per cent of (the) teachers and 78 per cent of (the) parents said their children's grades remained about the same since TV.⁵¹ A Kindergarten teacher, Scholastic found, began to tell her five year olds about the pledge to the flag. To her surprise and amazement she found that the tots already knew the pledge. They had learned it

⁵⁰. Shayon, R. L., "The Pied Piper of Video", The Saturday Review of Literature, November 25, 1950, page 9

⁵¹. Woodbury College Research, Time, December 18, 1950, page 66

while watching television.⁵²

Leon Levine, C.B.S. Discussion Director and one of televisions supporters has this to say.

It will make our youngsters happier, better informed, better educated, more understanding of what the world we live in is like. It will acquaint them with the kind of people who govern us, with the plays and literature which have formed our literary heritage; with the music and dance and opera which are our culture; and with the manners and habits and speech of our people.⁵³

Woodbury research has brought forth the following discoveries pertaining to the affect that television has upon children. They found that 55 per cent of the teachers and 60 per cent of the parents felt that discipline problems had not changed with the advent of TV. 65 per cent of the teachers and 47 per cent of the parents felt that children were more interested in current events.⁵⁴

Teachers of many of the lower grades, Shayon found, feel that there is little representation of children under seven on many of these polls. What would tiny ones say if they knew how? Mrs. Brumbaugh, director of the Hunter College Elementary Schools, puts it as well as any adult can.

The four year old can turn a knob and get a picture that is better than the one in the

52. Senior Scholastic, op.cit., page 21

53. Senior Scholastic, op.cit., page 21

54. Woodbury College Research, op.cit., page 66

book because it speaks to him. A six year old is not troubled by hard words that he cannot sound or guess so that both find satisfaction in television and can spend long hours watching the screen.⁵⁵

At home too, Brumbaugh feels that the figures of the ushers of the movie nurse-stern symbols of the adult authoritarian world-do not loom above the television screen.⁵⁶

Siepmann found that the family relations have been affected. Television appears definitely to be giving the family a more home centered orientation. According to a study, 66 per cent of all the responses in the total television sample stated that TV served to bring the family together.----66 per cent said that television kept their children at home more; 92 per cent reported that their families got together often to watch the same television program.⁵⁷ However, he also states in his book, Radio, Television, and Society, that there are those who question whether a family grouped around a television receiver in silence is in any true sense favorably affected in terms of family relationship.⁵⁸

Just what is enjoyed by pupils is of great variety depending upon age, sex and parental help in selection. That there is a desire for parental feeling is shown by the list

55. Shayon, R. L., op.cit., page 11

56. Ibid.

57. Siepman, Ch. A., op.cit., page 7

58. Siepman, Ch. A., Radio, Television, and Society, (New York, Oxford Press, 1950), page 74

below that was prepared by Mrs. B. F. Langworthy at the First National Conference of Educational Broadcasting. Although prepared in 1936 and meant to be applied to radio, it may also serve as a criteria in television program selecting.

1. Parents want their children to hear (see) good programs of music and speaking.

2. More discrimination coupled with parental authority must be exercised in order that good programs shall be given preference while the taste of the child is being developed.

3. Less advertising and more sincere advertising.

4. Listening, in the home should be as much supervised as a diet.

5. The responsibility of hearing (seeing) good entertainment rests mainly in the home as a matter of selectivity.

6. Two and one half hours a day is probably too long a time in proportion to other recreational activities to be devoted to the radio.⁵⁹

Watching television with the children is mentioned as a satisfactory factor in all reports from parents who seem to have little or no trouble with television, Shayon finds. But

⁵⁹. Proceedings of the First National Conference on the Educational Broadcasting, "Radio in the Life of the Child", Educational Broadcasting, 1936, (Chicago, University of Chicago Press, 1936) pages 190-191

corollary to it are selective rather than promiscuous viewing, discussing programs critically and constructively with the children, evaluating them, using the programs as springboards from which to launch higher the child's information about the world and his understandings of his values. If the child learns standards not in any formal atmosphere of instruction but, rather, in the informal, democratic experiences of his family, he will tend to use these standards when he is away from the family group.⁶⁰

In 1942, in a book entitled All Children Listen, Dorothy Gordon presented a list of standards for the broadcast of children's programs. They include among several

1. No torture or suggestion of torture.
 2. No horror present or impending.
 3. No use of the supernatural or superstition likely to arouse fear.
 4. No profanity or vulgarity.
 5. No kidnapping or threat of kidnapping.
 6. Dramatic action should not be over accented through gun play or through other methods of violence.⁶¹
- However, in television surveys among the junior and senior high school students both Flynn and Butler found that programs

60. Shayon, R. L., op.cit., pages 50-51

61. Gordon, Dorothy, All Children Listening, (New York, George W. Stewart, Inc., 1947), page 15

that did include anyone of the above mentioned poor standards were included in the first ten favorites. Poor standards have not been removed from television.

