

THE RELATIONSHIP BETWEEN TELEVISION-VIEWING
BEHAVIOR AND SOCIAL DEVELOPMENT
IN EARLY CHILDHOOD

By

ALLYS ELAINE GOLDSMITH

Bachelor of Science in Home Economics
Ohio University
Athens, Ohio
1957

Master of Science
Oklahoma State University
Stillwater, Oklahoma
1970

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
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**Dedicated to
Beth and Meg**



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Thesis Approved:

Elaine Jorgenson

Thesis Adviser

Frances Stromberg

Londal R. Gamble

Elizabeth H. Stodumacher

Norman N. Osburn

Dean of the Graduate College

997265

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CHAPTER I

INTRODUCTION

The purpose of this study was to investigate the relationship of television-viewing behavior and social development of young children. The aspects of television-viewing behavior on which the study focused were the length of time spent in viewing, the types of programs viewed, the intensity of the child's viewing, the child's companions while viewing, and the parent's attitudes toward the child's viewing. The aspects of social development on which the study focused were the child's social conformity, the child's social value within his peer group, and the child's attention span during free play activity. All of these variables together with age and sex were analyzed in an attempt to gain an increased understanding of the role of television viewing in the social development of young children.

Significance of the Problem

Young children are watching many hours of television each day; this is reducing the number of hours available for interaction with people. Experienced teachers have reported increasing numbers of interpersonal conflicts throughout childhood and decreasing attention spans as the usage of television has increased.

Many research efforts concerned with the influence of television have been focused on antisocial behavior or aggression. Aggressive

behavior is conspicuous, but it is only one aspect of social behavior; and to gain a better understanding of the effect of television on social behavior, one must look at peer relations and play behavior. Rightly or wrongly, negative changes in peer relations and play behavior have been attributed to increases in the time spent watching television.

Experienced teachers have reported marked changes in children's play behavior when television viewing has increased. They have noted a decrease in imaginative and creative play and an increase in aimless running around. Other changes noted in the quality of play have been low frustration tolerance, poor persistence, and confusion about reality and fantasy.

Problem

The years from three to five have been called the play age, and the child at this time is known to be highly impressionable. His imagination expands as his ability to communicate and to move about freely increases. At the same time, he develops a conscience and has his first encounters with feelings of guilt. The attitudes and values which begin to form during these years may be important to the child for the rest of his life. This impressionable age was the one chosen for study in this research. If television viewing influences the development of children, then evidence of this influence may be apparent during these early years. Additional effects may be apparent at a later time from latent effects. Longitudinal research has indicated long term relationships between viewing television violence and adult attitudes (Lefkowitz, Eron, Walder, Huesman, 1972).

Television has cut markedly into the play time of children; and for some children this may be a major loss inasmuch as play contributes to all areas of a child's development, e.g., social, emotional, physical, and intellectual. Children spend more time watching television than in any other activity except sleeping. It has been reported that households with preschool children have an average television-viewing time of from 18 hours (Witty, 1967) to 31 hours (Stevenson, 1972) per week. The ability to play seems to be affected in many children.

The importance of play in the development of children has been recognized for years; but today, frequently, the importance of play is acknowledged in lipservice only. For many children television viewing has become a substitute for play and has apparently been encouraged by those who would use television as a baby sitter. The loss of play, rather than television per se, may be the cause of the apparent negative effects that have been attributed to television.

Play serves the purposes for young children that work serves for adults. Play offers children safe methods of working out feelings, of trying roles, of coping with life's many defeats and frustrations, of trying new experiences, and of fostering feelings of self worth and security. In play the child may safely change from helpless puppy to ferocious tiger any time he wishes. The child is in control of his surroundings in this one situation. This opportunity allows the child to sort out the differences between reality and fantasy as he is ready to do so.

Some of the important types of play engaged in by young children are dramatic play, block and construction play, water play, graphic arts play, gross motor play, and rhythmic play. Each child progresses

through predictable social stages in these types of play. Children first play alone in solitary play. They next observe and play beside another child in parallel play. Two children may be playing with trucks side by side; yet there is no interaction between the children about what they are doing; this is parallel play. The third stage of play, associative play, involves several children playing together with little depth of interaction. Four children may play cowboys and Indians with a great deal of chasing and yelling; if one child drops out of the game or a fifth child drops into the game, the game can continue with no imbalance caused by the change in the players; this is associative play. The fourth level of play, cooperative play, involves important dependence and interaction between the players in the game. If one of two firemen in a dramatic play sequence quits playing the game, the squad is unable to function adequately; this is dramatic play.

Most children progress systematically from solitary play in infancy to an initial cooperative play stage during the fourth to fifth year of life. Along with the changes in the social content of play the attention spans of young children change. Attention spans seem to reflect the child's chronological and mental age and the type stimulation he is experiencing from the persons or toys in his surroundings.

The average attention spans for girls are consistently higher than the average attention spans for boys. The average attention spans for complex stimuli are greater than for simple stimuli. In general, older children have longer average attention spans than younger children.

Bott (1923) found the mean attention spans for three-year-old children were 4.7 minutes and for four-year-old children were 5.6

minutes. These children were playing in child choices of toys such as blocks, peg boards, dolls, puzzles, tricycles, and similar toys.

Van Alstyne (1932) in a study of 112 preschool children found the average attention spans of three-year-old children were 8.9 minutes and of four-year-old children were 12.3 minutes. These children were playing in free play group situations with blocks, a doll corner, clay, and graphic arts materials.

Jenkins, Schacter, and Bauer (1953) reported that three-year-old girls with simple stimuli had average attention spans of 12 minutes; three-year-old girls with complex stimuli had average attention spans of 14 minutes. Three-year-old boys with simple stimuli had average attention spans of five minutes; three-year-old boys with complex stimuli had average attention spans of eight minutes. Four-year-old girls with simple stimuli had average attention spans of nine minutes; four-year-old girls with complex stimuli had average attention spans of 15 minutes. Four-year-old boys with simple stimuli had average attention spans of eight minutes; four-year-old boys with complex stimuli had average attention spans of ten minutes. These children were playing with form board type play materials.

Specific Purposes

This study was designed to provide descriptive information about the characteristic behavior shown by young middle-class children as they viewed television and to investigate the relationship of their television-viewing behavior and their social development. The children studied were enrolled in the University of Arkansas Laboratory Nursery School at Fayetteville, Arkansas. The aspects of social

development investigated were the child's social freedom or rigid conformity, the child's reciprocal social relations with peers in a group, and the child's attention span in a free play group situation.

Descriptive Information

The descriptive information was concerned with the amount of television viewed, the intensity with which television was viewed, the specific television programs viewed, the companionship of the child during television-viewing time, and the parental attitudes toward television viewed by the child. This information was obtained by having the parent of each child participating in the study complete two one-week Television-Viewing Inventory forms which were developed for this study.

Hypotheses Investigated

The hypotheses in this study concern the relationships between television-viewing behavior and social development in early childhood as portrayed by 32 middle-class children enrolled in the University of Arkansas Laboratory Nursery School at Fayetteville, Arkansas. The following specific hypotheses are offered for investigation.

Hypotheses Related to Age

1. There is no relationship between age and viewing time.
2. There is no relationship between age and intensity of viewing.
3. There is no relationship between age and social conformity scores.
4. There is no relationship between age and social relations scores.
5. There is no relationship between age and attention span.

Hypotheses Related to Sex

6. There is no relationship between sex and viewing time.
7. There is no relationship between sex and intensity of viewing.
8. There is no relationship between sex and social conformity scores.
9. There is no relationship between sex and social relations scores.
10. There is no relationship between sex and attention span.

Hypotheses Related to Television Viewing

11. There is no relationship between the amount of television-viewing time and social conformity scores.
12. There is no relationship between the intensity of television viewing and social conformity scores.
13. There is no relationship between the companionship while viewing television and social conformity scores.
14. There is no relationship between the amount of television-viewing time and social relations scores.
15. There is no relationship between the intensity of television viewing and social relations scores.
16. There is no relationship between the companionship while viewing television and social relations scores.
17. There is no relationship between the amount of television-viewing time and attention span.
18. There is no relationship between the intensity of television viewing and attention span.
19. There is no relationship between the companionship while viewing television and attention span.

Hypotheses Related to Social Conformity and
Social Relations Scores

20. There is no relationship between social conformity scores and social relations scores.

CHAPTER II

REVIEW OF THE LITERATURE

Television viewing is a world-wide behavior. The number of television sets and the amount of time spent in viewing them seems to be increasing steadily. The current average weekly viewing time for preschool children is between 23 and 33 hours (Gadberry, 1974). Children who watch television spend less time playing; they are quieter; they move less; and they enjoy less parental interaction.

An Australian teacher after visiting and teaching in the United States for one year wrote her predictions of the American child by the time of the "spearpoint" of civilization.

Much of what they do learn and regularly, is from the many accessible screens before which they loll from the moment they wake. They talk in high piercing voices to compete with the TV volume, simultaneously, and with an air of playing a TV role, so that you can't distinguish a TV role from the living performance. Children engaged in watching the screen are as good as the characters portrayed on it, so that they often find themselves answering a person on screen instead of the off screen. The word "love" has been a dropout from the language light-years ago. They talk persistently and simultaneously, meaning none of what they say, but talk for the sake of talking. There's an air about it as though each were playing some well-learned TV role. They gesture a lot and throw their arms and stride in pseudo passion (Ashton-Warner, 1972, 217-219).

The Television Industry

From Past to Present

Television has become a part of the American way of life. In 1971 892 active channels broadcast daily to over 60 million, or 96 percent

of America's homes (Gerbner, 1972, 388). This entertainment medium has had a rapid growth rate. The first television patent was issued in Germany in 1884. In 1926 John L. Baird demonstrated a complete television set up in the United States. In 1927 American Telephone and Telegraph Company sponsored a telecast of President Herbert Hoover in Washington, D.C. shown in New York City. In 1939 the National Broadcasting Company began regularly scheduled telecasting. World War II interrupted the widescale development of television; however, by 1949 there were one million television sets in the United States. By 1951 the number had grown to 10 million. Today there are more television sets in the United States than any other electrical appliance. More homes have television than indoor plumbing (Liebert, Neale, and Davidson, 1973).

Today more families own two television sets, about 38 percent of the households, than owned one set in 1950. Approximately 38 percent of America's households own color television sets (Morrisett, 1973).

Current Television Usage

Television sets are being used at increasing rates. In 1950 a Connecticut school-wide study of viewing habits showed 79 percent of the households watched on a regular basis an average of 3.86 hours per day (Gould, 1950). A winter 1964 study showed total United States average viewing had increased to 6.07 hours per day. This average household was composed of preschoolers watching 18-20 hours per week, primary aged children watching 15-16 hours per week, high school students watching 12-14 hours per week, and adults watching 20 hours per week (Witty, 1967). A dynascope study of 95 homes in Stillwater,

Oklahoma; Tulsa, Oklahoma; and Wichita, Kansas, showed the household average viewing time was 31.8 hours per week. Families with preschool children averaged 37.12 hours per week, families with grade-school aged children averaged 33.86 hours per week, and families with teen-aged children averaged 27.55 hours per week. For each of these family types a measurement was made of the percentage of time the set was turned on with no audience. This ranged from 24.84 percent for preschool to 18.00 percent for grade school to 11.39 percent for teenaged children (Newman, 1964).

In 1971 the Broadcasting Yearbook estimated television sets were turned on an average of 6.3 hours daily (Lyle, 1972). Among lower-lower social class preschool children the average viewing time was 3.8 hours per day weekdays and 6.4 hours per day weekends; among upper-middle social class preschool children the average viewing time was 2.3 hours per day weekdays and 3.3 hours per day weekends (Stevenson, 1972).

Children's Television

Children's television programs began during the 1950's (Melody, 1973). Three early children's programs were Captain Kangaroo, Ding Dong School, and The World of Disney. By 1954 live episodes were obsolete; producers used film segments. In 1958 Hanna and Barbera developed an animation technique and produced the first made-for-television children's series, Gerald McBoing-Boing (Melody, 1973). Currently children's television programs are of mainly three types: animated cartoons, adventure types featuring one or more live animals, and adventure stories geared to young audiences. The "children's

hour" has become Saturday morning and late weekday afternoons (Cantor, 1972).

The early Saturday cartoons were witty. The 1966-1967 television season featured cartoons showing "cartoon superheroes beating the brains out of cartoon supervillains" (Cantor, 1972, 266). The Eisenhower Commission's Investigations following the Kennedy Assassination caused a slight reduction in violence in cartoons; however, they are at this time yet considered to be the most violent subject matter on television. This violence includes accidents, assault and battery, arson, burglary, bombings, kidnapping, vandalism, and threats with deadly weapons, but no murder or rape. This violence is portrayed as humorous (Moore, 1967; Gurevitch, 1972).

