

A COMPARISON OF PRESCHOOLERS' VERBAL AND
NONVERBAL BEHAVIOR WHILE VIEWING
SESAME STREET AND PINK PANTHER

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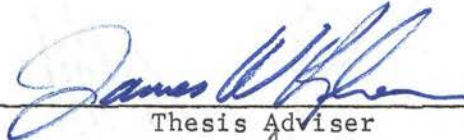
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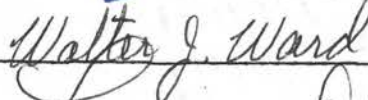
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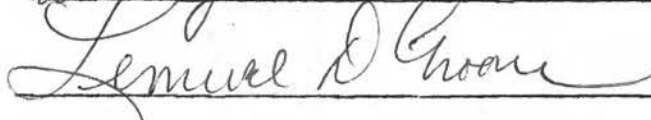
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CHAPTER I

INTRODUCTION AND LITERATURE REVIEW

Introduction

Along with sleep and school, television viewing constitutes one of the major activities of children. Lyle and Hoffman (1972) estimate that first graders spend the equivalent of nearly a full day a week viewing television; sixth and tenth graders exceed this level. Furthermore, recent research reveals that children pay more attention to what is on television, and are more influenced by it, than most adults assume. Sproull (1973) video-taped preschool children, in groups of four, as they watched an hour of Sesame Street. Verbal and nonverbal behaviors were recorded and analyzed, revealing that children maintained eye contact with the program over 80 percent of the time, even though they were talking to, and poking one another. Sproull (1973) found:

When direct reactions, assumed here to be indicators of vicarious participation, are combined with modeling behaviors, the children exhibited more than one of these behaviors for every minute of program time. This finding again emphasizes the great power of the medium, and the Sesame Street program, to involve the viewer in program situations (p. 112).

The relationship between television viewing and certain attitudes and behavior in children has become a subject of national concern-- witness the five volume report recently issued by the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Some concern appears to be justified. Laboratory research demonstrates that

children become more aggressive following exposure to aggressive programming (Bandura, Ross, & Ross, 1963; Leifer & Roberts, 1972). To what extent are children exposed to such programming? Gerbner (1972) recently analyzed ninety-five children's cartoons and found only four that did not contain violence. Furthermore, the Nielsen ratings indicate that children prefer this type of fare (Leifer, Gordon, & Graves, 1974). If this is true, one might assume that television exerts a negative influence on children. Such an assumption, however, may not be correct. There is a dearth of first hand information regarding children's viewing preferences (Cantor, 1972; Leifer, Gordon, & Graves, 1974). Educational programs such as Sesame Street, Misterogers, and The Electric Company are not included in the Nielsen ratings. Children might actually prefer such nonviolent programs, which successfully promote "prosocial" behaviors, such as cooperation and self-control (Leifer, 1972; Friedrich & Stein, 1973). Meyer (1973) found that when children were asked to name their favorite television characters, they showed a preference for nonviolent characters.

This study attempts to directly assess children's viewing "preferences". A comparison was made of preschoolers' reactions while watching two popular, but different types of children's shows, Sesame Street, and The Pink Panther. The latter is a popular Saturday morning cartoon show.

Background

The effect of television violence on aggressive behavior has been a topic of debate for a number of years. The race riots and the assassination of several American leaders during the 1960s brought the question of violence in this country before the public. A National

Commission on the Causes and Prevention of Violence was established by President Lyndon Johnson to

- investigate and make recommendations with respect to:
- (a) The causes and prevention of lawless acts of violence in our society, including assassination, murder and assault;
 - (b) The causes and prevention of disrespect for law and order...
 - (c) Such other matters as the President may place before the Commission. (Baker and Ball, 1969, p. i)

The Commission established a number of task forces to investigate the areas suggested by the President. One was the Task Force on the Media which was to conduct hearings on the possible effects of violence in the media on society. The Task Force on the Media heard the reports of network representatives, advertisers, newspapermen, communications specialists, and social scientists. A wide spectrum of the effects of violence in the media was reviewed, and possible solutions to the problems of excessive violence were considered.

The most outspoken critic of research which demonstrated a relationship between media violence and aggression, Joseph Klapper (1968), felt that the studies on violence do not measure the effects they are testing. That is, in one study of children's television preferences, it was found that those who preferred violent material were lower in IQ and had unsatisfactory relationships with peers and parents (Schramm et al., 1961). Klapper contended that the media did not produce these characteristics and that selective exposure on the part of the subjects tested might reinforce their preference for violent material. The surveys which related television violence to aggressive behavior have two shortcomings: (1) their definition of aggression; that is, aggression is measured by the subjects hitting a Bobo Doll, an inanimate object, rather than hitting or hurting another person and (2) the

laboratory conditions cannot be generalized to real life because the behavior does not violate the norms set up in the experiment (Bandura et al., 1963). Klapper concludes that much more comprehensive research is needed, which will more accurately determine whether media stimulate violent interpersonal behavior, measure the effects in a natural environment, and take into consideration the cumulative effects as well as the social norms.

It was suggested that a solution to the problem of excessive violence on television could be government regulation. However, network representatives were solidly against this option. They argued that prior censorship would violate the First Amendment and that violence in the media is justified because of the history of violence in our society, particularly in art, drama, and literature. They contend that television only mirrors society, and that society doesn't like what it sees. Julian Goodman (1968), president of NBC, laments that "the medium is blamed for the message" (p. 42). Leonard Goldenson (1968), president of ABC, stated that coverage of the civil rights issue and the war increased public understanding of those issues. Other spokesmen for the industry argued that the evidence is not conclusive enough to warrant the elimination of violence and suggested that better studies be made. Newspapermen defended the reporting of violence on the basis of their "telling it like it is." Leo Bogart (1968), executive vice president and general manager of the Bureau of Advertising, stated that General Foods has a strong company policy against sponsorship of violent programs. He suggests that other advertising agencies should follow this example.

Sociologists and communication specialists generally agree that

television is an important factor in the lives of children, and society as a whole. However, television presents American life in a very simplistic manner in which violence is the answer to every situation. Television is a constant commercial for violence. George Gerbner (1968) stated that television is this country's single most important social instrument; it has "abolished signaling time" (p. 175) (the time needed for a signal to reach the receiver) and it makes us witness events through its eyes.

From these reports it can be seen that there is a need for comprehensive research in the area of the effects of television on society. In 1969, Congress requested the Department of Health, Education and Welfare...

to initiate a special program under the auspices of a Surgeon General's Scientific Advisory Committee on Television and Social Behavior. The major emphasis to be on the examination of the relationship between televised violence and the attitudes and behavior of children (Rubinstein, 1971, p. iii).