Junior High

Arthur Godfrey
Milton Berle
Wrestling
Toast of the Town
Boxing
Suspense
Lights Out
Mama
Lucky Pup
Howdy Doody⁶²

Senior High

Your Show of Shows
Lights Out
Aldrich Family
Kraft's TV Theater
Kay Kyser
Texaco Star Theater
Colgate Comedy Hour
Break the Bank
Martin Kane
The Big Story⁶³

Witty, however, in a larger survey, and covering a larger age area, found that in the leading ten programs, there were only two that might induce any type of gun play.

Children's Preference Among TV Programs according to

Witty

Hopalong Cassidy
Howdy Doody
Lone Ranger
Milton Berle

62. Flynn, E. F., op.cit., page 44

63. Butler, W. F., op. cit., page 35

Arthur Godfrey

Small Fry

Sports

Kukla, Fran, and Ollie

Super Circus

Cactus Jim⁶⁴

Hausman lists three main topics that television can do in the building of the adults of tomorrow.

1. Television gives the student an opportunity to see kinships in humanity.

2. The probability of the opportunities for related material are greater in the fields of English, Speech, and the Social Sciences.

3. Each classroom teacher may set up the objectives that are desirable for his particular subject.⁶⁵

However, there should be some means of imparting television into the schools and homes in preparation of a life that does involve the daily use of television. Shane lists four major ways of doing this.

1. Guidance of children and of adults in meticulous program planning to meet the challenge of using constructively the increasing amount of leisure time available.

2. Preparation and selection of teachers who can

64. Witty, Paul, "Interest in TV and Success in School", Educational Administration and Supervision, April, 1951, page 207

65. Hausman, A. M., "Television for Teaching", Social Studies, 41, February, 1950, pages 62-63

capitalize successfully on the educational possibilities of radio and ultimately television in the classroom.

3. More active participation in improving the use of television in the class room.

4. Funds should be set aside for developing radio and television in the class room.⁶⁶

That children themselves are interested in improving television for themselves is shown in the report by McFadden who shows that 93 per cent of three hundred children between nine and twelve desired to see their favorite book dramatized on TV. The children indicated too, that they would prefer real actors to puppets. McFadden also suggests that there be tried out programs that (1) demonstrate by skilled craftsmen, hobbies and how to do it types of entertainment; (2) news events in which the child audience is interested; and (3) special holiday features.⁶⁷

The antidote for television, states Paul Witty, lies in directing boys and girls to find satisfaction in reading good books and in other desirable experiences. Direction and patient guidance are needed if television like other media of education and entertainment are to be used effectively in fostering children's growth.⁶⁸

66. Shane, W. G., "Impact of Television on Schools and Homes", Nations Schools, January, 1950, page 24

67. McFadden, D., "Television Comes to our Children", Parents Magazine, January 1949, pages 26-27 and 75-77

68. Witty, Paul, op.cit., page 210

CHAPTER III

Procedure

I. Restatement of the problem

As stated in chapter I the purpose of this study is to make a survey of the out-of-school television habits of children on a fourth grade level, and to notice the differences if any, between the boys and girls of this level, in regard to their individual choices of programs. By means of a questionnaire, answering questions concerning the type of program the individual child likes, the number of programs watched on certain days, and the value if any, that is placed on television helping in school, the writer hopes to develop a better understanding of the part that television does, and will play in the education of tomorrow's citizens.

Furthermore, the writer hopes to find out whether or not, the factors that govern the important years of a child, i.e. family and school, have done anything toward guiding the child to choosing those programs that are of merit and worth in the child's development.

To accomplish this purpose, a report of the out of school television habits of the pupils were secured.

Description of Pupil Population

The pupils whose television viewing habits were to be used for this study were a group of fourth grade students from the elementary schools in a small but rather well-to-do town. The town is primarily residential, of an upper middle class. There is also a large farming population on the outskirts of this town, which send their children to the public schools by bus. There is approximately 12,000 to 15,000 people in this town living in close to 3,000 houses. At present, the population is on the increase in this town, due to its country surroundings, combined with its closeness to the city of Boston. The pupils, 179 boys and 154 girls, do represent a fairly good cross section of living means, mental abilities, and interests.

Description of Survey

A trial survey was first presented to the writer's class of 30 pupils to determine the comprehension of the test by the children as compared with that of the author. Because of misunderstandings on the part of the pupils, and due to the time element involved certain questions were either changed or omitted to facilitate the giving of the test. (See appendix A and B.)