Barcus (1971) videotaped and analyzed 19 hours of Saturday children's television. The study found 19 percent of the time involved was occupied by commercials; there were 406 commercials in 1125 minutes, an average of one commercial every 2.8 minutes. Sixty-two percent of the programs were animated film with 64 percent of the programs dealing with crime, supernatural or interpersonal rivalry. Seventy-one percent of the programs had at least one incident of human violence.

In comparing children's television in the United States with that in Great Britain, Sweden, and Israel, the United States television provided the largest amount of available material and the largest percentage of violence. The television production in the United States was a commercially sponsored, privately owned system. Each of the other three countries had publicly owned systems with greater governmental control (Gurevitch, 1972).

The programs for children in the United States are dependent primarily upon the network producer's support. The network producers choose the shows to be offered. Children's programs, unlike adult programs, are usually purchased as packages of 17 programs with no pilot films. Once a network buys a series there is almost no possibility that it will be cancelled before it has been shown and rerun several times. Producers seem to use very limited knowledge of children in choosing suitable programs for them. They believe a child's attention span is short; therefore, the programs need much movement and loud noise (Liebert, Neale, and Davidson, 1973).

The cost of producing a thirty-minute animated children's program is \$10,000 to \$11,000. The cost of producing a prime-time adult program is \$100,000 for thirty minutes. Advertisers pay 44 percent of the television production bill. Kellogg, Mattel, and General Mills provide 30 percent of the total revenue for children's shows (Melody, 1973). Advertisers see children as an integral part of their advertising campaign through the children's ability to influence their parents' buying. The advertiser often affects the program content by avoiding scenes that would suggest a possible criticism of his product. For example, shows sponsored by a cereal company would not allow family breakfast scenes to show bacon and eggs being eaten.

Children's daytime television until 1975 had twice as much commercial time per program as evening shows. At that time the amount of commercial time for children's programs was reduced; however, they still have more commercial time than adult prime time programs. Hosts and heroes of children's shows were permitted to advertise products on their programs until 1975. In 1971 an organization of concerned

parents, Action for Children's Television (ACT), filed a petition with the Federal Communications Commission requesting that no commercials should be allowed on children's television, hosts of children's programs should be forbidden to use or sell products by brand name during their children's programs, and each station should be required to provide a minimum of 14 hours per week of children's programs with age-specific groupings (Melody, 1973). As a result of this petition the amount of advertising was reduced, hosts were forbidden to advertise their products, and family viewing hours were instigated.

Young children are unable to discriminate between programs and commercials. This results in a confused perception of products advertised. Children's thinking usually matures by sixth grade so that they become better able to differentiate (Ward, 1972).

Children's television programs portray and promote societal misconceptions. Half of all leading characters are white, American, young, unmarried males. About 20 percent of the leading characters are females, portrayed as sex symbols or helpers, except in space programs where they may play the role of villain. Minority members on television are uniformly well-mannered and homogeneous. The elderly are seldom seen on television. In situations where the characters are employed, they are usually upper-middle class, often professionals. Violence is presented as a quick, clean, effective way to solve conflicts (Cantor, 1972; Leifer, 1974).

Parents see television as educational and enlightening and as a habit forming source of nightmares. Parents see the major asset of television to be its ability to keep children quiet and the major defect to be its encouragement of passivity (Hess and Goldman, 1962).

When television is used as a stimulation source for toddlers learning to speak, their speech development is adversely affected in comparison to speech development based upon interaction with a human present (White, 1975).

Governance of the Television Industry

The chief organization for the television industry, with about 25 percent of the stations members, is the National Association of Broadcasters (NAB). The NAB lists the following suggestions in their code as the network's "Responsibilities Toward Children":

Such subjects as violence and sex shall be presented without undue emphasis and only as required by plot development or character delineation.

Crime should not be presented as attractive or as a solution to human problems, and the inevitable retribution should be made clear . . .

Exceptional care should be exercised with references to kidnapping or threats of kidnapping of children in order to avoid terrorizing them . . .

Material which is excessively violent or would create morbid suspense or other undesirable reactions in children should be avoided. . .

Particular restraint and care in crime or mystery episodes involving children or minors should be exercised. (Gerbaer, 1972, 397).

Columbia Broadcasting System (CBS) uses the NAB Code of Broadcasting. American Broadcasting Company (ABC) and National Broadcasting Company (NBC) use the NAB Code with individual additions to it. The NAB lacks power to enforce the Code. The Code of Broadcasting is frequently interpreted in varied ways by different producers.

The federal government has been interested in television for many years, but because of the constitutional amendments guaranteeing freedom of speech and freedom of the press and because of the advertiser's and network's extensive lobbying, few federal regulations have been

developed. The Federal Communications Commission grants and renews three-year television licenses to broadcasters to serve the "public interest, convenience, and necessity" (Gerbner, 1972, 370). In 1954 the Kefauver Senate Subcommittee on Juvenile Delinquency looked at violence in television content. They found the violence content was high, research on relationships of television violence to crime was sparse, and many cultural values were involved in the entire question (Lazarsfeld, 1955). In 1968 the Eisenhower Commission again surveyed television content and again found a high quantity of violence.

In 1969 as a result of an investigation by Senator Pastore's Commission the Surgeon General's Scientific Advisory Committee was formed to supervise the sponsorship of a one-million dollar three-year research program to investigate the relationships between violence and aggression. Twenty-three research projects were funded and carried out during 1970-1972. From these studies 50 published reports ensued (Atkins, 1972). The report indicated there is a preliminary, tentative indication of a causal relationship between viewing televised violence and aggressive behavior; the causal relation operates only on some children and in some environmental contexts. In spite of the evidence reported by the Surgeon General's Report, the television industry has maintained its position that violence is not harmful (Leifer, 1974; Cater, 1975).

Social Development and Television Usage

Violence - Aggression

By age 14 a child has seen more than 11,000 murders on television. According to 80 television critics, the most violent shows on television

in 1974 were the following: Hawaii Five-O, Mannix, Cannon, Kojak, Police Woman, Police Story, Streets of San Francisco, The Rookies, Get Christie Love!, and Kung Fu. According to a Nielson report the most popular shows for the same period were the following: All in the Family, Sanford and Son, Chico and the Man, Rhoda, The Waltons, M*A*S*H, Good Times, Maude, The Wonderful World of Disney, and Little House on the Prairie (TV Violence; The Worst Offenders, 1975). The most popular family programs were not the most violent programs on the air. The most popular programs for children were cartoons. These contain the highest incidence of violent episodes per hour of any type program on television.

Research offers three different hypotheses concerning the effect of televised violence on children. One is that television violence serves as a catharsis to drain off aggressive impulses harmlessly. A second is that televised violence viewed repeatedly dulls the viewer's sensitivity to cruelty and violence and builds the feeling that violent behavior is appropriate under some circumstances. A third theory is that televised violence provides a model for increasingly aggressive behavior.

According to theorists believing the catharsis theory, television viewing of violence may substitute for overt behavior or it may frighten the viewer of violence and its possible consequences. In either case the viewer's overt aggressive behavior will be reduced. Studies by Feshbach and Singer (1971) with 400 adolescent boys indicated that among boys with social-emotional adjustment difficulties, boys in the group watching non aggressive television presented more aggressive behavior than boys watching aggressive programs. However, among boys

with normal social-emotional adjustment, the boys in the group watching non aggressive television presented significantly less aggressive behavior than the boys who watched aggressive television.

Wells (1972) replicated the study and found that boys who watched television from which all violence had been removed were more aggressive verbally and boys who viewed more violent television programs were significantly more aggressive physically provided the boys were above average in aggression before viewing the programs. These studies do not support the catharsis theory.

Between 1969 and 1972 there was research based on the second theory. McIntyre and Teevan (1972) in a study of 2300 junior and senior high school students found a significant relationship between the subject's choice of violent programs and their approval of violence and their belief that crime is very widespread. Dominick and Greenberg (1972) compared the amount of exposure to televised violence with the child's approval of violence and willingness to use it himself. They found in a study of 434 fourth, fifth, and sixth grade Michigan public school boys that greater exposure to violence was positively related to greater approval of violence. In boys from disadvantaged environments the difference was greater than in boys from average environments. Research seems to support this dulling of sensitivity theory.

Greenberg and Gordon (1972) found that the amount of violence perceived in a violent television program depended upon age, sex, and background of the subject. Men perceived less violence in a set of violent programs than did women; older boys perceived less violence than did younger boys; and boys from a hostile, disadvantaged environment saw violent programs as less violent than did those from a more

average environment. The subjects who saw programs as less violent were likely to engage in more aggressive acts themselves.

The third theory has received the most research emphasis. Several studies have shown that children's aggressive behavior increased following exposure to filmed or televised aggression (Bandura, Ross, and Ross, 1963; Hicks, 1965; Madsen, 1968). In all of these studies the observation of the children was made while the children played alone following the exposure to aggression. Sieget (1956) observed children playing in pairs following exposure to an aggressive cartoon, but did not differentiate between interpersonal and non-interpersonal aggressive behavior. Hamratty, Liebert, Morris, and Fernandez (1969) exposed children to aggressive behavior toward an inflated doll and observed greatly increased aggressive behavior toward dolls with some increased aggression toward humans. Steuer, Applefield, and Smith (1971) observed 10 preschool children in a group setting to determine the amount of aggression toward toys and other children in relation to the parent-reported amount of television viewing by the children in their homes. The children who viewed more aggressive television emerged with statistically more aggressive behavior.

Friedrich and Stein (1973) reported a conflicting report of no relationship between amount of parent-reported home television viewing and amount of nursery school aggression. Following exposure to regular videotapes of aggressive programs during the nursery school program, the levels of aggressive play in children rated aggressive prior to the viewing increased. Children rated non-aggressive in play prior to viewing aggressive videotapes during nursery school showed little change in behavior.

Martin, Gelfand, and Hartmann (1971) exposed children to an aggressive model and then allowed the children to play in one of three situations: in the presence of an adult, in the presence of peers, and alone. The presence of an adult reduced the amount of aggression displayed and the presence of peers increased the amount of aggression displayed.

Liebert and Baron (1972) studied the behavior of 136 children, aged five to nine, following exposure to either a neutral or violent videotape. The children were given an opportunity to push one of two buttons. They were told that one button would result in help to another child and the other button would result in hurt to another child. The children who watched an aggressive program tended to show a larger number of hurt button responses than the children who watched the non-aggressive program. The effect was greatest for the younger boys.

Collins, Berndt, and Hess (1974) found that younger children seemed to remember aggression alone or aggression with consequences after viewing televised violence while older children recalled motives as well as acts and consequences. Osborn and Endsley (1971) found young subjects responded most emotionally, as indicated by palmar sweating, to televised violence involving human subjects. They also remembered details of televised violence involving human subjects at a significantly higher rate two weeks later than televised violence involving non-human subjects. Katzman (1972) found that color television resulted in better recall rate for peripheral visual material shown; color did not improve the recall of the central material shown.

Lefkowitz, Eron, Walder, and Huesmann (1972), through a cross-lagged panel technique, determined the violence watched-aggression ratios for 875 third-grade children. Ten years later they assessed the violence-watched-aggression ratio for 460 of the same children. They found a significant relationship between television violence watched in the third grade and aggressive behavior at age 19. There was no relationship between aggressive behavior in the third grade and amount of television violence watched at age 19. The research seems to support the television-violence-supports-aggressive-behavior theory.

Television and Cognitive Behavior

In 1968 the Children's Television Workshop was established with the backing of the Carnegie Corporation, the Ford Foundation, the U.S. Office of Education, the U.S. Office of Economic Opportunity, and the National Institute of Child Health and Human Development. Its goal was to develop and telecast a daily children's program that would entertain and educate (Liebert, Neale, Davidson, 1973). It was hoped the resulting program, Sesame Street, would serve as a home intervention program for disadvantaged children. The program had four specific goals: teach symbolic representation, including letters, numerals, and geometric forms; teach cognitive processes, including perceptual discrimination, relationships, classification, and ordering; teach process of reasoning and problem solving; and teach concepts about the child and his world, including the self, the social units, social interaction principles, and the environment. The program used much humor to reach not only the young children but also to attract their parents and older siblings (Lesser, 1972).

Bailyn (1959) found that there was a cluster of traits that correlated highly with usage of pictorial media, including television, movies, and comic books. The typical high pictorial media user was a blue-collar, low-ability, Catholic boy. Girls who were school under-achievers ranked higher in the use of pictorial media than girls who were over-achievers. A combination of having many personal problems and being highly rated on rebellious independence was related to increased use of pictorial media. Boys with personal rebellion problems were more likely to prefer aggressive hero type pictorial media.