Over a two-year period more than fifty scientists participated in the research. The results comprise five volumes entitled "Television and Social Behavior."

These studies attempted to answer the criticism of past studies by using natural environments such as a nursery school setting, or home; and observing the child's interpersonal behavior with other children following exposure to violent or prosocial material (Stein and Frederick 1971). But first a look at how children use television.

Children's Use of Television

Some of the first studies of television's effect on children were done by Schramm et al. (1960). They found that children, on the average, spend two hours per day with television. A more recent study found that,

Television watching, together with sleep and school, is one of the major activities of the vast majority of children. Over a week-long period, the first graders spent the equivalent of just less than one full day watching television; sixth and tenth graders exceeded that level (Lyle and Hoffman, 1971, p. 131).

In studies of children's use of television, it was found that media usage depends on age, IQ, creativity, social economic status (SES), time of year, and parents' usage. Brighter children view television more heavily when they are younger, but by the eighth and tenth grade, viewing decreases while the viewing of lower IQ children increases. Some heavy television users are also heavy users of other media such as books and magazines. Schramm explains that the reason for this is that they are able to take in and process more information. In the high social economic strata, high conflict with parents and high aggression produce more television viewing. In the low strata, low conflict and low aggression produce more viewing. This is because middle class families do not usually rely on television as a family activity, while lower class families do. Therefore, if there is conflict the child seeks an activity away from his parents (Schramm, 1960).

Schramm also states that the media have three functions for children: entertainment, source of information, and social utility. He feels that most learning is "incidental"; that is, the child goes to television for entertainment and receives information. Attention and need in incidental learning are a function of: newness of material, reality, identification, and usefulness.

Lyle and Hoffman (1970) found that just as television was readily accepted as a part of life in 1959, that it was even more accepted and taken for granted in 1970. The biggest difference was that children were even more "blasé" and critical of television, particularly of

advertising. But they still felt they learned things from television. One half the first graders studied said they modeled their social play after television. But use of television in this manner decreased as the children grew older.

Children's Program Preferences

In a study of program preferences, Lyle and Hoffman (1971) found that young children prefer situation comedies in which young actors appear, and cartoons over violent television programs. The most popular program for children between the ages of three and six was The Flintstones followed by Sesame Street, even though 39 percent of those interviewed did not have UHF receivers on which Sesame Street appeared. Violent action cartoons such as Batman and Superman were more popular with boys and older children. In support of these findings, Fletcher (1969) found preference for violent television programs among children to be light. In another study, children were asked who their favorite television characters were, "the over-all preference pattern showed a significantly greater preference for nonviolent characters" (Meyer, 1973, p. 29).

These and other studies point to a relatively low preference on the part of most young children, preschool to first grade, for violent television programs; yet violence is the main ingredient of many programs aimed at children. Therefore, what criteria do producers and writers of children's programs use in determining program content? A survey by Cantor (1971) found that the producers and writers relied on the ratings and pressure from network officials.

In most studies of children's television preferences, and in

particular, the ratings, educational programs such as Sesame Street and The Electric Company are not included. The popularity of Sesame Street has been well documented. A report of the Children's Television Workshop (1972) indicated there was a record number of nine million Sesame Street viewers throughout the country. This was an increase of six million since the program began in 1969. Thus the ratings do not accurately assess what children prefer to watch on television. Another factor contributing to the confusion over what programs children prefer is the program preferences of father and older siblings take precedence over the young child's when they are in the viewing audience (Lyle and Hoffman, 1971).

George Gerbner (1972) analyzed ninety-five cartoons and found that only four did not contain violence, defined as the overt expression of physical force intended to hurt or kill. The presence of so much violence aimed at children through cartoons would seem to indicate a preference for this type of programming. The studies by Meyer (1973), Lyle and Hoffman (1971), and Fletcher (1969) indicate that, in general, there is a low preference for violent television programs.

Television and Social Behavior

The relationship between television viewing and certain attitudes and behavior in children has become a subject of national concern. Most of the research in the past has dealt with children's aggression as a result of television violence. More recently, studies have been made on television as a promoter of prosocial behavior. Bandura et al. (1961, 1963, 1969) have done extensive research on the effect television violence has on children's aggressive behavior. These studies indicate

children will imitate aggressive acts seen on film, and the extent to which they will model aggressive behavior depends on the attractiveness of the models, and whether the behavior is rewarded or punished. But the methodology in these studies, as mentioned earlier, limits interpretation. Liebert and Baron (1971) tested the effects of television violence on the willingness of young children to engage in aggressive acts directed at other children. They presented a three and one-half minute segment from *The Untouchables*, or a three and one-half minute action, nonviolent segment to 136 children aged five and six, and eight and nine. After viewing the film segments, the children participated in a game in which they could "help" or "hurt" a (nonexistent) child in another room by pushing a "help" or "hurt" button when a light came on. Then they had a play period in a room equipped with attractive aggressive, and nonaggressive toys. The results showed that the children who viewed the violent film were significantly more aggressive toward another child than those who viewed the nonaggressive segment. The same kinds of effects were found when aggressive play was measured.

Ekman et al. (1971), used a subsample of subjects from the Liebert and Baron (1971) study to test the relationship between facial expressions while viewing violent television segments and subsequent aggression. They found a significant correlation for boys, between demonstration of positive emotion while viewing a violent television segment and subsequent aggressive behavior. "Boys who's facial expressions showed happiness, pleasantness, and not sadness, tended to use the "hurt" button more than boys who showed unpleasantness, sadness, and not happiness" (Ekman et al., 1971, p. 38). Differences between facial expression and subsequent behavior for girls, were not significant. The

experimenters postulated that the reason for a lack of significance among girls might be the characters in the violent episode were males, and that girls have usually been "censored or punished for empathizing with or approving of aggressive activity" (Ekman et al., 1971, p. 39). This study suggests that an important factor in predicting violent behavior from viewing violence on television might be emotional reactions while viewing the violence.