A questionnaire in its final form was sent out to the various fourth grade teachers in the town. Previous to this, permission was granted by the Superintendent of schools and the various principals whose school would be involved. Then

the questionnaire was ready to be given. Because of the age mental level that was to be dealt with, the teachers were asked to go over the questionnaire with the pupils. It was further suggested that the questionnaire could easily be incorporated into a Science and Language period by first reading the story "Seeing Across Space", that appears in American Adventures.⁶⁹

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

1. The number of boys and girls who have watched television
2. The number of boys and girls that have television sets in their homes
3. The size of individual sets
4. The number and percentage of boys and girls who have had someone help them choose certain programs
5. A list of the programs that have been suggested to boys and girls
6. The number and percentage of boys and girls who have had it suggested to them that they stop watching certain television programs
7. A list of those programs that boys and girls have stopped watching

69. Hannon, Ruth, "Seeing Across Space", Betts, E. A., American Adventures, (New York, American Book Company, 1950), pages 399-406

8. The number and percentage of programs that boys and girls watch with their families
9. A list of the programs that boys and girls watch with their families
10. The number and percentage of time of the day that boys and girls watch television
11. The number and percentage of boys' and girls' favorite day for watching television
12. The hours at which boys and girls stop watching television
13. The approximate number of shows watched by boys and girls during the day
14. Favorite television programs of boys and girls
15. The number and percentage of boys and girls that do have a favorite television program
16. The reasons given for favorite programs
17. The number and percentage of boys and girls who prefer radio to television
18. The number and percentage of boys and girls who prefer the movies to television
19. The number and percentage of boys and girls who thought that television helped them in their schoolwork
20. The reasons given for television helping the boys and girls in their schoolwork

21. A list of the leading programs on television
that are enjoyed by boys and girls

The results of the questionnaire will prove whether there are any differences in the television viewing habits of fourth grade boys and girls. It will also list their program preferences, and their reasons for listening.

CHAPTER IV

Analysis of Data

An interpretation of the findings of this survey will be presented now to determine the video viewing habits of the 333 boys and girls that were questioned. The data were analyzed to obtain the following information:

1. About how many programs the child watches a day on television
2. The type of program a child will pick
3. The value, if any, that a child places on television helping in school
4. Favorite television programs and reasons for that choice
5. The type of family listening that is done
6. The amount of parental restriction
7. The amount and effect of guidance in the selection of programs

Table I

Chronological Age Distribution of the Boys and Girls

Age	Boys	Girls	Total
Eight	37	34	71
Nine	105	96	201
Ten	25	21	46
Eleven	9	3	12
Twelve	3	0	3
Total	179	154	333

Although the pupils questioned were in the fourth grade, it is quite interesting to note the range in ages from twelve years down to eight years. The greatest number of both boys and girls is nine, the average age for pupils in the fourth grade. It is also interesting to note there is a fairly even distribution between the boys and girls.

Table II

Mental Age Differences of Boys and Girls

Mental Age	Boys	Girls	Total
Six	3	1	4
Seven	19	14	33
Eight	46	43	89
Nine	39	31	70
Ten	29	23	52
Eleven	23	19	42
Twelve	12	15	27
Thirteen	5	4	9
Fourteen	3	3	6
Fifteen	0	1	1
Total	179	154	333

While mental age has no direct bearing upon this study, it is interesting to note that of the pupils questioned there is a mental range from six years of age to fifteen years of age. The greatest number of boys and girls, however, fall into the mental range of eight years old.

The children were asked to denote whether or not they had ever watched television. The results are given below.

Table III

The Number and Percent of Children Who Have Watched Television

	Have Watched		Have Never Watched	
	Number	Percent	Number	Percent
Boys	179	100	0	0
Girls	152	98.70	2	1.30
Total	331	99.40	2	.60

All of the boys and over 98 percent of the girls, at some time or other have viewed television programs

The children were asked whether or not they had television sets in their homes. The results are given below

Table IV

The Number and Percent of Children Having Television Sets in Their Homes

	Having Sets		Not Having Sets	
	Number	Percent	Number	Percent
Boys	124	69.27	55	30.73
Girls	115	74.68	39	25.32
Total	239	71.77	94	28.23

Not all the children who watch television have television

sets in their own homes. Over 30 percent of the boys that have seen television do not have sets in their own homes. Over 24 percent (24.02) of the girls who have watched television do not have television sets in their homes.

The children were asked to judge the approximate size of the screen that they watched. The results are listed below.

Table V
The Size Television Screen Used in the Homes
of the Children Questioned

	Boys	Girls		Boys	Girls
Screen			Screen		
7 in.	4	7	16 in.	27	32
10 in.	12	12	17 in.	32	17
12 in.	25	35	19 in.	7	3
14 in.	10	2	20 in.	7	7

The most popular size screens as viewed by both boys and girls is the size 12 screen. 60 of the total number questioned judged the screen in their home to be that size. The next most popular size was the 16 inch screen. 59 of the total number of children questioned judged their screen to be this size.

The children were asked to designate if they received any help in the choosing of their programs. The results are

listed below.