A follow-up study of the effects of Sesame Street found that it had reached the middle class children more often than the disadvantaged and had widened the educational gap between lower and middle class children (Annis, 1974; Minton, 1975). The major difference found in cognitive learning was in alphabet skills; Sesame Street did not appear to improve total readiness for kindergarten.

Ratliff and Ratliff (1972) studied the aggressive aspects of Sesame Street. They found that the cartoons used to teach the alphabet and numbers used aggression and fear inducing techniques. The daily appearance of monsters presented a model of cookie stealing, destroying props, and being rewarded. They found that persons who had received insufficient rewards and were lacking in self esteem were most likely to imitate a model. Pwawat (1974) in a study in Stillwater, Oklahoma, found that preschool children showed more overt and covert behavior while watching The Pink Panther than while watching Sesame Street.

Television and Social Learning

Paulson (1974) found that Sesame Street during its first two years concentrated on cognitive skills, but during its third season the program treated the social goal of cooperation. The producers developed the behavioral objective for the year of helping "the child recognize that in certain situations it is beneficial for two or more individuals to work together toward a common goal, such as in the division of labor, in combining skills, and in reciprocity" (Paulsen, 1974, 230). In a study of 188 children tested in situations similar to those on the program, the children who had watched the program learned to cooperate better than the children who had not watched the program.

Stein, Friedrich, and Vondracek (1972) exposed 97 preschool children to a televised program of one of three types, an aggressive program such as Batman, or Superman, a prosocial program Mister Roger's Neighborhood, or a neutral children's film about a dairy farm. Observations were made of the children in a nursery school setting before the viewing, during the viewing, and after the viewing. The after viewing data showed that the children who had been exposed to the prosocial film showed higher levels of rule obedience, tolerance and delay, and persistence than the children who had been exposed to the aggressive film. Children who had been exposed to the neutral film ranked midway between the prosocial and aggressive film groups in the amount of prosocial behavior observed after seeing the film. The children from the lowest socio-economic class made the greatest gains in prosocial behavior improvements. Children who were initially above average in aggressive behavior showed significantly more aggressive

behavior after being exposed to the aggressive film. Children who were initially below average in aggression showed no difference in performance when exposed to the three different types of television programs. Friederich and Stein (1975) found that prosocial learning can be generalized. Systematic training through prosocial television programs seemed to enhance verbal helping behavior especially for girls and motor helping behavior especially for boys.

A study by Gerbner and Gross (1976) of adults found that subjects under 30 years of age indicated they were more influenced by television than subjects over 30 years of age. The under-thirty adults constituted the first generation who had known television all their lives.

Two major theorists whose explanations of how people learn differ are Albert Bandura and Jacob L. Gewirtz. Bandura believes observers acquire symbolic representations of the observed event rather than specific stimulus-response associations. He believes no reinforcement is necessary for this type learning. Gewirtz believes humans learn to learn by imitation or observation based primarily upon their conditioning history (Baran and Meyer, 1974). White (1972, 252) defined identification as "a particular form of imitation in which copying a model, generalized beyond specific acts, springs from wanting to be and trying to be like the model with respect to some broader quality." Television offers the young child many attractive, successful models. In imitating the behavior of these models the child imitates the behavior, motives, and values of the model as he perceives them. If the child identifies with a model, he will be more likely to learn the skills demonstrated by the model (Baran and Meyer, 1974). Baran (1974) found that among young school children the low self-esteem children

displayed more prosocial modeling than did the high self-esteem children. High self-esteem boys tended to model aggressive behavior they saw on television significantly more often than did girls or low self-esteem boys.

Sims (1963) in a study comparing social conformity and social acceptance in 14 nursery school children found the children who were moderately free in social conformity, neither rigidly conforming nor non-conforming to other children, were the children who were most valued socially by the group. The non-conforming children seemed to be the isolates in the group who were voluntarily so; they seemed to be happy and creative. The rigidly conforming were involuntary isolates who were dissatisfied with this status and tried aggressively to be accepted by the group.

Schramm (1961) found that television functioned as entertainment, as escape, as a source of information, and as a device for social utility. Many children enjoyed the fantasy aspects of television. These may serve as opportunities to try varied actions without risk, as an escape from life's problems, and as wish fulfillment. Children sometimes used vicarious television experiences as a second-best substitute for real experiences; these children were likely to do much identifying behavior with television models. Insecure children who had difficulty making friends were likely to be heavy television viewers. These children felt rejected by their peers, expressed many fears and anxieties, and frequently lived in middle class families which lacked warmth. The televised situation most frightening to a young child seemed to be that which was lacking in his life. For normal children this was violence; for disturbed children this was often the scenes of warm family relationships.

Stevenson (1972) found brighter children tended to be heavier viewers than duller children, boys tended to watch more than girls. Children from more punitive homes watched more television than children from more permissive homes. Among the child-rearing practices associated with high television viewing were "punishment for aggression toward parents, permissiveness of sex behavior in the child, mother's reaction to dependent behavior in the child, demands for obedience and quiet, neatness, good table manners, going to bed on time, extent of physical punishment, and emotional relationship of mother toward the child deficient" (Stevenson, 1972, 352).

Maccoby (1954) in interviews with 379 mothers of five and six-year-old children found in the upper-middle class that children who were subjected to many frustrations and not treated warmly in their home life watched significantly more television than children with a more satisfying home life. In the upper-lower class there was no significant difference. She suggested that because the lower class child's parents watched more television, that child may be drawn to it more even in the absence of frustration.

Riley and Riley (1954) found in a study of 400 children that violent television programs were more popular with children who had few friends. They suggested that these programs formed a fantasy world of escape from the problems of the real world.

Cohen (1974) noted that preschool children were highly egocentric and perception bound. They did not understand part-to-whole relationships. Television provided a two-dimensional learning experience although evidence points to the need for concrete experiences for children to learn. In the past children have gained these concrete

experiences through play behavior. Television has cut markedly into the play time of children. For some children this may be a major loss. Cohen reported one five-year-old boy who stated, "I like to turn things on and watch it; I don't want to make anything."

CHAPTER III

METHOD AND PROCEDURE

The present research was a study of the relationship between television-viewing behavior and social development in early childhood. The television-viewing behavior of each child was assessed by means of two one-week Television-Viewing Inventories which provided the parent with a check-list on which to record (1) each program the child watched, (2) the intensity with which he watched, (3) whether he watched with someone or not, and (4) the parent's approval or disapproval of the program.

The aspects of social development on which the study focused were (1) the child's social conformity, (2) the child's reciprocal social relations with his peers, and (3) the child's behavior during free play. Instruments were available for the measurement of social conformity and social relations. Where play behavior was concerned, the child's ability to attend, i.e., his attention span, was measured by time-sampling observations while he was engaged in free play.

In this chapter the children who participated in the study are described; the instruments for measuring television viewing behavior, social conformity, and social relations are presented; a pilot study is described; the sequence of activities is presented; and techniques are presented for the analysis of the data.

Subjects

The subjects who participated in this study were 34 middle-class preschool children, 16 boys and 18 girls. The ages of the children ranged from three years no months to four years eight months. The children were in attendance at the University of Arkansas Laboratory Nursery School, Fayetteville, Arkansas. The distribution of subjects by age and sex is presented in Table I. Descriptive data and test scores for individual children are presented in Appendix A, Tables XV, XVI, and XVII.

TABLE I
DISTRIBUTION OF SUBJECTS BY AGE AND SEX
(N = 34)

Age Group	Boys	Girls	Total
Three-Year-Old Children (3:0 - 3:11)	8	9	17
Four-Year-Old Children (4:0 - 4:8)	8	9	17
Total (3:0 - 4:8)	16	18	34

Research Instruments

Television-Viewing Inventory

The Television-Viewing Inventory, designed for this study, provided a daily check-list of all programs available in the

Fayetteville, Arkansas viewing area from 7:00 a.m. to 11:00 p.m. for the two one-week periods included in the study. Each program was identified on the Television-Viewing Inventory by a five-digit code number designating the week of the study, the day of the week, and the specific program. The time and television channel where each program was presented was provided. Each program was also provided with a type number, used later in analyzing the patterns in viewing behavior. A complete description of the Television-Viewing Inventory is presented in Appendix B.

The parent of each child in the study was asked to record every program his child watched during the Television-Viewing Inventory periods. The parent was also asked to record certain aspects of the child's viewing behavior: (1) whether he watched alone or with someone; (2) the intensity with which he watched---constant, intermittent, or little; and (3) the parent's attitude toward the specific program he watched---approval, neutral, or disapproval.

Instructions to parents and a sample page from the Television-Viewing Inventory are presented in Appendix B. A complete listing of the programs appearing on the Television-Viewing Inventories for each of the two weeks during which they were recorded, the length of each program, the type of each program, and the number of children watching each program are presented in Appendix F.

Starkweather Social Conformity Test

The Starkweather Social Conformity Test is a research instrument designed to measure conforming and nonconforming behavior by providing the young child with opportunities to make choices in a situation in

which he can follow a model or respond freely according to his own preferences. This test discriminates between the children who are compulsive conformists or nonconformists and children who are free to use either conforming or nonconforming behavior. A detailed description of the Starkweather Social Conformity Test, its administration and scoring, is presented in Appendix C.

Starkweather Social Relations Test

The Starkweather Social Relations Test was designed to measure a young child's social value within his own peer group. It is more than a test of popularity. It combines a picture interview technique with gift-giving, and each child's value within his group is measured in terms of the extent to which his gift-giving is reciprocated by the children whom he chooses. The assumption underlying the choice of gift-giving as a technique for measuring social relations was that an individual wants to benefit someone he likes. A detailed description of the Starkweather Social Relations Test, its administration and scoring is presented in Appendix D.

Procedure

Preliminary Pilot Study

A preliminary study of 30 middle-class nursery school children, three and four years old, was conducted in Fayetteville, Arkansas. The purpose was to determine the types of viewing behavior which should be included in the development of a Television-Viewing Inventory, and the range of responses that might be expected in a study of young

children. The mothers were given a list of all regular television programs which could be viewed locally from 7:00 through 10:30 p.m. Each was asked to check whether her child watched the programs frequently, sometimes, or never. Additional questions related to the number of hours per week that the child watched television, whether the child watched television alone or with someone, and the naming of programs approved and disapproved by the parent.

The television-viewing behavior of these 30 children ranged from one extreme to another. Three of the children watched television less than five hours per week; and one child, in whose home there were four television sets, watched more than 40 hours per week. In the mornings, 28 of the 30 children were watching television by 8:00 a.m.; and in the evenings, the majority of the children stopped watching after the programs at 8:00 or 9:00 p.m. However, for six children bedtime followed the 7:00 p.m. program; and at the other extreme, three children reportedly watched programs at 10:30 p.m. Most of the children did their television watching with someone. Three children usually watched alone; but of the others, half usually watched with a sibling and half usually watched with a parent. The programs watched most frequently by the majority of the children were World of Disney, Sesame Street, Gilligan's Island, Captain Kangaroo, The Waltons, and Fat Albert and the Cosby Kids.

The preliminary study provided information for the development of the Television-Viewing Inventory, which was used in the present research. A copy of the final Television-Viewing Inventory, as checked by one mother, is presented in Appendix B.

Sequence of Activities

A letter explaining the research project and containing a form for parental consent for their children to participate in the research was provided for the parents during the first week in September, 1976. A copy of the letter is presented in Appendix G. During the week of September 17-23, 1976, the first Television-Viewing Inventory was completed. This date was chosen so that the picture obtained of the children's television-viewing behavior could be as accurate as possible. The new fall programs, which might be temporarily attractive as new programs, did not start until after this date. Also, the September date was prior to the intensive political campaigning that would occur during the weeks before the November elections.

The Television-Viewing Inventory was given to the mothers of 34 of the 36 children enrolled in the nursery school. An adult in the family was asked to keep the record of all programs viewed by each child. Two of the families enrolled in the nursery school were not used in the study because they were non-English speaking international student families.

During September special test materials were prepared. For the Starkweather Social Conformity Test, the color preferences of each child were ascertained, and a small booklet of colored pages was individually prepared for each child. Complete details concerning the description, administration, and scoring of the Starkweather Social Conformity Test may be found in Appendix C. For the Starkweather Social Relations Test group pictures were taken of the children, and small, inexpensive toys were procured for use as gifts. Complete

details concerning the description, administration, and scoring of the Starkweather Social Relations Test may be found in Appendix D.

Actual testing of the children was initiated in October. It was continued until completed in November. During September observations of the children's behavior in free play were initiated. There were three five-minute observations made by the principal investigator of each child. The focus was on the child's ability to attend (his attention span), which was measured in terms of the frequency with which he shifted from one play activity to another. The three observations of each child were made at different hours of the day, and there was an interval of at least one week between observations. An observation record, as completed for one child, is presented in Appendix E.