Other factors which may affect children's reactions to violence on television are whether the violence is real, such as a news segment; or fictional, such as drama; and whether the violence is seen as being justified or unjustified. Meyer (1937b) tested these effects for children in the first through third grade. He found children in the second and third grades were able to correctly identify motivations for violent behavior. In order to measure the children's judgment of justified/unjustified film violence, the children were asked if the violence was "good" or "bad", and if it was "right" or "wrong". They were also asked if they would behave in the same manner under similar circumstances. Meyer found that justified real film violence was judged acceptable. Males said they would behave in the same manner while females said they would not. Unjustified real film violence is judged wrong and unacceptable behavior. Fictional film violence described as revenge is acceptable, and males said they would behave in the same manner while females did not. Meyer (1973) concludes, "The justification context of both real and fictional film violence plays an important role in the formation of the children's judgments of the acceptability of violence" (p. 331).

The evidence to date, indicates that,

First, violence depicted on television can immediately or shortly thereafter induce mimicking or copying by children. Second, under certain circumstances television violence can instigate an increase in aggressive acts (The Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972, p. 123).

This is not to say that effects of violence are universal, the child, his background, and the circumstances under which the violence occurs are a few of the factors which must be taken into consideration.

Comstock and Rubinstein (1971) compared the effects of violent television programs such as Batman or Superman with prosocial programs such as Misterogers Neighborhood. Neutral programs were shown to a control group. The research took place in a nursery school, and data were collected on ninety-two subjects. The study found that children who were initially high in aggression increased their interpersonal aggression after viewing violent programs more than those who viewed the prosocial, or neutral programs. Those who were initially low in aggression showed no differences across the three conditions; while children from low social economic backgrounds who viewed the prosocial programs increased their prosocial behavior in response to frustration; and those who viewed the violent films decreased prosocial behavior in response to frustration. This study is significant because it takes place in a natural setting and shows the effects of viewing prosocial as well as violent material. The study also used whole programs rather than segments from programs. A study by Stein and Frederich (1971) supports these results. They found prosocial behavior increased after the viewing of prosocial models such as the characters from Misterogers Neighborhood.

Television and Learning

The studies on children and social behavior indicate children can learn what they see on television, whether acts of aggression or pro-social behavior. Other studies of children's learning from television have been conducted by the Children's Television Workshop (CTW), the producers of Sesame Street and The Electric Company.

Sesame Street was initiated because it was found that the preschool years are a crucial time in which a child prepares for school. Further, many of the underprivileged youngsters were coming to school unprepared for what was expected of them (Lesser, 1970). Though aimed primarily at the inner city youngster, Sesame Street is viewed extensively by all levels of society. Lyle and Hoffman (1971) found that more middle class, white children viewed Sesame Street than blacks or chicanos in the Los Angeles area. The fact that more middle class white children viewed Sesame Street is probably due to the fact that the educational station is in the UHF band and many television sets are not equipped to receive UHF, and those that are, receive poor signals. In areas such as New York and Chicago where there is better reception, Sesame Street is popular with blacks and chicanos, as well as whites.

Sesame Street has produced positive results in accomplishing its objectives (Lesser, 1970). It has attempted to increase symbolic learning; cognitive processes, such as perceptual discrimination, relation concepts, classification, ordering, and reasoning and problem solving; and knowledge of the environment. The single greatest factor in learning is not IQ, previous educational background, nor environment, but the number of times the program is seen (Lesser, 1970).

In research conducted by the CTW, a subject is instructed to watch

Sesame Street while a "distractor" slide screen is set adjacent to the television set. A researcher notes when the child's attention wanders to the "distractor" screen. By this, the researcher can determine which program segments have the most appeal. Beyond this monitoring of an individual child's attention to various program segments, what happens when children watch television?

An in-depth study was conducted in which children's behaviors were viideo-taped as they watched an hour of Sesame Street (Sproull, 1973). Each child's verbal and nonverbal behaviors were recorded and analyzed. The study found that children attend to television over 80 percent of the time, even though they are talking to, and poking one another. This was much more than was assumed by those who watched the children in the viewing situation. Other findings indicated children self-select portions of the programs which they will imitate. Segments which children will model seem to be unpredictable, for instance, a girl kissing a boy after seeing a monster and a frog kissing. Sproull (1973) concludes that,

When direct reactions, assumed here to be indicators of vicarious participation, are combined with modeling behaviors, the children exhibited more than one of these behaviors for every minute of program time. This finding again emphasizes the great power of the medium, and the Sesame Street program, to involve the viewer in program situations (p. 112).

Conclusions and Hypotheses

The research to date indicates that children spend a great deal of time watching television. Most of the programs aimed at children have been violent in nature because the writers, program producers, and network officials have relied on the ratings to guide them in their choice

of program material. Since the ratings do not include such educational programs as Sesame Street, Misterogers Neighborhood, and The Electric Company, it is suggested that children's program preferences are not accurately represented. Furthermore, it has been found that television can influence children's behavior. Children have imitated and initiated acts of aggression after viewing violent television segments or programs; and, at the other end of the spectrum, prosocial behavior has increased.

Aside from the Sproull study of children's reactions while watching Sesame Street; and the Ekman et al. study which tested the relationship between facial expressions while viewing violent television segments and subsequent aggression; there is a dearth of first hand information on what takes place when the child is in the viewing situation. It is suggested that more information is needed in this area to predict possible resultant behaviors as well as give insight into children's program preferences.

This study attempts to directly assess children's program preferences by comparing their reactions while watching Sesame Street and a popular Saturday morning cartoon program, The Pink Panther. The hypotheses to be studied and the criteria on which they are based are stated below.

Due to Sesame Street's popularity--over nine million viewers (CTW, 1972) and due to the fact that every aspect of production is thoroughly researched in contrast to commercial productions, it is hypothesized that children will demonstrate more program reactions to Sesame Street than to The Pink Panther.

Due to the consistent findings of differences between males and

females in studies of violence and aggression (Mischel, 1970) it is hypothesized that the sex category will interact with the program category in such a way that the differences between males and females will be significantly greater for the Sesame Street program than for The Pink Panther program.

In studies of school performance and verbal ability it has been found that "From infancy to adulthood females express themselves more readily and skillfully than males" (Tyler, 1965, p. 244). Therefore it is hypothesized that over-all there will be more responses made by females than by males.

From the Sproull study in which all behaviors exhibited by children while viewing Sesame Street were recorded, a category system was developed. This system divided the various behaviors into four main categories: verbal, nonverbal, affective, relating. These categories were further broken down into: covert enjoyment/dislike, overt enjoyment/dislike, confirmation of enjoyment/dislike, positive/negative evaluation of character, motor repeat, motor initiation, verbal repeat, verbal initiation. The hypotheses generated for these categories were based on research by Jean Piaget, a child psychologist.