Table VI

The Number and Percent of Children Who Have Help in the
Choosing of Their Programs

	Yes		No	
	Number	Percent	Number	Percent
Boys	86	48.08	93	51.91
Girls	92	60.53	60	39.47
Total	178	53.75	153	46.24

More boys than girls receive some help in the choosing of their programs. Only 48 percent of the boys receive help, whereas over 60 percent of the girls receive some help in choosing their programs.

(Check table VII for those people who have suggested and helped children in choosing programs.)

The children were asked to designate whether their parents, a friend, or their teacher had ever suggested that they watch certain television programs. The results are listed below.

Table VII

Number and Percent of People Who Have Suggested Watching
Certain Television Programs

Person	Boys		Girls	
	Number	Percent	Number	Percent
Parent	140	78.21	152	100
Friend	153	85.47	115	75.66
Teacher	6	3.35	10	6.58

Both boys and girls at some time have had someone suggest that they watch certain programs. Boys have watched programs that have been suggested by friends rather than by teachers or parents. Girls, however, have watched programs as suggested by parents, rather than by friends or teachers. Teachers, have afforded a very small fraction of suggested watching on the part of the children. Girls more than boys have watched programs as suggested by teachers.

The children were asked to list the programs that had been suggested to them for viewing on television. The results are listed below.

Table VIII

The Number and Percent of the Five Top Programs That Were Suggested For Watching

Boys		
Name of Show	Number	Percent
Howdy Doody	58	32.40
Hoss Opry	47	26.26
Small Fry	45	25.70
Mama	45	25.70
Amos and Andy	44	24.58
Girls		
Name of Show	Number	Percent
Lucky Pup	30	19.74
Beany	28	18.42
Small Fry	28	18.42
Hoss Opry	27	17.76
Zoo Parade	25	16.45

Programs suggested for watching are, for the most part, programs put on entirely for children. They are programs that come on in the late afternoon or early evening, and are

of the humor appealing to children type.

The children were asked to designate whether or not they had stopped watching certain programs. The results are listed below.

Table IX

Number and Percent of Children Who Have Stopped Watching Certain Television Programs

	Yes		No	
	Number	Percent	Number	Percent
Boys	74	41.34	105	58.66
Girls	89	58.56	63	41.44
Total	163	49.24	168	50.74

There are more boys than girls who have stopped watching certain programs that they were told not to watch.

(Check table X for those people who have suggested that certain programs should not be watched.)

The children were asked to designate whether or not there had been any suggestions as to stop watching certain programs from their parents, friends, or teachers. The results are listed below.

Table X
Number and Percent of People Who Have Suggested Not
Watching Certain Programs

Person	Boys		Girls	
	Number	Percent	Number	Percent
Parent	154	86.03	110	72.37
Friend	36	20.11	32	20.39
Teacher	0	0	0	0

Parents, in large percentages were those who suggested not watching certain programs. Boys rather than girls, were the ones to whom the suggestions were most frequently made. Teachers have made no attempt to suggest that there are certain programs that should not be watched.

The children were asked to list the programs that they had been told, or suggested not to watch on television. The results are listed below.

Table XI

The Number and Percent of the Five Top Programs That Were Suggested For Not Watching

Boys		
Name of Show	Number	Percent
The Web	48	26.82
Lights Out	42	23.57
Suspense	38	21.23
Hoss Opry	36	20.11
Bigelow Theater	34	18.99
Girls		
Name of Show	Number	Percent
Man Against Crime	36	23.68
The Web	30	19.74
Charlie Wilde	30	19.74
Chandu	26	17.11
Lights Out	28	18.42

Horror or crime shows were by far the shows that were

suggested for not watching. All but one percent of the girls listed the shows above, as being suggested not good for watching. (They are all of the crime or mystery type.)

The children were asked if there were any programs that were watched by the entire family as a unit. The results are listed below.

Table XII

The Number and Percent of Programs Enjoyed by the Entire Family

	Yes		No	
	Number	Percent	Number	Percent
Boys	134	74.86	45	25.14
Girls	139	91.45	13	8.55
Total	273	82.47	58	17.52

Girls rather than boys tend to participate in the family watching of television programs.

(Check table XIII for programs enjoyed by the family as a unit.)

Table XIII
Ten Leading Programs Both Boys and Girls Enjoy With
Their Family

Boys	Girls
90 Gene Autry	70 Mama
63 Lone Ranger	50 Gene Autry
55 Milton Berle	35 Trouble With Father
51 Arthur Godfrey	30 Hoss Opry
47 Hopalong Cassidy	25 Henry Aldrich
45 Colgate Comedy Hour	25 One Man's Family
39 Man Against Crime	25 Zoo Parade
37 March of Time	25 March of Time
35 John Cameron Swazy	20 Gabby Hayes
35 Mama	20 Howdy Doody

Boys watching television with their families, were more apt to watch western adventure programs than were the girls in the same situation. Girls in watching family programs tended to the family comedy situation. Family participation, however, was an early evening or Sunday, situation. Six of the programs listed by both boys and girls, were Sunday shows. This includes Gene Autry, Zoo Parade, Hopalong Cassidy, Gabby Hayes, the March of Time, and the Henry Aldrich Show. Five were early evening shows--Lone Ranger, John Cameron Swazy,

Hoss Opry, Trouble With Father, and Howdy Doody. With the exceptions of Arthur Godfrey and Milton Berle, who appear on school nites after eight o'clock, the remainder of the programs are on either Friday or Saturday evenings.