During the week of November 12-18, 1976, the second Television-Viewing Inventory was completed by the parents. This recording period reflected the behavior of the children during cold, snowy weather. The results of the two Television-Viewing Inventories for each child were totaled for the data to be used in the analysis.

Analysis of Data

The variables of the child's age, sex, length of time spent in viewing television, types of programs viewed, intensity of viewing, parental attitudes toward viewing, child's social value within his peer group, the child's social conformity, and the child's attention span were analyzed using the Mann-Whitney U test, Wilcoxon matched pairs signed ranks, and Spearman rank correlations. The data were analyzed for differences and interrelationships among all variables. The .05 level was accepted as the level of significance.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship of television-viewing behavior and social development of young children. The television-viewing behavior of each child was assessed by means of two one-week Television-Viewing Inventories which provided the parent with a check-list on which to record (1) each program the child watched, (2) the intensity with which the child watched each program, (3) the child's companion while he watched each program, and (4) the parent's attitude toward each program the child watched.

The aspects of social development on which the study focused were (1) the child's social conformity, (2) the child's reciprocal social relations with his peers, and (3) the child's attention span during free play. A test of peer social conformity and a test of reciprocal social relations were administered to each of the 34 children in the study. Three five-minute time samples of activity shifts while the child was engaged in free play provided the data for attention span. Descriptive data and individual test scores are presented in Appendix A, Tables XV, XVI, and XVII.

The data provide 23 scores for each child. Test scores for social conformity, social relations, attention span, total hours of television-viewing time, and hours of television-viewing time according to intensity of viewing, i.e., constant, intermittent, and little, are

presented in Table XV. The hours of television viewing of individual children for each of the 13 program types are presented in Table XVI. The percentages of time individual children spent watching television alone, with an adult, or with another child, are presented in Table XVII.

The data were analyzed for age and sex differences in social conformity, in social relations, in attention span, and in television viewing behavior using the Mann-Whitney U test. The data were analyzed for relationships between television-viewing behavior and social conformity, social relations, and attention span using Spearman rank correlations. The data were analyzed for relationships between social conformity and social relations using Spearman rank correlations.

Descriptive Data

Amount and Intensity of Television Viewing

Thirty-four children participated in the study. Three of these children did not have television sets in their homes. One of the three children without a television set in his home watched regularly at the home of his babysitter. Therefore, 32 of the 34 children in the study watched television regularly.

The first Television-Viewing Inventory was completed during the week of September 17-23, 1976, a warm early autumn period. The second Television-Viewing Inventory was completed during the week of November 12-18, 1976, a cold snowy late autumn period. The complete listing of programs available and the number of children watching each program is presented in Appendix F, Table XVIII.

For the two Television-Viewing Inventory weeks the 32 children who viewed television viewed a total of 1224 hours. They watched 533 hours during the first, warm weather week and 691 hours during the second, cold weather week. Analysis of the data by the Wilcoxon matched pairs signed ranks test indicated the amount of television viewed during the second week was significantly higher than that viewed during the first week ($z = -3.01$; $p = .0013$). The median amount of viewing was 14.5 hours per child for the first week and 19.5 hours per child for the second week. The actual amounts of viewing ranged from 5.5 hours to 38.5 hours per child for the first week and 9.5 to 49.5 hours per child for the second week. The median for the total of two weeks' viewing time was 34.5 hours per child; the actual amounts of viewing time for the total two weeks' period ranged from 16.5 to 80.5 hours per child.

The degree of intensity of viewing most often indicated was constant viewing with a median of 18 hours per child during the two weeks. Intermittent viewing occurred a median of 10.5 hours, and little viewing occurred a median of only six hours during the two weeks. The medians and ranges of amount and intensity of television viewing are presented in Table II.

TABLE II

AMOUNT AND INTENSITY OF TELEVISION VIEWING
(N = 32)

	Hours of Viewing	
	Median	Range
Amount of Viewing		
First Week	14.5	05.5 - 38.5
Second Week	19.5	09.5 - 49.5
Total	34.5	16.5 - 80.5
Intensity of Viewing*		
Constant	18.0	04.0 - 44.0
Intermittent	10.5	02.0 - 38.0
Little	06.0	00.5 - 24.5

*for two-weeks' period

Television Programs

Each television program was classified by the investigator as one of 13 types. The types of programs watched, the number of children watching each type, and the median and range for the hours of each type watched are presented in Table III.

The types watched by the largest number of children were situation comedies, cartoons, children's educational programs, adult variety programs, and movies. The types of programs watched by the smallest number of children were religious programs, sports, serials (soap operas), and game shows.

TABLE III

TYPES OF PROGRAMS WATCHED*

Type of Program	Number of Children Watching	Hours Watched	
		Median	Range
13: Children's Variety	22	01.5	00.5 - 06.5
12: Chm's Educational	30	08.5	01.0 - 17.0
11: Religious	05	02.0	00.5 - 03.0
10: Adult Variety	29	02.0	01.0 - 07.5
9: Sports	06	02.5	02.0 - 09.0
8: Situation	31	08.0	01.0 - 19.0
7: Serial	08	03.0	00.5 - 06.5
6: Mystery	19	02.0	00.5 - 10.0
5: Movie	26	06.0	02.0 - 13.5
4: Adult Informative	16	02.5	00.5 - 15.0
3: Game Show	13	02.0	00.5 - 09.0
2: Cartoon	31	05.5	01.5 - 16.0
1: Adventure	20	01.5	01.0 - 04.0

*Data for the first and second weeks are combined in this table.

The most popular single television program watched was The World of Disney during the second Television-Viewing Inventory week. Nineteen children watched this one program which was "The Apple Dumpling Gang," a Disney movie.

The most popular television series was Sesame Street. Sesame Street was shown 26 times during the two Television-Viewing Inventory weeks. Thirty-two children viewed it a total of 161 times during the

two weeks. Two other programs that were viewed by large numbers of children during the two recorded periods were Uncle Zeb's Cartoon Camp which was presented 10 different times and Gilligan's Island which was presented 20 different times. Uncle Zeb's Cartoon Camp was viewed 115 times and Gilligan's Island was viewed 80 times.

The 12 most popular programs, the number of times they were shown during the two Television-Viewing Inventory weeks, the largest number of children viewing the program at any one showing, and the total number of children viewing the program during all possible showings throughout the two weeks are presented in Table IV.

TABLE IV

MOST POPULAR TELEVISION PROGRAMS

Program	Number of Showings During Two Weeks	Largest Number of Children Viewing at One Showing	Total Number of Children Viewing During All Showings
World of Disney	2	19	26
Pink Panther	2	16	22
Sesame Street	26	15	161
Chitty, Chitty Bang Bang (movie)	1	15	15
Donny and Marie	1	14	14
Six Million Dollar Man	1	14	14
Captain Kangaroo	10	14	69
Uncle Zeb's Cartoon Camp	10	13	115
Scooby Doo	2	12	17
Happy Days	12	11	47
Gilligan's Island	20	9	80
Electric Company	26	8	57

Companionship During Television Viewing

The Television-Viewing Inventory provided columns for parents to check if the child watched alone, with a sibling, with a parent, with another child, or with another adult. For analysis the data were grouped into three categories: alone, with a child, and with an adult. In cases where the child watched with a child and with an adult, the data were classified in the adult category.

The most frequent companionship during television viewing was with an adult. Thirty-two children watched some of their programs with an adult; for these children an average of 45 percent of their viewing time was spent with an adult. Thirty-one children watched some of their programs with a child; for these children an average of 35 percent of their viewing time was spent with another child. Three of the children always watched with a companion. Twenty-nine of the children watched some of their programs alone; for these children an average of 14 percent of their viewing time was spent alone. Data concerning companionship during television viewing are presented in Table V.

TABLE V

COMPANIONSHIP DURING TELEVISION VIEWING

Companionship	N	Percentage of Time	
		Median	Range
Alone	29	14	02 - 52
With Child	31	35	02 - 79
With Adult	32	45	10 - 98

Parental Attitudes Toward Television Viewing

There were 1613 programs viewed at some time during the two weeks by the 32 television-viewing children. The majority of these programs were approved by the parents, but for 29 of the programs some parents indicated disapproval. Fourteen parents disapproved at least one program of those viewed by their children. Of these 14, three parents disapproved four programs each, and six parents disapproved two programs each. There were 18 different programs disapproved. A list of the programs disapproved and the number of parents disapproving each program are presented in Table VI.

TABLE VI

NUMBER OF PARENTS DISAPPROVING SPECIFIC TELEVISION PROGRAMS

Program	Parents Disapproving
Cartoon Circus	2
Gunsmoke	2
Krofft Supershow	2
"Sybil" (movie)	2
Adam-12	1
"After the Fox" (movie)	1
Baa, Baa Black Sheep	1
Brady Bunch	1
Happy Days	1
Hawaii Five-O	1
Hot Seat	1
Laverne and Shirley	1
"Macon County Line" (movie)	1
Mary Hartman, Mary Hartman	1
"Mayday at 40,000 Feet" (movie)	1
Pink Panther	1
Sylvester and Tweety	1
Today	1

Age and Sex Differences

Social Conformity

The Starkweather Social Conformity Test indicates whether a child has responded freely or has been influenced by the opportunity to conform to his peers. The possible range of scores is from 0 (complete freedom) to 20 (complete conformity). Generally, children who score from 0 to 10 are considered to be socially free, and children who score from 10 to 20 are considered to be socially conforming. In this present study the actual range of scores was from 0 to 14.

A description of social conformity scores by age and sex is presented in Table VII. Analysis of data by the Mann-Whitney U test indicated four-year-old children were more conforming than were three-year-old children ($U = 70.51$; $p < .02$). No significant differences in social conformity scores were found.

TABLE VII

MANN-WHITNEY U TEST ANALYSIS OF SOCIAL CONFORMITY
SCORES BY AGE AND SEX
(N = 34)

	Median	Range	<u>U</u>	p
Three-Year-Old Children	02	00 - 06	70.51	< .02
Four-Year-Old Children	04	00 - 14		
Boys	04	00 - 12	159.0	n.s.
Girls	03	00 - 14		

Social Relations

The Starkweather Social Relations Test indicates a child's social value within his peer group. The possible range of scores is from 00 (social isolate) to 4.0. The highest score received in the use of the test with several hundred children has been 1.89. Any child receiving a score of more than 1.00 is considered to be well accepted. Children with scores of less than .30 tend toward being isolates. The actual range of scores in this study was 00 to 1.58.

The description of social relations scores by age and sex is presented in Table VIII. Analysis of the data by the Mann-Whitney U test indicated there were no significant differences. There was a slight tendency for four-year-old children to have higher social relations scores than three-year-old children ($\underline{U} = 95$; $p < .10$); there was a tendency for girls to have higher social relations scores than boys ($\underline{U} = 93$; $p < .10$).

TABLE VIII

MANN-WHITNEY U TEST ANALYSIS OF SOCIAL RELATIONS
SCORES BY AGE AND SEX
(N = 34)

	Median	Range	\underline{U}	p
Three-Year-Old Children	.55	.12 - 1.38	95	< .10
Four-Year-Old Children	.75	00 - 1.58		
Boys	.53	00 - .92	93	< .10
Girls	.71	.12 - 1.58		

Attention Span

Attention span score indicates the total number of shifts in activity for a child during three five-minute intervals of free play. A large score indicates a short attention span and a small score indicates a long attention span. The range of scores in the present study was 03 to 18.

A description of attention span scores by age and sex is presented in Table IX. Mann-Whitney U Test analyses indicated no significant age or sex differences in attention span scores.

TABLE IX

MANN-WHITNEY U TEST ANALYSIS OF ATTENTION SPAN
SCORES BY AGE AND SEX*
(N = 34)

	Median	Range	<u>U</u>	<u>p</u>
Three-Year-Old Children	04.0	03 - 11	107	n.s.
Four-Year-Old Children	05.0	04 - 18		
Boys	05.5	03 - 18	108	n.s.
Girls	05.0	03 - 07		

*Attention span scores indicate the frequency of shifts in activities during three five-minute intervals.

Viewing Time

The viewing time score indicates the number of hours a child viewed television during the two Television-Viewing Inventory weeks. The range of scores in the present study was from 00 to 80.5 hours.

A description of television-viewing time by age and sex is presented in Table X. Mann-Whitney U test analysis indicated no significant age or sex differences in television-viewing time.