Piaget (1954) describes the stages of development that a child goes through according to what he can and cannot do. The ages between two and six years are called "preoperational egocentrism" (p. 75). During this period a child is beginning to develop linguistic skills but he is in a period of egocentrism whereby ideas are expressed in terms which are meaningful to the child "...the youngster at this stage uses many indefinite terms and leaves out important information. This is sometimes explained by saying that the child fails to take the other

person's point of view" (Elkind, 1970, p. 52). From this we can see that the young child does not often express himself in terms which are readily understood by adults. The child does however, easily express his feelings nonverbally, that is by facial expressions, such as smiles or frowns. The hypotheses for the different categories of response are based on this data. The following are the specific hypotheses to be tested in this study.

1. Over-all there will be significantly more responses made by females than by males.

2. The sex category will interact with the program category in such a way that the differences between males and females will be significantly greater for the Sesame Street program than for The Pink Panther program.

3. There will be more over-all responses to Sesame Street than to The Pink Panther.

4. There will be more affective type responses to Sesame Street than to The Pink Panther.

5. There will be more relating type responses to Sesame Street than to The Pink Panther.

6. The verbal/nonverbal category will significantly interact with the affective/relating category in such a way that nonverbal responses will be greater than verbal responses in the affective category but not in the relating category; verbal responses will be greater than nonverbal responses in the relating category but not the affective category.

7. There will be significantly more covert type affective responses than overt type affective responses.

8. There will be significantly more covert type and overt type affective responses for Sesame Street than The Pink Panther.

9. There will be no significant differences between confirmation type affective responses and description type affective responses.

10. There will be significantly more confirmation and description type affective responses for Sesame Street than The Pink Panther.

11. There will be significantly more motor repeat type relating responses than motor initiation type relating responses.

12. There will be significantly more motor repeat and motor initiation type responses for Sesame Street than for The Pink Panther.

13. There will be significantly more verbal repeat type relating responses than verbal initiation type relating responses.

14. There will be significantly more verbal repeat and verbal initiation type relating responses for Sesame Street than for The Pink Panther.

CHAPTER II

METHODOLOGY AND DESIGN

This study attempts to directly assess children's viewing preferences. A comparison was made of preschoolers' reactions while watching two popular, but different types of children's shows, Sesame Street and The Pink Panther. Verbal and nonverbal behaviors were examined in an effort to assess viewer participation in and enjoyment of each type of show.

Subjects

Eighteen preschool children, ranging in age from three years, seven months to five years, seven months attending a university nursery school served as subjects. Subjects came from predominantly middle class families, were predominantly white, and were all English speaking. There were nine girls and nine boys in the sample.

Data Categories

Subjects were video-taped while watching ten minute segments from Sesame Street and from The Pink Panther. The Pink Panther show was chosen because it was the most popular Saturday morning cartoon program as indicated by ARB data for Oklahoma City during the four week time period between February 6 and March 5, 1974. The two programs were randomly chosen from a three week time period. The Pink Panther program

appeared on Saturday and Sesame Street on the following Monday. The two programs were video-taped in color using a Sony Video-cassette Recorder. Subjects were video-taped with a Sony Porta-Pack Video-Tape Recorder.

Video-tapes of the subjects were played back and two observers categorized the subjects' behaviors. A category system was devised for recording the various program reactions. The recording instrument contained four categories of response:

1. Affective Behaviors. Behaviors indicating feeling or emotion such as joy, sorrow, like, or hate.

2. Relating Behaviors. Behaviors which are cognitive in nature; that is, behaviors which reflect information processing by the child.

3. Nonverbal Behaviors. Any sounds or gestures made by the child such as smiles, laughs, groans, or any motor movements.

4. Verbal Behaviors. Any utterances of letters, numbers, words, phrases, or sentences made by the child.

Each combination of the above categories has been further broken down:

Affective/Nonverbal

1. Covert Enjoyment/Dislike. Any nonverbal behaviors which reflect "inward" type feelings toward the program, indicated by a noticeable change in facial features such as a smile, frown, squint or startled look. This category does not include expressions which are considered normal such as random mouth movement and eye blinking.

2. Overt Enjoyment/Dislike. Any nonverbal behaviors which reflect "outward" type feelings. These feelings are indicated by sounds such as

laughs, squeals, moans, gasps or sighs.

Affective/Verbal

1. Confirmation of Enjoyment/Dislike. Any evaluative statements which reflect the way a child feels about what is being shown such as: "I like that...That's funny...Yech!...That's awful...".

2. Positive/Negative Evaluation of Character. Any statements which reflect the way a child feels about a character such as: "He's nice...She's funny...He's mean...She's silly...".

Relating/Nonverbal

1. Motor Repeat. Any gesture made by a child with some part of his body after that gesture has been made by a program character. An example is a child hitting another child after that type of behavior has been demonstrated on the program; or a child imitating a character who has fallen off a chair.

2. Motor Initiation. Any gesture by the child which is not repeated from the program, such as snapping fingers or clapping hands to the music. It also includes bouncing, pointing, jumping, walking, running, outstretching arms or head nodding in relation to the program.

Relating/Verbal

1. Verbal Repeat. Any letter, number, word, phrase or sentence made by the child in response to a program verbalization. Examples include singing along with the program, repeating letters of the alphabet (considered to be one behavior).

2. Verbal Initiation. Any word, letter, number, phrase or

sentence uttered by the child which is not repeated from the program. This includes any anticipatory responses such as: "Watch out...Here he comes...Something will happen...", or any descriptions of what is happening on the program.

Interrater reliability was .93 for the category system described above.

Design

A 2 x 2 x 2 repeated measures analysis of variance design was used to examine hypotheses one through five involving the program, sex, and affective/relating variables. The dependent variable is the number of behaviors within the categories. A series of two-way analyses of variance with a specific type response category constituting one factor, and type of program constituting the other, were used to examine hypotheses six through fourteen.

Procedures

Subjects were video-taped in groups of four or five as they viewed ten minute segments from Sesame Street and The Pink Panther. The order of presentation of video-taped materials was alternated so that two groups, randomly selected, saw Sesame Street first, while the other two groups saw The Pink Panther first. The program segments consisted of the first ten minutes of each program plus the introduction. The introduction was included in order to orient the subjects to what they would see. Commercials usually seen during The Pink Panther show were eliminated through editing.