The children were asked to designate the time during the day when they view television. The results are listed below.

Table XIV

Number and Percent of Favorite Viewing Time of Boys and Girls

	Boys		Girls	
	Number	Percent	Number	Percent
During school lunch time	6	3.35	5	3.29
After school-afternoon	100	55.86	75	42.76
Before supper	176	98.32	135	88.82
After the evening meal	165	92.18	120	78.95

The most favorite period for watching television is the time prior to the evening meal in the late afternoon. The second most popular time is early in the evening. Both boys and girls chose their school lunch period as the least popular time for watching television.

The boys and girls were asked to select their favorite day for viewing television. The results are listed below.

Table XV

The Number and Percent of the Favorite Television-Viewing Day of the Boys and Girls

Day	Boys		Girls	
	Number	Percent	Number	Percent
Sunday	54	35.75	56	36.84
Monday	8	4.47	5	3.29
Tuesday	3	1.68	4	2.63
Wednesday	11	6.14	5	3.29
Thursday	5	2.79	4	2.63
Friday	12	6.70	19	12.49
Saturday	76	42.46	59	38.82

The weekend days, Saturday and Sunday are the most popular days for viewing television with both boys and girls. Saturday is the more popular of the two days with 42.46 of the boys preferring it, and 38.82 of the girls selecting it. There was a closer ratio between Saturday and Sunday in the choice of the girls, Sunday being a 36.84 favorite. However, the ratio among the boys between the two days, was much greater, Sunday being only a 35.75 favorite.

The boys and girls were asked to designate the time of day that they stopped watching television on school nights, Friday nights, and Saturday nights. The results are listed in Table XVI and Table XVII.

Table XVI

Number and Percent of Time that Boys Stop Watching Television

Time	School		Friday		Saturday	
	Number	Percent	Number	Percent	Number	Percent
6:00	22	12.29	14	7.82	14	7.82
6:30	8	4.47	9	5.03	11	6.15
7:00	19	10.61	15	8.38	18	10.06
7:30	23	12.85	11	6.15	17	9.50
8:00	28	15.64	15	8.38	23	12.85
8:30	33	18.44	18	10.06	15	8.38
9:00	23	12.85	33	18.44	18	10.06
9:30	12	6.70	19	10.61	19	10.61
10:00	11	6.15	16	8.93	15	8.38
10:30			7	3.91	16	8.93
11:00			20	11.17	12	6.70
11:30						
12:00			2	1.12	1	.56

Table XVII
Number and Percent of Time that Girls Stop Watching
Television

Time	School		Friday		Saturday	
	Number	percent	Number	Percent	Number	Percent
6:00	13	8.55	13	8.55		
6:30	18	11.84	8	5.26	13	8.55
7:00	53	34.87			12	7.89
7:30	8	5.26			7	4.61
8:00	24	15.79	13	8.55	52	34.21
8:30	18	11.84	38	25.00	7	4.61
9:00	2	1.32	18	11.84	17	11.18
9:30	3	1.97	23	15.13	22	14.47
10:00	13	8.55	28	18.42	18	11.84
10:30			9	5.92	3	1.92
11:00			1	.66		
11:30						
12:00						
12:30						
1:00			1	.66	1	.66

Girls, on school nights, Friday nights and Saturday nights, stop watching television earlier than do the boys. The popular time on school nights that girls stop watching television is 7:00, when 34.87 percent of the girls stop

watching. Boys, on the other hand, on school nights, are found to list 8:30 as the most popular time. (18.44) On Friday nights the majority of girls stop watching television at 8:30, (25.00 percent), as compared with boys preference on Friday night of 9:00. (18.44 percent). Both stop watching television on Saturday night at approximately the same time, 8:00. 34.21 percent of the girls and 12.85 percent of the boys stop watching television at this time. However, it is still a larger percentage of the girls than boys.

The children were asked to list approximately the number of shows that they viewed on television on a school day, on Saturday, and on Sunday. By counting the number of shows they watched, the approximate mean, in hours, for each one of these days is listed below.