TABLE X

MANN-WHITNEY U TEST ANALYSIS OF TOTAL TELEVISION
VIEWING TIME BY AGE AND SEX
(N = 34)

	Median	Range	<u>U</u>	<u>p</u>
Three-Year-Old Children	36	00 - 80.5	120	n.s.
Four-Year-Old Children	34.5	36.5 - 64.5		
Boys	36	16.5 - 70.0	92.5	<.10
Girls	30.5	00 - 80.5		

Relation of Television Viewing to Social
Conformity, Social Relations,
and Attention Span

Total Viewing Time

The total television-viewing time was the number of hours the child viewed television during the two Television-Viewing Inventory weeks. The total viewing time, by age and sex, was compared to social conformity, social relations, and attention span. These correlations are presented in Table XI.

TABLE XI

SPEARMAN RANK CORRELATIONS BETWEEN TOTAL TELEVISION VIEWING TIME
AND SCORES FOR SOCIAL CONFORMITY, SOCIAL RELATIONS,
AND ATTENTION SPAN
(N = 34)

	Social Conformity Scores		Social Relations Scores		Attention Span Scores	
	<u>rho</u>	p	<u>rho</u>	p	<u>rho</u>	p
Total Viewing Time for						
Three Year Olds	-0.415	.095	-0.001	n. s.	0.202	n. s.
Four Year Olds	0.114	n. s.	0.596	.011	0.414	.095
Boys	-0.541	.028	0.142	n. s.	-0.251	n. s.
Girls	0.145	n. s.	0.327	n. s.	0.163	n. s.
Total	-0.177	n. s.	0.244	n. s.	-0.028	n. s.

A Spearman rank correlation indicated a negative relationship between total television viewing time and social conformity scores for the boys; boys who viewed larger amounts of television were less conforming than boys who viewed less television ($\rho = -0.541$; $p = .028$). There was a tendency for three-year-old children who viewed larger amounts of television to be less conforming than three-year-old children who viewed less television ($\rho = -0.415$; $p = .095$). A Spearman rank correlation indicated a positive relationship between total television-viewing time and social relations for four-year-old children; that is, four-year-old children who viewed larger amounts of television had higher social relations scores than four-year-old children who viewed less television ($\rho = 0.596$; $p = .011$). A

Spearman rank correlation indicated a tendency toward a positive relationship between television-viewing time and attention span scores for four-year-old children; that is, four-year-old children who watched larger amounts of television tended to have shorter attention spans than those who viewed less television ($\rho = .414$; $p = .095$).

Intensity of Television Viewing

The most intense television viewing is constant viewing, as opposed to intermittent or little viewing while a television program is turned on. In the data analysis constant viewing time was compared, by age and sex, with social conformity, social relations, and attention span. Spearman rank correlations for these data are presented in Table XII.

TABLE XII

SPEARMAN RANK CORRELATIONS BETWEEN CONSTANT TELEVISION VIEWING TIME AND SCORES FOR SOCIAL CONFORMITY, SOCIAL RELATIONS, AND ATTENTION SPAN
(N = 34)

	Social Conformity Scores		Social Relations Scores		Attention Span Scores	
	ρ	p	ρ	p	ρ	p
Constant Intensity Viewing Time for						
Three Year Olds	-0.567	.017	0.079	n.s.	0.171	n.s.
Four Year Olds	0.528	.028	0.557	.019	-0.141	n.s.
Boys	-0.072	n.s.	0.072	n.s.	-0.114	n.s.
Girls	0.176	n.s.	0.495	.035	0.231	n.s.
Total	0.077	n.s.	0.299	.083	0.045	n.s.

Spearman rank correlations between constant television-viewing time and social conformity scores indicated a negative relationship for three-year-old children and a positive relationship for four-year-old children. Three-year-old children who viewed many programs with constant intensity were less conforming than were those who viewed less television with constant intensity ($\rho = -0.567$; $p = .017$). Four-year-old children who viewed many programs with constant intensity were more conforming than those who viewed less television with this degree of intensity ($\rho = 0.528$; $p = .028$). A Spearman rank correlation indicated a positive relationship between constant television viewing and social relations for four-year-old children; that is, four-year-old children who viewed larger amounts of television with constant intensity had higher social relations scores than those four-year-old children who viewed less television with constant intensity ($\rho = 0.557$; $p = .019$). Girls who viewed larger amounts of television with constant intensity also had higher social relations scores than those girls who viewed less television with constant intensity ($\rho = 0.495$; $p = .035$).

An analysis of attention span scores indicated no significant relationship to the intensity of television viewing. Also, the analysis of other degrees of intensity of viewing (intermittent and little) indicated no significant relationship to social conformity, social relations, and attention span.

Companionship During Television Viewing

Companionship scores represent the percentage of each child's total viewing time that was spent viewing television alone, with another child, and with an adult. Statistical analyses indicated no

significant relationships between companionship (viewing with a child or with an adult) and social conformity, social relations, and attention span. However, viewing alone was related to social conformity and social relations for certain groups of children. Spearman rank correlations indicating these relationships are presented in Table XIII.

TABLE XIII

SPEARMAN RANK CORRELATIONS BETWEEN COMPANIONSHIP DURING TELEVISION VIEWING (VIEWING ALONE) AND SCORES FOR SOCIAL CONFORMITY, SOCIAL RELATIONS, AND ATTENTION SPAN
(N = 34)

	Social Conformity Scores		Social Relations Scores		Attention Span Scores	
	<u>rho</u>	p	<u>rho</u>	p	<u>rho</u>	p
Viewing Alone Time for						
Three Year Olds	-0.542	.023	0.022	n.s.	0.188	n.s.
Four Year Olds	0.070	n.s.	0.224	n.s.	0.344	n.s.
Boys	0.140	n.s.	0.523	.035	0.311	n.s.
Girls	-0.177	n.s.	-0.040	n.s.	0.434	.069
Total	0.009	n.s.	0.181	n.s.	0.317	.065

For the three-year-old children there was a significant negative correlation between viewing alone and social conformity. Three-year-old children who viewed large amounts of television alone were less conforming than other three-year-old children (rho = -0.542; p = .023). For the boys there was a significant positive relationship between

viewing alone and social relations. Boys who viewed larger amounts of television alone had higher social relations scores than did boys who viewed less television alone ($\rho = 0.523$; $p = .035$). For the girls there was a tendency for viewing alone to be related to attention span. Girls who viewed large amounts of television alone tended to have shorter attention spans than girls who viewed less television alone ($\rho = 0.434$; $p = .069$).

Social Conformity and Social Relations

The relationship between social conformity and social relations was analyzed by means of Spearman rank correlations. None of the correlations was statistically significant. The correlations, by age and sex are presented in Table XIV.

TABLE XIV

SPEARMAN RANK CORRELATIONS BETWEEN SCORES FOR SOCIAL CONFORMITY
AND SOCIAL RELATIONS
(N = 34)

	<u>ρ</u>	<u>P</u>
Three-Year-Old Children	-0.282	n. s.
Four-Year-Old Children	0.206	n. s.
Boys	0.002	n. s.
Girls	0.259	n. s.
Total	0.079	n. s.

Hypotheses Investigated

Hypotheses Related to Age

1. There is no relationship between age and viewing time. There was no significant difference between the television viewing time of older and younger children in the present study (Table X; Mann-Whitney U test; $\underline{U} = 120$; n.s.). The hypothesis is tenable.

2. There is no relationship between age and intensity of viewing. There was no significant difference between the time spent in constant television viewing of older and younger children in the present study (Mann-Whitney U test; $\underline{U} = 115$; n.s.). The hypothesis is tenable.

3. There is no relationship between age and social conformity scores. Four-year-old children had significantly higher social conformity scores than did three-year-old children (Table VII; $\underline{U} = 70.5$; $p < .02$). The older children in the present study were more conforming to their peers than were the younger children. The hypothesis can be rejected.

4. There is no relationship between age and social relations scores. There was no significant difference between the social relations scores of older and younger children in the present study (Table VIII; $\underline{U} = 95$; $p < .10$). The hypothesis is tenable.

5. There is no relationship between age and attention span. There was no significant difference between the attention spans of older and younger children in the present study (Table IX; $\underline{U} = 107$; n.s.). The hypothesis is tenable.

Hypotheses Related to Sex

6. There is no relationship between sex and viewing time. There was no significant difference between the viewing time of boys and girls in the present study (Table X; $\underline{U} = 92.5$; $p < .10$). The hypothesis is tenable.

7. There is no relationship between sex and intensity of television viewing. There was no significant difference between the time spent in constant television viewing of boys and girls in the present study (Mann-Whitney U test; $\underline{U} = 119.5$; n.s.). The hypothesis is tenable.

8. There is no relationship between sex and social conformity scores. There was no significant difference between the social conformity scores of boys and girls in the present study (Table VII; $\underline{U} = 159$; n.s.). The hypothesis is tenable.

9. There is no relationship between sex and social relations scores. There was no significant difference between the social relations scores of boys and girls in the present study (Table VIII; $\underline{U} = 93$; $p < .10$). The hypothesis is tenable.

10. There is no relationship between sex and attention span. There was no significant difference between the attention span of boys and girls in the present study (Table IX; $\underline{U} = 108$; n.s.). The hypothesis is tenable.

Hypotheses Related to Television Viewing

The relationships in each of the hypotheses related to television viewing was analyzed for three-year-old children, for four-year-old

children, for boys, for girls, and for the total sample. The results will be reported for each analysis.

11. There is no relationship between the amount of television-viewing time and social conformity scores.

Three-year-old children who viewed larger total amounts of television had a tendency to have lower social conformity scores than three-year-old children who viewed less television (Table XI; $\rho = -0.415$; $p = .095$). For three-year-old children the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and social conformity scores for four-year-old children (Table XI; $\rho = 0.114$; n.s.). For four-year-old children the hypothesis is tenable.

Boys who viewed large amounts of television had lower social conformity scores than boys who viewed less television (Table XI; $\rho = -0.541$; $p = .028$). For boys the hypothesis is rejected.

There was no significant difference between the amount of television-viewing time and social conformity scores for girls (Table XI; $\rho = 0.145$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and social conformity scores for the total sample (Table XI; $\rho = -0.177$; n.s.). For the total sample the hypothesis is tenable.

12. There is no relationship between the intensity of television viewing and social conformity scores.

Three-year-old children who viewed large amounts of television with constant intensity had lower social conformity scores than the

other three-year-old children (Table XII; $\rho = -0.567$; $p = .017$). For three-year-old children the hypothesis is rejected.

Four-year-old children who viewed large amounts of television with constant intensity had higher social conformity scores than the other four-year-old children (Table XII; $\rho = 0.528$; $p = .028$). For four-year-old children the hypothesis is rejected.

There was no significant difference between the intensity of television viewing and social conformity scores for boys (Table XII; $\rho = -0.072$; n.s.). For boys the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and social conformity scores for girls (Table XII; $\rho = 0.176$; n.s.) For girls the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and social conformity scores for the total sample (Table XII; $\rho = 0.077$; n.s.). For the total sample the hypothesis is tenable.

13. There is no relationship between the companionship while viewing television and social conformity scores. Statistical analyses indicated no significant relationships between viewing with a child or with an adult and social conformity scores. However, viewing alone was related to social conformity scores for three-year-old groups of children.

Three-year-old children who viewed large amounts of television alone had lower social conformity scores (Table XIII; $\rho = -0.542$; $p = .023$). For three-year-old children the hypothesis is rejected.

There was no significant difference between the amount of television viewed alone and social conformity scores for four-year-old

children (Table XIII; $\rho = 0.070$; n.s.). For four-year-old children the hypothesis is tenable.

There was no significant difference between the amount of television viewed alone and social conformity scores for boys (Table XIII; $\rho = 0.140$; n.s.). For boys the hypothesis is tenable.

There was no significant difference between the amount of television viewed alone and social conformity scores for girls (Table XIII; $\rho = -0.177$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the amount of television viewed alone and social conformity scores for the total sample (Table XIII; $\rho = 0.009$; n.s.). For the total sample the hypothesis is tenable.

14. There is no relationship between the amount of television-viewing time and social relations scores.

There was no significant difference between the amount of television viewing time and social relations scores for three-year-old children (Table XI; $\rho = -0.001$; n.s.). For three-year-old children the hypothesis is tenable.

Four-year-old children who watched larger amounts of television had higher social relations scores than did four-year-old children who watched less television (Table XI; $\rho = 0.596$; $p = .011$). For four-year-old children the hypothesis is rejected.

There was no significant difference between the amount of television-viewing time and social relations scores for boys (Table XI; $\rho = 0.142$; n.s.). For boys the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and social relations scores for girls (Table XI; $\rho = 0.327$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and social relations scores for the total sample (Table XI; $\rho = 0.244$; n.s.). For the total sample the hypothesis is tenable.

15. There is no relationship between the intensity of television viewing and social relations scores.

There was no significant difference between the amount of constant intensity television viewing and social relations scores for three-year-old children (Table XII; $\rho = 0.079$; n.s.). For three-year-old children the hypothesis is tenable.