Two coders observed one child at a time. The video-tape was

stopped or rerun until mutual agreement was reached between the coders on the interpretation of certain behaviors. The coders recorded all children's behaviors fitting designated categories during the ten minute segments. The coders were primarily interested in program elicited responses. However, since the subjects were viewing in groups it was necessary to take into consideration the possible interactions between subjects. These interactions were recorded if they were program related. For example, if a child did or said something to another child after seeing it on the program and the second child imitated him, this imitation was recorded. If the first child initiated an action or conversation which was unrelated to the program, the second child's reaction would not be recorded unless it was imitative of something on the program.

CHAPTER III

FINDINGS

Nineteen preschool children were video-taped as they viewed Sesame Street and The Pink Panther. Verbal and nonverbal behaviors were examined in an effort to assess viewer participation in and enjoyment of each type of show. Fourteen hypotheses were formulated to examine the children's behaviors.

Hypotheses One Through Five

The first five hypotheses were tested by a 2 x 2 x 2 repeated measures analysis of variance. The substance of the hypotheses were: over-all there would be more responses made by females than males; the sex category would interact with the program category such that the differences between males and females would be significantly greater for the Sesame Street program than The Pink Panther program; and, over-all there would be more program reactions to Sesame Street than The Pink Panther.

These hypotheses were not supported. There were no significant differences between type of program, or sex. The finding of no significant differences between males and females on their program reactions is somewhat surprising since sex is often a significant independent variable in studies involving children. Studies of children's reactions to television have found that boys prefer violent action cartoons while

girls do not (Lyle and Hoffman, 1971). Educational Studies reveal that girls outperform boys throughout their years in school and have superior verbal ability (Lesser, 1971). These differences did not manifest themselves in this study.

One factor which approached significance ($p = .08$) was program type. However, the obtained difference was in the opposite direction than expected. There were more over-all responses to Pink Panther than to Sesame Street. This finding is interesting because the Sesame Street program is aimed at eliciting program responses, particularly at the cognitive level (Lesser, 1971), while The Pink Panther is primarily for entertainment.

A look at specific type program responses such as affective/relating (hypotheses four and five) reveals no significant differences. However, there appeared to be a trend ($p < .20$) toward significance between affective/relating and sex, with males exhibiting more relating behaviors than affective behaviors, and females exhibiting more affective behaviors than relating behaviors.

One reason for these differences could be that girls are more passive than boys (Mischel, 1970). The boys in this study exhibited their aggressiveness by hitting, pinching, and poking one another. Usually this behavior was directed toward another boy, and though not related to the programs, this type of active behavior was more characteristic of boys than girls. Therefore, a relationship between aggressive behavior in boys and motor movements in response to what is seen on television (one type of relating behavior) could exist.

The remaining hypotheses were examined by a series of two-way analyses of variance.

Hypothesis Six

The results for hypothesis six can be found in Table I. Hypothesis six predicted the verbal/nonverbal category would significantly interact with the affective/relating category in such a way that nonverbal responses would be greater than verbal responses in the affective category but not in the relating category; verbal responses would be greater than nonverbal responses in the relating category but not the affective category. There were no significant differences between verbal behaviors and nonverbal behaviors. There were also no significant differences between affective and relating behaviors. In support of hypothesis six there is a significant interaction ($p < .05$) between verbal/nonverbal and affective/relating such that there are greater nonverbal responses in the affective category than in the relating category; and greater verbal responses in the relating category than in the affective category. The subjects expressed their feeling about the programs nonverbally while expressing the cognitive processes verbally. The subjects enjoyed both programs, showing their enjoyment with smiles and laughs (nonverbal/affective behavior). Verbally, the children would describe what was going to happen, or they would sing along with the programs, particularly the theme songs which were played at the beginning of each program.

Hypotheses Seven and Eight

Hypothesis seven predicted that there would be significantly more covert type affective responses than overt type affective responses. Hypothesis eight predicted that there would be significantly more covert type and overt type affective responses for Sesame Street than The Pink

TABLE I
 SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR VERBAL/
 NONVERBAL AND AFFECTIVE/RELATING BEHAVIORS

Source	df	MS	F
Response Type (Verbal/Nonverbal)	1	56.888	.229
Response Type (Affective/Relating)	1	533.555	2.147
Interaction	1	1300.49	5.233*
Error	68	248.53	

* $p < .05$.

TABLE II
 MEANS AND STANDARD DEVIATIONS FOR AFFECTIVE/RELATING
 BEHAVIORS AND VERBAL/NONVERBAL BEHAVIORS

	Affective		Relating	
	M	SD	M	SD
n = 72				
Verbal	.861	(2.364)	2.694	(5.776)
Nonverbal	4.375	(57.940)	1.777	(4.120)

Panther. As Table III reveals, there were significantly more covert type affective responses than overt type affective responses ($p < .05$). This result supported hypothesis seven. The covert responses were mostly smiles--a total of 209 smiles. Overt responses consisted mostly of laughs.

There were significantly more covert and overt type responses combined to The Pink Panther than to Sesame Street ($p < .05$). This finding was not in the direction predicted in hypothesis eight. A number of variables could have contributed to this finding. For example, some of the subjects had seen The Pink Panther program before the experiment and were laughing and smiling in anticipation of what they knew would happen. Another reason for these differences can be attributed to the Sesame Street program. For approximately four of the ten minutes of program time Big Bird was telling a "Long Story" where the character "...walked, and walked, and walked...". The subjects became extremely bored and restless during this monologue. The children seemed to enjoy The Pink Panther program more than Sesame Street. The interaction between program type and covert and overt type responses was not significant.

Hypotheses Nine and Ten

Hypothesis nine predicted no significant differences between confirmation type affective responses and description type affective responses. Hypothesis ten predicted significantly more confirmation and description type affective responses for Sesame Street than The Pink Panther. The information presented in Table V reveals no significant differences between confirmation of enjoyment/dislike, and

TABLE III
 SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR COVERT/
 OVERT BEHAVIORS AND SESAME STREET/PINK PANTHER

Source	df	MS	F
Response Type (Covert/Overt)	1	147.347	5.63*
Program Type (Sesame Street/Pink Panther)	1	130.68	4.99**
Interaction	1	13.348	.51
Error	68	26.169	

*
 p < .05.