Table XVIII

Mean Number of Television Viewing Habits on School Days, Saturdays, and Sundays, for Boys and Girls

Day	Mean hours for Boys	Mean hours for Girls
School Day	4.81	8.67
Saturday	5.13	10.29
Sunday	7.26	11.25

There is rather a large difference between the mean number of hours of television viewing as seen by both boys and girls. Girls, in almost all instances, spend nearly twice

as much time watching television as do the boys. However, the mean number of hours is to be judged as the viewing habits of a winter period, when girls are apt to spend more time inside and thus watching television, than do boys of the same period.

The children were asked whether or not they had a favorite television program. The results are listed below.

Table XIX
Number and Percent of Boys and Girls Who Have a Favorite
Television Program

	Yes		No	
	Number	Percent	Number	Percent
Boys	138	77.09	41	22.90
Girls	147	96.77	5	3.22
Total	285	86.10	46	13.90

Both boys and girls do have favorite television programs. However, boys do not have the tendency to one particular program as do the girls.

(Check tables XX and XXI.)

Girls were asked to list their ten favorite programs. Below are listed the results.

Table XX

Ten Favorite Shows as Selected by the Girls

101	Gene Autry	88	Hopalong Cassidy
97	Mama	85	Cisco Kid
94	Lone Ranger	83	Aldrich Family
88	Gabby Hayes	76	Howdy Doody
88	Life With Father	71	Mr. I. Magination

While girls do enjoy the western adventures, they are not so overwhelmingly in favor of them as are the boys. (See Table XXII). The video interest of the girls are much more encompassing and include westerns and family situation comedy in almost even ratio.

Boys were asked to list their ten favorite television shows. Below are listed the leading ten shows as chosen by the boys.

Table XXI

Ten Favorite Shows as Selected by the Boys

140	The Lone Ranger	102	Gabby Hayes
129	Hopalong Cassidy	102	Life With Father
121	Gene Autry	100	Mama
114	Cisco Kid	98	Man Against Crime
106	Hoss Opry	96	Milton Berle

Boys greatly favor the cowboy western adventures. Their first six choices show that they greatly prefer this type of video to almost any other. Second on their list is the family comedy situation.

Below are listed the programs as chosen by seven or more girls in the listing of their ten favorite programs.

Table XXII

Programs Listed by Seven or More Girls

28	Howdy Doody
22	Mama
16	Hoss Opry
13	Gabby Hayes
12	Gene Autry
10	Lone Ranger
9	Aldrich Family
9	Life With Father
7	Hopalong Cassidy
7	Cisco Kid

Below are listed the programs named by seven or more boys in the choosing of the ten favorite programs.

Table XXIII

Programs listed by Seven or More Boys

31	Lone Ranger
19	Range Rider
16	Gene Autry
16	Trouble With Father
11	Stranger than Fiction
13	Arthur Godfrey
8	Baseball Games
7	Mama

The children were asked their preference in the matter of radio or television. The results are listed below.

Table XXIV

Number and Percent of Choice of Radio or Television for Boys and Girls

	Radio		Television	
	Number	Percent	Number	Percent
Boys	38	21.23	141	78.77
Girls	5	3.29	147	96.71
Total	43	12.99	288	87.01

Both boys and girls were overwhelming in their choice of television over radio. Girls were almost one hundred percent in choosing this media, (96.71), while the boys, although greatly in favor of television, were not as decisive, (78.77).

The children were asked their preference in the competition of the movies or television. The results are given below.

Table XXV

Number and Percent of Choice of Movies or Television for Boys and Girls

	Movies		Television	
	Number	Percent	Number	Percent
Boys	94	52.51	85	47.49
Girls	80	52.60	72	47.39
Total	174	52.57	157	47.43

Television and movies in interest, are apparently both the same for both boys and girls. The differences in the choices for both groups is very slight, (approximately 5 percent).

The boys and girls were asked the question of whether or not they felt that television helped them in their schoolwork. The results are listed below.

Table XXVI

Number and Percent of Boys and Girls Who Think That Television Has Some Affect Upon Their Schoolwork

	Yes		No		Don't Know	
	Number	Percent	Number	Percent	Number	Percent
Boys	47	26.26	64	35.75	68	37.99
Girls	55	36.18	63	41.45	34	22.37
Total	102	30.81	127	38.37	102	30.81

The majority of boys did not know whether or not television did help them in their schoolwork. Over 41 percent of the girls felt that television did not help them in their schoolwork. Of the total number asked, 30.81 percent felt that television was of some help in schoolwork. (See Appendix C.)

A summary of the data collected in this chapter shows that fourth grade pupils spend many hours viewing television. It shows that almost without exception their tastes lie within a very narrow range, and that video viewing is done without any critical thinking.

Such a summary shows that much can be done within the

realm of the home and the school to make the video habits of these young children, become of the best type, for leisure time activity.