Four-year-old children who watched larger amounts of television with constant intensity had higher social relations scores than did those who watched less television with this degree of intensity (Table XII; $\rho = 0.557$; $p = .019$). For four-year-old children the hypothesis is rejected.

There was no significant difference between the amount of constant intensity television viewing and social relations scores for boys (Table XII; $\rho = 0.072$; n.s.). For boys the hypothesis is tenable.

Girls who watched large amounts of television with constant intensity had higher social relations scores than did girls who watched less television with this degree of intensity (Table XII; $\rho = 0.495$; $p = .035$). For girls the hypothesis is rejected.

There was a tendency for the total sample who watched large amounts of television with constant intensity to have higher social relations scores than those who watched less television with this degree of intensity (Table XII; $\rho = 0.299$; $p = .083$). For the total sample the hypothesis is tenable.

16. There is no relationship between the companionship while viewing television and social relations scores. Statistical analyses indicated no significant relationships between viewing with a child or with an adult and social relations scores. However, viewing alone was related to social relations scores for boys.

There was no significant difference between the amount of television viewed alone and social relations scores for three-year-old children (Table XIII; $\rho = 0.022$; n.s.). For three-year-old children the hypothesis is tenable.

There was no significant difference between the amount of television viewed alone and social relations scores for four-year-old children (Table XIII; $\rho = 0.224$; n.s.). For four-year-old children the hypothesis is tenable.

Boys who viewed most of their television alone had higher social relations scores than did those who viewed most of their television with a companion (Table XIII; $\rho = 0.523$; $p = .036$). For boys the hypothesis is rejected.

There was no significant difference between the amount of television viewed alone and social relations scores for girls (Table XIII; $\rho = -0.040$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the amount of television viewed alone and social relations scores for the total sample (Table XIII; $\rho = 0.181$; n.s.). For the total sample the hypothesis is tenable.

17. There is no relationship between the amount of television-viewing time and attention span.

There was no significant difference between the amount of television-viewing time and attention span for three-year-old children (Table XI; $\rho = 0.202$; n.s.). For three-year-old children the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and attention span for four-year-old children. However, four-year-old children who watched larger amounts of television tended to have shorter attention spans than did those who watched less television (Table XI; $\rho = 0.414$; $p = .095$). For four-year-old children the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and attention span for boys (Table XI; $\rho = -0.251$; n.s.). For boys the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and attention span for girls (Table XI; $\rho = 0.163$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the amount of television-viewing time and attention span for the total sample (Table XI; $\rho = -0.028$; n.s.). For the total sample the hypothesis is tenable.

18. There is no relationship between the intensity of television viewing and attention span.

There was no significant difference between the intensity of television viewing and attention span for three-year-old children (Table XII; $\rho = 0.171$; n.s.). For three-year-old children the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and attention span for four-year-old children (Table XII; $\rho = -0.141$; n.s.). For four-year-old children the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and attention span for boys (Table XII; $\rho = -0.114$; n.s.). For boys the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and attention span for girls (Table XII; $\rho = 0.231$; n.s.). For girls the hypothesis is tenable.

There was no significant difference between the intensity of television viewing and attention span for the total sample (Table XII; $\rho = 0.045$; n.s.). For the total sample the hypothesis is tenable.

19. There is no relationship between the companionship while viewing television and attention span. Statistical analyses indicated no significant differences between viewing with a child or with an adult or viewing alone and attention span. There was a tendency for girls who viewed most of their television alone to have shorter attention spans than those who viewed most of their television with a companion (Table XIII; $\rho = 0.434$; $p = .069$). The hypothesis is tenable.

Hypothesis Related to Social Conformity and

Social Relations Scores

20. There is no relationship between social conformity scores and social relations scores. An analysis using Spearman rank correlations indicated no significant differences between social conformity and

social relations scores for three-year-old children, for four-year-old children, for boys, for girls, or for the total sample. The hypothesis is tenable.

Summary of Findings

1. The actual amounts of television viewing of the children in this study ranged from 5.5 hours to 38.5 hours per child for the first warm weather recorded week, and 9.5 to 49.5 hours per child for the second cold weather recorded week.

2. The degree of intensity most often indicated for the children's viewing was constant viewing with a median of 18 hours per child during the two recorded weeks.

3. The types of programs watched by the largest number of children were situation, cartoons, children's educational programs, adult variety programs, and movies.

4. The television programs with more than ten children viewing at any one showing time were The World of Disney; Pink Panther; Sesame Street; the movie, Chitty, Chitty Bang Bang; Donny and Marie; Six Million Dollar Man; Captain Kangaroo; Uncle Zeb's Cartoon Camp; Scooby Doo; and Happy Days.

5. The most frequent companionship during television viewing was with an adult. Thirty-two children spent an average of 45 percent of their viewing time with an adult.

6. Out of the 1613 programs viewed at some time during the two recorded weeks by the 32 viewing children, the majority were approved by parents. Only 29 of the programs were designated as disapproved by parents as their children watched them.

7. There were no significant differences in total viewing time or in intensity of viewing according to age or sex.
8. Four-year-old children had significantly higher social conformity scores than did three-year-old children.
9. Boys who viewed larger total amounts of television had lower social conformity scores than did boys who viewed less television.
10. Four-year-old children who viewed larger total and constant intensity amounts of television had higher social relations scores than did those who viewed less television.
11. Three-year-old children who viewed many programs with constant intensity had lower social conformity scores than did those who viewed less television with this degree of intensity.
12. Four-year-old children and girls who viewed many programs with constant intensity had higher social conformity scores than did those who viewed less television with this degree of intensity.
13. Three-year-old children who viewed larger amounts of television alone were less conforming than those who viewed less television alone.
14. Boys who viewed large amounts of television alone had higher social relations scores than did those who viewed less television alone.
15. Girls who viewed large amounts of television alone tended to have shorter attention spans than did those who viewed less television alone.
16. There were no significant differences in attention spans of three-year-old and four-year-old children.
17. There were no significant correlations between social conformity and social relations scores.

Discussion of Findings

The results of this study were in agreement with prior research in that it found that older children had higher social conformity scores than did younger children. Earlier research has indicated that children become more conforming as they grow older. Four-year-old children who viewed large amounts of television with constant intensity were more conforming than those who viewed less television with the same intensity. This finding was expected, based upon observed evidence. Four-year-old children who viewed large amounts of television had shorter attention spans than children who viewed less television. This finding was also expected, based upon reports of experienced teachers of young children.

The results of this study disagree with findings by Sims (1963) in relationships between social conformity and social relations scores. In the Sims study the children with the higher social conformity scores were likely to have lower social relations scores, and the children with lower social conformity scores were more likely to have higher social relations scores. In the present study there was no significant relationship between social conformity and social relations scores. The sample size in both studies was very small.

Social Conformity

The findings in relation to social conformity in many cases did not support the expected findings. It was expected that children who viewed larger amounts of television would tend to be more conforming. In the present study this was true for the four-year-old children but not true for the three-year-old children. Three-year-old children

tended to become more free and less conforming as they viewed larger amounts of television. This occurred when total amounts, constant intensity, and viewing alone were considered. Perhaps the freedom of conformity in the three-year-old children which seems to be present to a greater extent in all three-year-old children regardless of television viewing, allows television in general, to make less of an impact on the younger children.

Social Relations

The findings concerning television-viewing behavior and social relations scores disagree with those expected. Experienced teachers had suggested that children who viewed larger amounts of television would have lower social relations scores than children who watched less television. In the present study older children and girls who watched larger amounts of television had higher social relations scores than children who watched less television. Experienced nursery school teachers have reported a high incidence of television related dramatic play activities; perhaps this common cultural medium is important for friendships to develop easily.

The findings concerning companionship while viewing television and social relations did not support reported evidence. It has been suggested that children gain the greatest positive values from television viewing by interacting with another person while they view. This study found no significant relationship between companionship while viewing television and social relations scores, except for boys. The present study found that boys who viewed large amounts of television alone had higher social relations scores than boys who viewed less alone.

Attention Span

The results of this study concerning attention span and age disagree with prior research findings by Bott (1923) and Van Alstyne (1932). They both found older children had significantly longer attention spans than younger children. In the present study there were no significant differences. The Bott and Van Alstyne studies were carried out more than forty years ago before the advent of television. This may be a finding that is related to the changing technology which includes television. This suggestion seems to be supported by the finding in this study that four-year-old children who viewed large amounts of television tended to have shorter attention spans than did children who viewed less television. Perhaps a change has occurred for children as they grow older and have viewed much television.

CHAPTER V

SUMMARY AND IMPLICATIONS

The purpose of this study was to investigate the relationship of television-viewing behavior and social development of young children. Television-viewing behavior was compared, by age and sex, with social conformity, social relations, and attention span.

The children who participated in this study were 16 boys and 18 girls, ranging in age from three years, no months to four years, eight months. All were from middle class homes and all were in attendance at the University of Arkansas Laboratory Nursery School in Fayetteville, Arkansas.

A Television-Viewing Inventory, developed as a part of a pilot study of television-viewing behavior, was used to measure television viewing behavior in the present study. Two one-week Television-Viewing Inventories provided the parent with check-lists on which to record (1) each program the child watched, (2) the intensity with which the child watched each program, (3) the child's companion while he watched each program, and (4) the parent's attitude toward each program watched.

The Starkweather Social Conformity Test was used for measuring social conformity. This instrument was designed to measure conforming and nonconforming behavior by providing the young child with opportunities to make choices in a situation in which he would follow a

model or respond freely according to his own preferences. The Starkweather Social Relations Test was used for measuring social relations. This instrument was designed to measure a young child's reciprocal social value within his peer group. The attention span score was the total number of activities of the child during three five-minute time samples of activity shifts while the child was engaged in free play.

The data provide 23 scores for each child: social conformity; social relations; attention span; total hours of television-viewing time; hours of television-viewing time according to intensity of viewing, i.e., constant, intermittent, and little; hours of television-viewing for each of the thirteen program types; and percentages of time spent watching television alone, with an adult, or with another child. The data were analyzed for age and sex differences in social conformity, in social relations, in attention span, and in television viewing behavior using the Mann-Whitney U test; for relationships between television-viewing behavior and social conformity, social relations, and attention span using Spearman rank correlations; and for relationships between social conformity and social relations scores using Spearman rank correlations.

The findings of this research were as follows: (1) The actual amounts of television viewing of the children in this study ranged from 5.5 hours to 38.5 hours per child for the first recorded week and 9.5 to 49.5 hours per child for the second recorded week. (2) The degree of intensity most often indicated for the children's viewing was constant viewing with a median of 18 hours per child during the two weeks. (3) The types of programs watched by the largest number of

children were situation comedies, cartoons, children's educational programs, adult variety programs, and movies. (4) The television programs with more than ten children viewing them at any one showing time were World of Disney; Pink Panther; Sesame Street; the movie, Chitty, Chitty Bang Bang; Donny and Marie; Six Million Dollar Man; Captain Kangaroo; Uncle Zeb's Cartoon Camp; Scooby Doo; and Happy Days. (5) The most frequent companionship during television viewing was with an adult. Thirty-two children spent an average of 45 percent of their viewing time with an adult. (6) Out of the 1613 programs viewed at some time during the two weeks by the 32 viewing children, the majority were approved by parents. Only 29 programs were designated as disapproved by parents as their children watched them. (7) There were no significant differences in total viewing time or in intensity of viewing according to age or sex. (8) Four-year-old children had significantly higher social conformity scores than did three-year-old children. (9) Boys who viewed larger total amounts of television had lower social conformity scores than did boys who viewed less television. (10) Four-year-old children who viewed larger total and constant intensity amounts of television had higher social relations scores than did those who viewed less television. (11) Three-year-old children who viewed many programs with constant intensity had lower social conformity scores than did those who viewed less television with this degree of intensity. (12) Four-year-old children and girls who viewed many programs with constant intensity had higher social conformity scores than did those who viewed less television with this degree of intensity. (13) Three-year-old children who viewed larger amounts of television alone were less conforming than were those children who viewed less television alone. (4) Boys who

viewed large amounts of television alone had higher social relations scores than did those who viewed less television alone. (15) Girls who viewed large amounts of television alone tended to have shorter attention spans than did those who viewed less television alone. (16) There were no significant differences in attention spans of three-year-old and four-year-old children. (17) There were no significant correlations between social conformity and social relations scores.

Implications

There were conflicts in research findings between prior studies and this study in several areas. The attention spans of younger and older children showed no difference in this study; there had been a difference in past studies. The prior studies had been carried out many years ago before the advent of television. Clearly, more work needs to be done in this area.

The relationship of social conformity and social relations scores showed no difference in this study. A prior study had shown definite relationships. Both studies used very small samples of children; more work needs to be done in this area using larger samples of children.