**
 p < .05.

TABLE IV
 MEANS AND STANDARD DEVIATIONS FOR COVERT/OVERT
 BEHAVIORS AND SESAME STREET/PINK PANTHER

	Sesame Street		Pink Panther	
n = 18	M	SD	M	SD
Covert	4.888	(4.268)	6.722	(6.234)
Overt	1.166	(1.503)	4.722	(6.278)

TABLE V

SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR CONFIRMATION OF ENJOYMENT/
DISLIKE AND POSITIVE/NEGATIVE DESCRIPTION OF CHARACTER AND
SESAME STREET/PINK PANTHER

Source	df	MS	F
Response Type (Confirmation/Description)	1	6.723	1.15
Program Type (Sesame Street/Pink Panther)	1	0	
Interaction	1	.23	.04
Error	<u>68</u> 71	5.82	

TABLE VI

MEANS AND STANDARD DEVIATIONS FOR CONFIRMATION OF ENJOYMENT/DISLIKE
AND POSITIVE/NEGATIVE DESCRIPTION OF CHARACTER AND
SESAME STREET/PINK PANTHER

	Sesame Street		Pink Panther	
	M	SD	M	SD
n = 18				
Confirmation	1.111	(2.282)	1.222	(3.536)
Description	.611	(1.253)	.5	(1.641)

positive/negative description of character. This finding supports hypothesis nine. There were no significant differences between Sesame Street and The Pink Panther for these two verbal affective type behaviors, thus hypothesis ten was not supported.

Hypotheses Eleven and Twelve

Hypothesis eleven predicted significantly more motor repeat type relating responses than motor initiation type relating responses. Hypothesis twelve predicted significantly more motor repeat and motor initiation type responses for Sesame Street than for The Pink Panther. As Table VII reveals, there were significantly more motor initiation type behaviors than motor repeat behaviors ($p < .05$). This finding was not in the direction predicted in hypothesis eleven. The subjects were quite active motorically while watching Sesame Street and The Pink Panther but there were no significant differences between the two programs. Also, there was no significant interaction between program type and behavior type. The Sesame Street program did not provide opportunities for modeling many motor behaviors, although the segments in which Big Bird appeared modeled clapping behavior by the studio audience. Another segment which could have led to motor movement was when an elephant who lost his balance after kicking his legs as they were counted, and fell flat on his back. None of the subjects imitated the leg kicking behavior. In The Pink Panther category, fortunately only four motor behaviors were repeated since the program consisted mostly of violent episodes in which the cartoon characters were being beaten with a stick, kicked, shot, stomped on, clubbed, or blown up. The motor initiations for both programs consisted mostly of bouncing to

TABLE VII

SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR MOTOR REPEAT/
MOTOR INITIATION AND SESAME STREET/PINK PANTHER

Source	df	MS	F
Response Type (Motor Repeat/ Motor Initiation)	1	76.056	4.581*
Program Type (Sesame Street/ Pink Panther)	1	12.500	.752
Interaction	1	.889	.053
Error	68	16.602	

*
p < .05.

TABLE VIII

MEANS AND STANDARD DEVIATIONS FOR MOTOR REPEAT/MOTOR
INITIATION AND SESAME STREET/PINK PANTHER

	Sesame Street		Pink Panther	
	M	SD	M	SD
n = 18				
Motor Initiation	1.277	(2.49)	.222	(.532)
Motor Repeat	3.111	(6.682)	2.5	(3.403)

the music, clapping, pointing, and throwing up hands or arms in excitement.

Hypotheses Thirteen and Fourteen

Hypothesis thirteen predicted significantly more verbal repeat type relating responses than verbal initiation type relating responses. Hypothesis fourteen predicted significantly more verbal repeat and verbal initiation type relating responses for Sesame Street than for The Pink Panther. The results can be found in Table IX. There were significant differences between verbal repeat and verbal initiation ($p < .01$) such that there were significantly more verbal initiations than repeats by subjects. These results are the opposite of what was predicted in hypothesis thirteen. The hypothesis was formulated on the basis that Sesame Street models verbal behavior and seeks to involve children in activities such as counting and repeating letters of the alphabet. Also, young children have been found to imitate complex verbalizations, such as in commercials from television. There were twenty-one verbal repeats and forty-six verbal initiations for Sesame Street, and four verbal repeats and 122 verbal initiations for The Pink Panther. The low number of verbal repeats for Pink Panther might be due to the fact that the Pink Panther character does not speak on the show. While the Aardvark does speak, the Aardvark cartoon in this study contained a minimum amount of dialogue. Although there were three times as many verbal initiations for The Pink Panther as for Sesame Street, this difference was not enough to lead to significant over-all differences ($p < .25$), attributable to the inordinately large standard deviation in verbal initiations between the programs. There was,

TABLE IX

SUMMARY TABLE OF ANALYSIS OF VARIANCE FOR VERBAL REPEAT/
VERBAL INITIATION AND SESAME STREET/PINK PANTHER

Source	df	MS	F
Response Type (Verbal Repeat/Verbal Initiation)	1	266.653	9.279*
Program Type (Sesame Street/Pink Panther)	1	48.347	1.682**
Interaction	1	137.486	4.784***
Error	68	28.737	

* $p < .01$.

** $p < .25$.

*** $p < .05$.

TABLE X

MEANS AND STANDARD DEVIATIONS FOR VERBAL REPEAT/
VERBAL INITIATION AND SESAME STREET/PINK PANTHER

	Sesame Street		Pink Panther	
n = 18	M	SD	M	SD
Verbal Repeat	1.166	(2.477)	.222	(.532)
Verbal Initiation	2.555	(3.218)	6.777	(9.583)

however, a significant interaction such that there were more verbal repeats for Sesame Street than The Pink Panther, and more verbal initiations for The Pink Panther than for Sesame Street ($p < .05$).

To summarize, the categories which produced significant differences were:

The nonverbal/verbal category interacted with the affective/relating category such that there were more nonverbal behaviors in the affective category than in the relating category; and more verbal behaviors in the relating category than in the affective category ($p < .05$).

Over-all, there were significantly more covert type behaviors than overt type behaviors ($p < .05$).

There were significantly more covert and overt type responses combined to The Pink Panther than to Sesame Street ($p < .05$).

There was significantly more motor initiation by children than motor repeat ($p < .05$).

There was significantly more verbal initiation than verbal repeat ($p < .01$).

There was a significant interaction between verbal initiation/repeat and program type such that the difference between verbal initiation and verbal repeat was greater for The Pink Panther than for Sesame Street ($p < .05$).

In summary, of the fourteen hypotheses, three were supported, three produced significance in the opposite direction of what was predicted, and eight were not supported. Possible explanations for these findings will be discussed in the next chapter.