Chapter V

Summary and Findings

The television habits of 333 pupils have been surveyed in this study. The findings have been summarized as following:

1. One hundred percent of the boys and 98.70 percent of the girls surveyed have, at some time, viewed television.
2. Over 69 percent of the boys and almost 75 percent of the girls have television sets in their homes.
3. The average size screen, as judged by the children, is the twelve inch screen. Second in size is the sixteen inch screen.
4. Almost 50 percent of the boys and 60 percent of the girls, have had some help in the choosing of programs.
5. A high percent of both boys and girls have had some programs suggested to them.
6. Programs suggested for viewing are late afternoon programs that are presented with an appeal to the child.
7. A higher percentage of girls rather than boys have stopped viewing suggested programs.
8. Parents in large percentages are those who have suggested not watching certain programs.
9. Programs of the horror or crime type were those suggested to both boys and girls as not good for watching.

10. Almost 75 percent of the boys and over 91 percent of the girls view television as a family unit.
11. The majority of programs viewed as a family unit, were Sunday or early evening shows, especially those appearing on Friday or Saturday nights.
12. Boys viewing television with the family tended toward western adventure programs, while girls were more apt to view the family comedy program. These program preferences for the most part coincided with those listed by pupils as favorite programs.
13. The favorite time for viewing television for both boys and girls, is in the late afternoon, prior to the evening meal.
14. A high percentage of boys and girls view television on Saturday and Sunday.
15. Most pupils stop viewing television between eight and eight-thirty on school nights, between nine and nine-thirty on Friday nights, and between eight and eight-thirty on Saturday nights.
16. Girls spend almost twice as much time viewing programs as do boys.
17. Both boys and girls have favorite television programs. Boys preference run to western adventure, while girls prefer the family comedy situation.
18. Over 78 percent of the boys and 96 percent of the girls prefer television to the radio.

19. Approximately 52 percent of both boys and girls prefer the movies to television.
20. A very small percentage of both boys and girls receive any help in program discrimination from the school.
21. Both boys and girls give similar reasons for enjoying television programs.
22. Only 26 percent of the boys feel that television helps them in their school work. 36 percent of the girls feel that television helps them in their school work.

It is the hope of the author that the findings of this survey will aid teachers in the improvement of the video habits of the children upon whom the future of good video program is based. It is the hope that through a careful program, the children may develop the ability to make intelligent choices and become worthy citizens. The children of today are the generation in whom good fundamentals of television should be instilled, for they are the adults of tomorrow.

Chapter VI

Limitations of this Study

This study has given the writer an opportunity to compare the video habits of children in a high socio-economic town. It has shown the type of program viewed. However, this study has not made available the individual needs and interests of those children questioned, but has rather grouped the entire group questioned into two main classification, male and female. This study merely gives the results of a television questionnaire, without suggesting how the video-viewing habits could be changed. It shows, what affect television is having upon the children of today.

At the time that this questionnaire was presented, the television situation was still in its early stages. In the area where this questionnaire was presented there were but two channels from which to choose. Many of the programs that have been listed for various preferences, are programs that appear for a short time only to be removed to another hour or channel or taken off of television entirely. Therefore, the results that are presented are very limited.

The questionnaire that was presented has afforded rather general responses. Therefore, the results of this survey are rather broad and general.

Suggestions for Further Study

1. The affect that watching television has upon the actions and behavior of children.
2. The affect that television has upon school grades.
3. A comparison of a group with itself a year later to see if the video interests of a group have changed.
4. A comparison of a group with itself to see the affect that the seasons have upon viewing television.
5. An evaluation of the amount of video advertising aimed at children, and to see the effect, if any, upon the children.
6. A similar study done on a larger group of children who have had an opportunity to view a greater variety of video shows.
7. A comparison study between two different age or grade levels, to see the difference in answers and interests according to age interests.
8. An analysis of the education programs that are being presented on television and to see how effective they are upon the children of today.
9. A survey of parent's reactions to the amount of video watching done by their children.
10. A survey to see what, if anything, is being done, to enable more and better educational programs.

This study proved, that children are spending a great deal of time viewing television during their leisure time. As yet there have been very few cases of television having affect upon the actions of the children. However, it is still a fairly new media. There should be guidance on both the part of the school and the home, to insure good use of television. This may be done by first, working for good programs through the television directors themselves, but more importantly, by showing the children of today how to value their television tastes and to grow into worthy citizens of tomorrow.

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Appendix

A TELEVISION QUESTIONNAIRE

Name _____ Age _____ Boy _____ Girl _____

School _____ Grade _____ Teacher _____

Please answer the following questions very carefully.
Where answers are given to choose from, underline your answers. Where no answers are given, fill in your own.

- 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?
 7 in. 10 in. 12 in. 14 in.
 16 in. 17 in. 19 in. 20 in.
- 4. Does someone help you to choose your television programs? Yes ___ No ___
- 5. If your answer is Yes, write the names of the programs in the space below, and tell beside each, whether it was suggested by a friend, your teacher, your parents.