Social relations scores indicated that older children and girls who watched more television had higher social relations scores than those who watched less television. Further studies need to be done to establish reasons for differences in the effect on older children and on girls only.

The large amount of television viewing reported for this group of children and the large number of programs approved by the parents points to a need for improved education of parents concerning the needs and development of children. Television is being used from early morning until late at night by young children. It would be highly desirable for children to have additional programs geared to their level for this viewing and for parents to have improved guidelines publicized for aiding their selection of programs for children.

In looking at the programs that children were watching, the program watched most consistently, considering the number of times it was on the air and the mean number of children watching it was "Uncle Zeb's Cartoon Camp," a children's cartoon show. This program was shown ten times during the two-week recorded viewing period and was watched by a mean of 11.5 children each time. The program was shown once each day in the later afternoon. An educational program designed specifically for children, "Sesame Street," was shown 26 times during the two-week recorded viewing period and was watched by a mean of 6.2 children per showing. Four children watched the program at least twice during the same day. Therefore, although this program was shown two to three times every day during the two-week recorded viewing period, not as many children watched it at any one time and the overall number of different children watching it was smaller than those watching a strictly entertaining show.

Experienced teachers report a high incidence of dramatic play reflecting television heroes. With the large amount of stereotyping and violence shown on television, it is not surprising that children portray war heroes, foolish males, sexually provocative females, and

science fiction heroes with superhuman abilities. The findings from this study suggest that many children are watching television with an adult. Perhaps the adults need educational guidance in ways to interact with young children about what is being shown on the screen.

Conclusions

This study provided much interesting information for use with parents and teachers of young children. Descriptive information about televiewing practices and suggestions for increased value from television usage with young children have been provided after the data had been analyzed in a bi-weekly newsletter distributed to nursery school parents and university students involved in work with young children.

The results of the Starkweather Social Relations Test were discussed with each parent during the parent-teacher conference at the conclusion of the first semester. Suggestions were provided for helping children to gain friends. Nursery School teachers were given names of choices of each child so that these children could be paired in group activities in the nursery school. A follow-up Starkweather Social Relations Test was given to these children near the conclusion of the second semester to determine growth that had occurred.

This study raised many interesting questions: (1) Is there a relationship between social conformity and social relations scores? (2) Is there a real age difference in the relationships of television-viewing behavior and social conformity? (3) Does viewing of television facilitate higher social relations scores? (4) Does the companionship while viewing television affect the child's social

relations? (5) Is there a real effect on attention span that occurs about the fourth year? Further study with larger samples and wider diversity of social and ethnic backgrounds is needed to find answers for these questions.

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APPENDIXES

APPENDIX A

TABLE XV

DESCRIPTIVE DATA AND TEST SCORES FOR INDIVIDUAL CHILDREN
PARTICIPATING IN A STUDY OF TELEVISION-VIEWING BEHAVIOR
AND SOCIAL DEVELOPMENT IN EARLY CHILDHOOD
(N = 34)

Child	Sex	Age	Social Conformity	Social Relations	Attention Span	Television Viewing Time Expressed in Hours			Total
						Intensity of Viewing			
						Little	Intermittent	Constant	
01	F	4:8	-02	.67	06	05.5	06.0	17.5	29.0
02	F	4:8	+06	1.58	06	01.5	00.0	31.5	33.0
03	M	3:6	00	.55	07	08.0	11.0	13.5	32.5
04	M	3:10	00	.81	08	13.5	18.0	22.0	53.5
05	M	4:7	+12	.92	06	04.0	09.0	21.5	34.5
06	F	3:6	00	1.38	04	01.5	02.0	21.0	24.5
07	F	4:0	+02	.64	05	24.5	30.0	10.0	64.5
08	F	4:0	-04	.88	04	02.5	04.0	28.0	34.5
09	F	4:1	00	.53	06	12.0	10.0	04.0	26.0
10	M	4:5	-08	.29	18	01.0	05.5	15.0	21.5
11	M	4:3	-04	.58	11	15.0	04.0	15.5	34.5
12	F	3:6	-02	.56	06	04.5	12.5	12.5	29.5
13	M	3:5	00	.13	03	23.5	25.0	21.5	70.0
14	F	3:8	-02	.43	05	02.5	15.0	22.5	40.0
15	M	4:0	+04	.91	04	15.5	22.0	06.5	43.5
16	F	4:4	+14	.76	05	08.5	17.0	25.5	51.0
17	M	4:1	+04	.78	05	07.0	10.0	20.5	37.5
18	M	3:5	+06	.16	04	07.0	13.5	04.0	24.5
19	F	3:0	-02	.41	04	03.0	11.5	15.5	30.0
20	M	4:4	+04	.50	07	00.5	07.0	09.0	16.5
21	F	3:0	-04	.63	03	00.0	00.0	00.0	00.0
22	M	3:7	+02	.31	11	22.5	15.5	17.5	55.5
23	F	4:7	+04	.65	07	00.0	05.5	25.5	31.0
24	F	4:2	-06	1.00	04	10.5	09.0	22.5	42.0
25	F	3:8	+04	.75	04	00.0	00.0	00.0	00.0
26	M	4:6	+06	.88	07	07.5	13.0	20.5	41.0
27	M	3:2	+02	.33	04	13.5	17.5	11.0	42.0
28	F	3:10	+06	.12	06	05.5	07.0	09.0	21.5
29	F	3:11	+02	.81	06	14.5	22.0	44.0	80.5
30	F	3:5	-04	1.00	05	08.0	38.0	10.0	56.0
31	F	4:4	+02	.75	05	02.5	11.0	15.0	28.5
32	M	3:0	-02	.70	08	00.5	10.0	18.0	28.5
33	M	4:5	+12	00	04	00.0	06.0	19.0	25.0
34	M	3:6	+04	.16	03	03.5	16.5	32	42.0

TABLE XVI
TELEVISION-VIEWING TIME* OF INDIVIDUAL CHILDREN
FOR VARIOUS TYPES OF PROGRAMS

Child	Type 13	Type 12	Type 11	Type 10	Type 09	Type 08	Type 07	Type 06	Type 05	Type 04	Type 03	Type 02	Type 01
01	00.0	02.0	03.0	00.0	00.0	10.5	00.0	00.5	02.5	00.0	01.0	07.5	00.0
02	01.0	03.5	00.0	02.0	00.0	11.0	00.0	00.0	05.0	00.0	00.0	10.5	00.0
03	00.0	09.0	00.0	00.0	00.0	07.5	00.0	00.0	02.5	00.0	00.5	13.0	00.0
04	02.5	10.5	00.0	01.5	00.0	07.5	00.0	02.0	11.0	02.5	00.0	16.0	00.0
05	01.5	07.5	00.0	01.0	02.5	07.5	01.0	03.0	05.5	00.0	01.0	01.5	02.5
06	00.0	02.5	00.0	01.0	00.0	07.5	00.0	01.0	02.5	00.5	00.0	07.5	02.0
07	01.5	11.0	02.0	04.0	05.0	16.5	00.0	06.5	13.5	01.5	02.5	00.5	00.0
08	02.0	06.0	00.0	04.5	00.0	09.5	00.0	01.0	05.5	00.0	01.0	04.0	01.0
09	03.5	14.5	00.0	02.0	02.5	00.0	00.0	00.0	00.0	00.0	00.0	02.5	01.0
10	01.0	00.0	00.0	01.0	00.0	09.0	00.0	09.5	00.0	00.0	00.0	06.0	00.0
11	02.5	13.5	00.0	01.0	00.0	02.5	00.0	00.0	02.0	13.0	00.0	00.0	00.0
12	02.0	08.0	00.0	01.0	00.0	10.5	00.0	00.0	00.0	00.0	00.0	08.0	00.0
13	06.5	06.0	00.0	06.0	09.0	18.0	03.5	02.5	10.0	05.5	00.5	02.5	03.0
14	01.0	17.0	00.0	05.0	02.5	02.5	00.0	02.5	00.0	04.0	02.0	02.0	01.5
15	00.0	02.0	03.0	03.5	00.0	09.5	06.5	02.0	08.5	02.5	00.5	05.5	00.0
16	01.0	14.5	00.0	06.5	00.0	11.5	00.0	00.0	07.5	03.0	00.0	08.0	00.0
17	01.0	15.5	00.0	04.5	00.0	08.0	00.0	00.0	00.0	00.0	00.0	04.5	04.0
18	00.0	14.0	00.0	03.0	00.0	01.0	00.0	00.5	00.0	01.5	00.0	03.0	01.5
19	01.0	09.5	00.0	02.0	00.0	04.5	00.0	01.0	02.5	00.0	00.0	08.5	01.0
20	00.0	04.0	00.0	00.0	00.0	05.5	00.0	00.0	03.0	00.5	00.0	03.5	00.0
21	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
22	01.5	08.5	00.0	02.5	00.0	09.5	03.5	02.5	08.0	15.0	00.0	03.0	01.5
23	00.5	10.0	00.0	02.0	00.0	07.5	00.5	00.0	03.5	01.5	00.0	05.5	00.0
24	01.5	08.5	00.0	07.0	00.0	05.0	00.5	07.0	05.0	02.0	00.0	04.0	01.5
25	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
26	00.0	00.0	00.0	01.5	02.0	10.5	00.0	01.0	08.5	00.0	04.0	12.0	01.5
27	00.0	15.5	00.0	03.0	00.0	07.0	06.5	00.0	05.0	01.0	00.0	03.0	01.5
28	00.0	01.0	00.0	03.0	00.0	06.0	00.0	01.5	03.5	00.0	00.0	05.0	01.5
29	02.0	14.5	00.0	07.5	00.0	19.0	01.0	10.0	07.5	02.0	09.0	06.5	01.5
30	02.0	08.0	00.0	03.5	00.0	19.0	00.0	01.0	03.5	01.0	03.0	12.5	02.5
31	00.5	03.0	00.5	01.0	00.0	07.0	00.0	00.0	08.0	00.0	00.0	07.5	01.0
32	01.0	03.0	00.5	01.0	00.0	04.5	00.0	00.0	08.5	00.0	00.0	08.0	02.0
33	00.0	10.0	00.0	01.5	00.0	02.0	00.0	00.0	04.0	00.0	04.5	01.5	01.5
34	02.5	09.5	00.0	01.0	00.0	11.0	00.0	02.5	08.0	00.0	02.5	04.0	01.0

* Total number of hours of television viewing during two weeks.

TABLE XVII

COMPANIONSHIP OF INDIVIDUAL CHILDREN WHILE WATCHING TELEVISION

Child	Percentage of Time		
	Alone	With Adult	With Child
01	1.4	2.9	5.7
02	2.7	6.1	1.2
03	4.6	1.1	4.3
04	2.3	4.4	3.3
05	5.2	4.8	0.0
06	1.2	1.0	7.8
07	1.2	5.2	3.6
08	0.6	4.6	4.8
09	2.3	7.5	0.2
10	3.0	6.5	0.5
11	3.1	6.5	0.4
12	0.8	1.9	7.3
13	1.1	8.3	0.6
14	4.4	5.4	0.2
15	0.5	7.2	2.3
16	0.6	3.9	5.5
17	4.0	3.0	2.1
18	0.2	5.1	4.7
19	2.8	3.7	3.5
20	0.6	2.4	7.0
21	0.0	0.0	0.0
22	1.0	8.8	0.2
23	4.8	4.5	0.7
24	2.2	6.0	1.8
25	0.0	0.0	0.0
26	3.0	6.7	0.3
27	0.6	5.0	4.4
28	0.5	3.7	5.8
29	2.4	7.3	0.3
30	0.2	1.9	7.9
31	0.0	5.8	4.2
32	0.0	6.3	3.7
33	0.0	9.8	0.2
34	0.6	2.9	6.5

APPENDIX B

TELEVISION-VIEWING INVENTORY

The Television-Viewing Inventory was designed to provide a checklist to record each program a child viewed, the intensity with which the child viewed each program, the companion with whom the child viewed each program, and the parent's attitude toward the program the child viewed. The Television-Viewing Inventory requires the child's parent to record the daily program choices and characteristics of his child's viewing habits by checking a printed Television-Viewing Inventory form.

The Television-Viewing Inventory form consists of a form listing every program available in the Fayetteville, Arkansas viewing area between 7:00 a.m. and 11:00 p.m. Two separate forms were prepared for the two one-week recorded viewing period. Each program is identified on the Television-Viewing Inventory by a five-digit number. The first digit, 1 or 2, designates the first or second week of the study. The second digit, 0 through 6, designates the day of the week, Friday through Thursday. The final three digits designate the specific program. The time and television channel where each program is presented are also provided.