CHAPTER IV

CONCLUSIONS

This study compared children's reactions while watching Sesame Street to their reactions while watching The Pink Panther. It was hypothesized that there would be significantly more program reactions to Sesame Street than to The Pink Panther. These hypotheses were not supported. The only significant difference between the two programs was in the opposite direction of what was hypothesized. The subjects exhibited significantly more covert and overt type behaviors when watching the Pink Panther than watching Sesame Street. Since these behaviors consisted of smiles and laughs it was surmised that the subjects enjoyed The Pink Panther program more than Sesame Street. Although The Pink Panther is one of the most popular Saturday morning cartoon shows, this finding was somewhat surprising. The Sesame Street program is thoroughly researched and most of its segments are tested for their effectiveness (CTW, 1972). The brand of humor is aimed directly at preschoolers though some humor is directed at adults to get them involved in the program with the result that they will interact with their children and that they will reinforce the program content (Lesser, 1970). The Pink Panther is broader in its appeal as evidenced by the Arbitron ratings (1974) which suggests the use of a more sophisticated type of humor; this is a type of humor to which preschoolers would perhaps not be as responsive.

One of the reasons for the lack of significant differences over-all could be the extreme variability of program responses. Program responses varied from zero to forty-one with a few subjects making most of the responses. This finding is consistent with Sproull's (1973) finding that subjects exhibited considerable variability in their program reactions. These individual differences are consistent across the various categories of response. That is, individuals exhibiting few behaviors usually did so across categories while the same was true for those who exhibited numerous behaviors. Subjects ranged in age from three years, six months to five years, six months so perhaps age was a factor in producing the large between subjects variability. Examination of the data reveals, however, that the youngest in the group exhibited more behaviors than many of the oldest. There was one subject who was two years, eleven months old but she did not watch the programs therefore her data were not tabulated.

It was hypothesized that females would differ from males in their program responses but this hypothesis was not supported. Previous findings of male/female differences provide conflicting results. Lyle and Hoffman (1971) found that boys prefer violent action cartoons while girls prefer those with less violence such as "The Flintstones". Stein and Frederick (1971) agree that girls seem to prefer less violent programs however, they suggest that this is due to the fact that most violent action cartoons contain male models which males more readily identify with. Support for the theory of modeling behavior can be found in (Bandura, 1969; Macoby and Wilson, 1957; and Brown, 1956). This being the case, it would seem that boys would prefer The Pink Panther over Sesame Street, while girls would prefer Sesame Street over

The Pink Panther. These differences did not materialize in this study.

One factor which seemed to contribute to the extreme variability in program elicited behavior was that some subjects had seen The Pink Panther previous to the study. These subjects were quite excited at the prospect of seeing the program again and related these feelings to the other subjects.

Significant differences did occur however, between certain categories of response, children exhibited: (1) more nonverbal behaviors in the affective category than the relating category, and more verbal behaviors in the relating category than the affective category; (2) more covert enjoyment/dislike than overt enjoyment/dislike; (3) more covert and overt behaviors combined to The Pink Panther than to Sesame Street; (4) more motor initiation than motor repeat; (5) more verbal initiation than verbal repeat; (6) more verbal initiation than repeat for The Pink Panther, and more verbal repeat than initiation for Sesame Street.

The children exhibited more nonverbal behaviors in the affective category than in the relating category, and more verbal behaviors in the relating category than in the affective category. The children were better able to express their feelings nonverbally, while expressing cognitive processes verbally. This is consistent with one of the Sesame Street objectives, that is to elicit verbal responses (Lesser, 1970). The producers of Sesame Street reason that if they can get a child to respond to what is being shown on television, that child will remember the material better. While The Pink Panther does not set this goal, the children took pleasure in relating to one another the program highlights--this is also a demonstration of the cognitive processes at work.

Of the hypotheses which produced significance it was found that there was more covert enjoyment/dislike than overt enjoyment/dislike. The covert responses consisted mostly of smiles, while overt responses consisted mostly of laughs with a few gasps in response to The Pink Panther's antics. This finding is not surprising since smiles usually precede laughs, though a laugh and a smile together were designated as an overt response. There were more covert and overt responses for The Pink Panther than for Sesame Street. The subjects enjoyed both programs but enjoyed The Pink Panther more as evidenced by their covert and overt behaviors. This finding alone is counter to the major hypotheses in this study. There are two possible explanations aside from the fact that the children simply enjoyed The Pink Panther program more than Sesame Street. One reason is that the Sesame Street program had three segments during which the children became extremely bored and restless. In these segments Big Bird was telling "A Long Story" in which a little girl "walked, and walked, and walked...". In all, the segments accounted for one-half of the total Sesame Street segment included in the study. When Big Bird returned to tell his "long" story the children responded with, "oh, no," and "not this again!" then they proceeded to slump in their chairs, and look at one another for something to do. The boys usually began poking and pinching one another while the girls would fidget in their seats. One group of children took turns yelling into the microphone. As soon as the Big Bird segment ended the children would return to their chairs and turn their attention to the television set. The Pink Panther program was entertaining throughout. There were two cartoons--one in which the Pink Panther decided to live in the Inspector's house to elude the snow and

cold outside. The Inspector didn't know it but his dog did. The action centered around the dog trying to get rid of the Pink Panther by shooting, and attacking him, only to find himself attacking the Inspector instead. And, as a result, the dog found himself out in the snow. The Aardvark cartoon consisted of two Aardvark's thwarting each others efforts to open a can of chocolate covered ants. The subjects enjoyed the first cartoon quite a bit, especially those who had seen The Pink Panther program before. This is the second reason for more covert and overt behaviors in response to The Pink Panther. The subjects who had seen the program prior to the study would smile or laugh in anticipation of what was about to happen while telling the other subjects about it. Approximately three subjects who had seen the program before carried on a constant dialogue about the program for the first three or four minutes.

There was more motor initiation than motor repeat. The reason for this is that neither program modeled many motor behaviors. Some children moved their feet in walking movements when Big Bird was telling the "Long Story". Some children clapped when the television audience clapped for Big Bird. As was mentioned before, it is fortunate that the children did not repeat the motor movements made in The Pink Panther segment as they consisted of hitting with a stick, shooting with a gun, kicking, biting, blowing up, and stomping. One movement which was imitated was at the beginning of the cartoon when the Pink Panther was sleeping on a park bench under a newspaper with snow on the ground. He woke up, and shivered. Subjects imitated this shiver and imitated one another's shivers also. The motor initiations were mostly bouncing to the music, clapping hands--such as during the program introductions,

stamping feet, and pointing to the television set.