Program

Person

- 6. Have you ever stopped watching a program because someone said it was not good for you? Yes _____ No _____

- 7. If your answer is yes, write the name of the programs in the space below and tell beside each who told you not to watch it.

Program

Person

8. Are there any programs which you and your family watch together?

Yes _____

No _____

9. If your answer is yes, list the programs below.

_____	_____
_____	_____
_____	_____
_____	_____

10. At what time of day do you watch television? (Mark with an X below)

- () During school lunch time
- () After school in the afternoon
- () Before your supper
- () After your evening meal

11. What is your favorite day for watching television? _____

12. At what time do you stop watching television: on school nights _____

on Friday night _____

on Saturday night _____

13. About how many shows do you watch: on school days _____

on Saturday _____

on Sunday _____

14. Do you have a favorite television program? Yes _____ No _____

15. If your answer is Yes, name the program _____

16. Why do you like this program better than any other program?

17. Which do you like best, radio or television? _____

18. Which do you like best, the movies or television? _____

19. Do you think television helps you with your schoolwork? _____

Yes _____

No _____

Don't know _____

20. If your answer is Yes, tell how you think it helps you.

21. Write down the name of your ten favorite television programs.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Appendix B

A Television Questionnaire

Name _____ Age _____ Boy _____ Girl _____
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 someone help you to choose your television programs?
Yes ___ No ___

5. If your answer is Yes, write the names of the programs in the space below, and tell beside each whether it was suggested by a friend, parents, or your teacher.

Program	Person
_____	_____
_____	_____
_____	_____
_____	_____

6. Have you ever stopped watching a television program?
Yes ___ No ___

7. If your answer is Yes, write the names of the programs in the space below, and tell beside each who told you not to watch it.

Program	Person
_____	_____
_____	_____
_____	_____

8. Are there any programs that you watch with your family?

Yes ___ No ___

9. If your answer is Yes, list the programs below.

_____	_____
_____	_____
_____	_____
_____	_____

10. At what time of day do you watch television? (Mark with an X)

- () During school lunchtime
- () In the afternoon
- () In the evening

11. What is your favorite day for watching television? _____

12. At what time do you stop watching television on
school nights _____, Friday nights _____

Saturday nights _____

13. How many hours do you spend watching television on

school nights _____

Friday nights _____

Saturday nights _____

14. Do you have a favorite program? _____ What is the name of it?

15. Why do you like this program the best? _____

16. Which do you like best, radio or television? _____

17. Which do you like best, the movies or television? _____

18. Do you think television helps you in school? Yes ___ No ___

19. If your answer is yes, tell how you think it helps you. _____

Appendix C

Reasons for Liking Favorite Programs

Girls

1. "Jerry Mahoney"-----he is a puppet and very funny.
2. "Milton Berle"-----Because he is so funny.
3. "Fireside Theater"-----has sensible stories.
4. "Science sketches"-----tells interesting facts you can't believe unless you see the program.
5. "Kit Carson"-----it is exciting.
6. "Lone Ranger"-----it is not the same all the time.
7. "Mama"-----is just like real life.
8. "Mama"-----doesn't have anything to do with murder.
9. "John C. Swazy"-----tells news of Korea.
10. "You Asked for It"-----things that you can't believe.
11. "Howdy Doody"-----it does not make me dream or stay up late thinking about it.
12. "Hopalong Cassidy"-----it always ends good.
13. "I Love Lucy"-----is funny and not too old for children.
14. "Mr. I. Magination"-----acts out the life of different people.

Boys

1. "Space Cadet"-----has mystery and excitement.
2. "Buster Keaton"-----he does funny things.
3. "Milton Berle"-----has comedy and singing and dancing.
4. "March of Time"-----I like the Army and the pictures.

5. "Lone Ranger" -----I like cowboys and he is the
best cowboy.
6. "Gabby Hayes" -----tells good stories.
7. "Gabby Hayes" -----tells stories that are true.
8. "Mama" -----sometimes they get so mixed up.
9. "Gene Autry" -----because my name is Gene.
10. "Mama" -----it makes us all laugh.
11. "Jerry Mahoney" -----it is so silly.

Appendix D

Reasons that Boys and Girls Gave for Television Helping Them in School

1. Television helps me get Current Events.
2. It teaches me to make things.
3. It tells about other lands.
4. It has history.
5. It helps in the knowledge of the world of tomorrow.
6. It makes me do my work better and I get good marks.
7. There are good science programs.
8. Helps me to understand maps.
9. Gives good ideas for stories.
10. Quiz programs give you the answers.
11. "Zoo Parade" tells about interesting animals.
12. It shows first aid.
13. Some programs are educational like "Quiz Kids".
14. It teaches about the world and its people.
15. "Living Wonders" helps with science.
16. It helps me to learn about the earth.
17. The quizzes help you with your school work.
18. Sometimes it shows Social Studies.
19. It has stories of America and science.
20. It helps you know more and better things.