There was more verbal initiation than verbal repeat over-all. There was more verbal initiation than repeat for The Pink Panther, more verbal repeat than initiation for Sesame Street. A factor which contributed to this finding was, again, the fact that some children had seen The Pink Panther before. They initiated the most verbalizations by talking with one another or to the other subjects about what was happening, or what was about to happen. One subject talked throughout the program (Pink Panther), contributing forty-one words or comments. The verbal repetitions for Sesame Street were consistent with what was expected since Sesame Street attempts to elicit program responses in the form of numbers, or letters of the alphabet. The number emphasized on this particular program was the number four. Two segments were about the number four, one in which muppets were leading a cheer for the number four, and another in which an elephant threw out his legs to be counted. Some of the subjects would count during, or after the segment. Another segment which induced repetition was "Alphonso and His Trained X's". Some of the children repeated the letter X during or after the segment. There was a total of four repetitions for The Pink Panther program. These were when the program began, three of the subjects repeated "Pink Panther" or sang parts of The Pink Panther song. It should also be noted that the Pink Panther does not speak, which probably accounts for the lack of verbal repeats.

The subjects for this study were taken from two University day care centers, one which has half-day programs, and one which has an all-day program. The University nursery school provides a superior program in which the student/teacher ratio is approximately four to one. This

is not the usual nursery school setting in which the student/teacher ratio is at least ten to one, if not more. The University nursery school provides a variety of activities for the children to participate in. Some of the subjects were reluctant to leave their activities to participate in the study while others were anxious to see what was happening. The children did not view television as a regular part of their daily routine. In fact, they did not view television at all while at the nursery school. This is different from most nursery schools which provide television viewing as an alternative or necessary activity. Perhaps the children who view television as a part of the daily routine in nursery school would react differently from those who do not.

Although there was great subject variability in program reactions, all subjects except a two year eleven month old, and two subjects who asked to leave the room after approximately five minutes, viewed the program in its entirety. Some of the subjects commented that they liked the programs but they were "too long". The subjects were restless at times, and toward the end of the twenty minutes were slouching noticeably in their chairs, however, they continued viewing until the end. On this basis it would seem unlikely that an hour program would command the children's attention, not to mention the Saturday morning cartoon marathon. It is possible that the testing situation was too sterile, that is, the subjects (except those who screamed into the microphone) did not feel there was any other alternative to watching television. Although there were some blocks and toys at the back of the room, there were no toys near the children. Often children can carry on two simultaneous activities such as playing with toys and

turning to the television when something interesting appears such as a commercial. This is one of the factors which advertisers rely on--a break from the usual program fare. This is also one of the factors which the Sesame Street producers attempt to capitalize on to maintain or renew attention to the program. This "change in activity" device, however, was not as effective as it might be for the Sesame Street segment. What accounted for the interest in and enjoyment of The Pink Panther program was interesting sustained action. The cartoon never stopped, or slowed down. Something was always happening or about to happen. The difference between an educational program and pure entertainment becomes apparent here. The educational program must slow down, and in some cases stop if it is to attain its educational objectives.

This study points out even more strongly the necessity of developing powerful alternative commercial television techniques to be used in educational programs if interest and attention are to be attracted and maintained. Parenthetically, it is to Sesame Street's credit that it held its own against the best of the commercial programs, as evidenced by the lack of significant difference in favor of Pink Panther. If educational television can just match commercial television in terms of viewer interest, that represents the most that can be expected.

The children do get involved in television, they show their feelings and like to talk to one another about the program, and they like to laugh. When an interesting segment is on they sit up and take notice. If not, they slouch, fidget, fight and yawn.

As far as violence is concerned, there were no direct imitations of violent behavior. It would be interesting to see if the children

exhibited any of these behaviors following the television presentation later in the day.

One of the potentially valuable aspects of this study lies in the validation of the instrument that was used. The instrument used in this study consists of certain predetermined categories of behavior, similar to those developed in the Sproull (1973) study in terms of their relevance to television viewing. Such a category system makes observations of children's viewing behavior much more accurate and easier to tabulate (Medley and Mitzel, 1958). In order to know how television affects children's behavior, children must be observed in the process of interacting with the television program. This study, as well as the Sproull study, demonstrates that viewing television is not a passive activity. Since learning is an active process for children, observation of children's actions must be made when they are exposed to a learning situation to get an idea of what is taking place. Once the type of activity that takes place during the learning situation has been established, be it television, the classroom, or home; relationships between the learning activity and more long term behavior can be determined. A look at children's behavior while viewing television should help in assessing the effects of television on children.

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APPENDIX

APPENDIX A

INSTRUCTIONS BEFORE VIEWING
THE TELEVISION SEGMENTS

APPENDIX A

INSTRUCTIONS BEFORE VIEWING

TELEVISION SEGMENTS

The day care instructor brought the students into the room and introduced them to the experimenter saying, "We have a visitor with us today and her name is Mrs. Prawat." The teacher then introduced each student. The experimenter greeted the students and said, "I'm going to show you a couple of programs on this television set. Would you please sit down (indicating the chairs)?" After everyone was situated, "Now if everyone is ready I'll start the program." If the subjects asked questions about the equipment, the experimenter explained that the machines were there to help with the picture, and the microphone (which was placed on the floor in front of the subjects) was there to help with the sound. The program was started and the equipment monitored for a minute to make sure it was operating properly, then the experimenter went to the back of the room and busied herself with some papers.

APPENDIX B

PROGRAM DESCRIPTION

APPENDIX B

PROGRAM DESCRIPTION

SESAME STREET

Introduction

Big Bird's Story

Alphonso and His Trained X's

Cheers for the Number Four

Big Bird's Story

An Elephant Has Four Legs

Big Bird's Story

PINK PANTHER

Introduction

Pink Panther Cartoon

Aardvark Cartoon

APPENDIX C

THE RATING INSTRUMENT

APPENDIX C

THE RATING INSTRUMENT

NAME _____ SEX _____

Which program was shown first? Sesame Street _____ Pink Panther _____

Number of Boys _____ Girls _____ in the group.

		NONVERBAL		VERBAL	
		Covert Enjoyment/Dislike	Overt Enjoyment/Dislike	Confirmation of Enjoyment/Dislike	Positive/Negative Description of Character
AFFECTIVE	Sesame Street				
	Pink Panther				
		Motor Repeat	Motor Initiation	Verbal Repeat	Verbal Initiation
RELATING	Sesame Street				
	Pink Panther				

VITA

Dorothy Gallagher Prawat

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF PRESCHOOLERS' VERBAL AND NONVERBAL BEHAVIOR
WHILE VIEWING SESAME STREET AND PINK PANTHER

Major Field: Mass Communication

Biographical:

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