Each program is given a type number used in analyzing the patterns of viewing behavior. Each program is classified by the investigator into one of the following types: adventure - 1, cartoons - 2, game show - 3, adult information - 4, movie - 5, mystery - 6, serial (soap opera) - 7, situation comedy - 8, sports - 9, adult variety - 10, religious - 11, children's educational - 12, children's variety - 13.

The parent is asked to record every program the child watches during the Television-Viewing Inventory periods. He is also asked to record certain aspects of the child's viewing behavior: (1) whether the child watches alone or with someone; (2) the intensity with which the child watches---constant, intermittent, or little; and (3) the parent's attitude toward the specific program the child watches---approval, neutral, or disapproval.

The instructions for completing the Television-Viewing Inventory are presented on page 88. An example of a completed page from a Television-Viewing Inventory form, as submitted by one parent, is presented in Figure 1 on page 89.

For analysis purposes, the programs recorded for each child may be analyzed for total viewing time, viewing time according to intensity of viewing, viewing time according to companionship, viewing time according to parental attitude, or viewing time according to program type. The individual programs may also be analyzed for each of these factors with the data provided by each individual child.

TELEVISION-VIEWING INVENTORY INSTRUCTIONS

Your careful completion of the attached check-list will give information of interest to you about your child's television viewing habits. After I tabulate the results of the check-lists from all of the University of Arkansas Nursery School children, the composite results will be interesting to you.

For the results to be meaningful, all parents need to follow the same instructions.

1. Please check the sheet after EVERY program your child watches.
2. Please check the appropriate columns in each of the three sections for each program.
3. For checking the "Intensity of Watching" (the concentration with which your child watches), please use the following definitions:

Constant - child's entire attention was on the program during at least 75% of the program.

Intermittent - child did at least one other activity (such as eating, exercising, artwork, etc.) while watching the program.

Little - child actually watched the program less than half the time the program was in progress.

4. For checking the middle section, please check the column/s that are true for half or more of the program time.
5. For checking the "Parents' Reaction to Program" section, please check the column that most nearly reflects your feeling toward that particular program.
6. The program types are listed according to the following code:

1 - Adventure	8 - Situation Comedy
2 - Cartoon	9 - Sports
3 - Game Show	10 - Adult Variety
4 - Adult Information	11 - Religious
5 - Movie	12 - Children's Educational
6 - Mystery	13 - Children's Variety
7 - Serial	

SAT. TELEVISION VIEWING INVENTORY

Date: Sept. 18, 1976

Code TV No. Ch.	Time	Program	Type	Intensity of Watching			Watches Program Alone or with Someone						Parent's Reaction to Program			
				Constant	Intermittent	Little	Alone	Sibling	Mother	Father	Other Child	Other Adult	Approval	Neutral	Disapproval	
11001	5,7	7:00	Woody Woodpecker	2												
11002	6,16	7:00	Sylvester and Tweety	2												
11003	8,12	7:00	Tom & Jerry/Grape Ape	2												
11004	5,7	7:30	Pink Panther	2	X			X		X					X	
11005	6,16	7:30	Bugs Bunny/Road Runner	2												
11006	8,12	8:00	Jabberjaw	2												
11007	6,16	8:30	Tarzan	2												
11008	8,12	8:30	Scooby Doo/Dynomutt	2												
11009	5,7	9:00	McDuff, the Talking Dog	1												
11010	6,16	9:00	Shazam/Isis	1	X			X	X						X	
11011	5,7	9:30	Monster Squad	1												
11012	8,12	9:30	Krofft Supershow	2												
11013	5,7	10:00	Land of the Lost	8												
11014	6,16	10:00	Ark II	8		X		X							X	
11015	11	10:00	Electric Company	12												
11016	5,7	10:30	Big John, Little John	8												
11017	6,16	10:30	Clue Club	2	X			X						X		

Figure 1. Specimen Page from Television-Viewing Inventory

APPENDIX C

STARKWEATHER SOCIAL CONFORMITY TEST
FOR PRESCHOOL CHILDREN*

developed by

Elizabeth K. Starkweather

Oklahoma State University
Stillwater, Oklahoma

The Starkweather Social Conformity Test is a research instrument designed to measure conforming and nonconforming behavior by providing the young child with opportunities to make choices in a situation in which he can follow a model or respond freely according to his own preferences. The test discriminates between children who are compulsive conformists or nonconformists and children who are free to use either conforming or nonconforming behavior.

The social conformity test was designed to meet the following criteria: (a) The compulsive quality and the conforming quality of a child's behavior must be measured independently. The child who is a compulsive nonconformist is just as rigid as the child who is a compulsive conformist. (b) The test must be adjustable in order that the opportunity to conform be of similar potency for all children. Conforming behavior is common when a child has an opportunity to conform to persons he likes, whereas the reverse is true in the case of persons he dislikes. Similarly, conforming behavior is to be expected when it involves the choice of a preferred object.

The social conformity test is based on color preferences and is adjusted to the actual preferences of individual children. A pretest provides an opportunity for each child to indicate his color preferences. Then in the test proper, each child is given opportunities to conform as he constructs a picture booklet, page by page, identical to or different from booklets constructed for other persons (e.g., parents or peers).

Color Preference Pretest

A color wheel, consisting of 13 different colored strips of paper attached to a cardboard disc, is presented to the child. He ranks these colors by first tearing off the one he likes best, and then continuing, one color at a time, until he has torn all colors from the disc. The five colors ranked as 1, 4, 7, 10, and 13, are then used in

*This research was supported by the U.S. Office of Education, Cooperative Research Project #1967, and administered by the Research Foundation, Oklahoma State University.

the testing of that particular child. In this way for each child the social conformity test includes colors which he prefers and colors which he does not prefer. This adjustment is made to assure that the opportunity to conform will be of similar potency for all children tested.

The reliability of this method of determining color preferences was tested by administering the color wheel twice to a group of 29 children and analyzing their responses for consistency of color preferences. In this analysis, a color was accepted as retaining its relative position if its rank changed no more than three places from the first to the second session. The colors which were high-ranking (#1 and #4) and low-ranking (#10 and #13) during the first session did retain their relative positions during the second session ($\chi^2 = 29.217$; $p < .001$).

Construction of Picture Booklets

The social conformity test gives each child opportunities to conform to other persons while constructing a small picture booklet of colored pages (2" x 3"). When the focus is on conformity to peers, the child is asked to name three friends; then three identical pages (e.g., the picture of a cow on a red page) are placed before the child and he is told that these are for his friends. He is then given his choice between a page identical to those for his friends and a page of a different color (e.g., the picture of a cow on a blue page). For these choices, the five colors selected in the pretest are arranged in pairs, each color being paired with every other color twice, making a total of 20 pairs. These are presented to the child in such a way that he has an opportunity to choose between red and blue, for example, when his friends receive red and again when his friends receive blue. The assumption underlying this design is that the child who really prefers one of the two colors will choose that color on both occasions if he is free to use conforming or nonconforming behavior, whereas the conformist will choose the preferred color only when his friends receive it, and the nonconformist will choose the preferred color only when his friends do not receive it.

The sequence in which the paired colors are presented to each child is shown on the attached score sheet. In this sequence no color appears in two consecutive pairs and each color appears on the right and on the left an equal number of times. The conforming color, i.e., the color given to the friends, is the color on the left during the first half of the sequence and on the right during the last half; thus, the child who chooses all colors from one side, for whatever reason, would appear to be conforming half the time and nonconforming half the time, and the resulting test score of zero would accurately indicate that he had not been influenced by the opportunities to conform.

Scoring

The scoring of the social conformity test consists of a numerical count of the conforming and nonconforming responses made by the child. A D-score, or difference score, is then figured by subtracting the number of nonconforming responses from the number of conforming responses. The possible range of D-scores is from -20 (complete nonconformity) to +20 (complete conformity).

Evaluation

The Starkweather Social Conformity Test was administered to 200 children, ranging in age from two years six months to five years eleven months. The children were assigned to experimental and control groups, matched according to sex and age (within four months). For the children in the experimental group, the test was administered first with an opportunity for conformity to peers (three friends) and again with an opportunity for conformity to parents. For the children in the control group, the test situation provided no opportunity to conform. Data obtained from these three test situations were analyzed to determine whether the opportunity to conform did influence the responses of the children, and to determine whether the influence was greater in one situation than in another. If the social conformity test provided a valid measure of the influence (positive or negative) of the opportunity to conform, then the children in the experimental group should have larger D-scores than the children in the control group. (For the control group, the distribution of conforming and nonconforming responses would be the result of chance, and the D-scores for this group should approximate zero).

An analysis of the frequency of large and small D-scores indicated that the children in the experimental group were influenced by the opportunity to conform to parents ($X^2 = 8.219$; $p < .01$). A similar analysis of the responses of these children when given an opportunity to conform to peers showed no difference between their responses and those of the children in the control group ($X^2 = 1.020$; n.s.). These results indicate that the social conformity test does measure the influence of the opportunity to conform, and to this extent it is a valid instrument. For the young children who participated in this study, the opportunity to conform to parents was a more potent influence than the opportunity to conform to peers.

The internal consistency of the social conformity test was determined by a split-half analysis of the responses of the children when they had an opportunity to conform to parents. The number of conforming responses made by each child during the first and last half of the test were used in this analysis. The Spearman-Brown formula yielded a correlation coefficient of +0.779 ($P < .01$). (For this and subsequent analyses, the experimental group was enlarged to include 20 boys and 20 girls in each of the three age groups: three-year-olds, four-year-olds, and five-year-olds).

In the design of the social conformity test, the assumption was made that strong likes and dislikes would influence a child's conforming behavior. The validity of this assumption was demonstrated in an analysis of the number of times that the children accepted and rejected their favorite color and their least liked color. When conforming required that a child accept one or the other of these two colors, the favorite color was more frequently accepted ($X^2 = 38.861$; $p < .001$). When conforming required that the child reject one of these two colors, the least liked color was the more frequently rejected ($X^2 = 69.962$; $p < .001$).

The data were further analyzed for age and sex differences. No significant age differences in conforming behavior were apparent; however, there were marked sex differences. Of the 120 children in the group, 41 had large D-scores. Boys and girls were influenced by the opportunity to conform to parents; however, the girls were primarily conformists and the boys were both conformists and non-conformists. This difference between the boys and girls was statistically significant ($X^2 = 7.351$; $p < .01$).

STARKWEATHER SOCIAL CONFORMITY TEST
FOR PRESCHOOL CHILDREN

Name Girl 06 Sex F Number 06

Birthdate 3-29-73 Date 10-1-76 Age 3:6

Color Preferences: 1st-A purple 4th-B cerise

7th-C tan 10th-D green 13th-E yellow

Testing Place Fayetteville, Arkansas

	c	nc		nc	c
1.	(A)	B	11.	C	(D)
2.	(C)	D	12.	(A)	B
3.	E	(A)	13.	(E)	C
4.	C	(B)	14.	(D)	A
5.	D	(E)	15.	(B)	E
6.	(A)	C	16.	(A)	C
7.	(B)	D	17.	D	(E)
8.	E	(C)	18.	C	(B)
9.	(D)	A	19.	E	(A)
10.	(B)	E	20.	(B)	D

Conformity (c): 10

Nonconformity (nc): 10

D-Score: 00

APPENDIX D

STARKWEATHER SOCIAL RELATIONS TEST
FOR PRESCHOOL CHILDREN*

developed by
Elizabeth K. Starkweather

Oklahoma State University
Stillwater, Oklahoma

The Starkweather Social Relations Test is designed to measure a young child's social value within his own peer group. It is more than a test of popularity. It combines a picture interview technique with gift-giving, and each child's value in his group is measured in terms of the extent to which his gift-giving is reciprocated by the children whom he chooses. The assumption underlying the choice of gift-giving as a technique for measuring social relations is that an individual wants to benefit someone he likes.

The Instrument

The materials needed for the social relations test include the following:

(1) A composite picture of the children in the group. A picture is needed to help each child remember the other children in his group and to permit him to indicate each choice by pointing to a picture of by naming a child. Individual pictures of the children can be mounted on heavy mat board or, as is necessary with large groups, a composite picture can be constructed from pictures taken of a few children at a time. Examples of two composite pictures used in the present study are presented in Figures 1 and 2.

(2) Inexpensive toys, such as small plastic cars, marbles, balloons, and pictures. These toys are the gifts which are given to the chosen children. The number of toys needed depends upon the number of children participating in the study. Sixteen gifts are needed for each child -- four each of four different gifts. Gift-giving as the technique for measuring social relations among young children is of particular value because the child makes his choice of other children in terms of specific criteria (the gifts) which he can understand,

*The Starkweather Social Relations Test was developed as a part of the creativity research supported by the Research Foundation, Oklahoma State University.



Figure 2. Composite Picture of the Morning Group of Nursery School Children

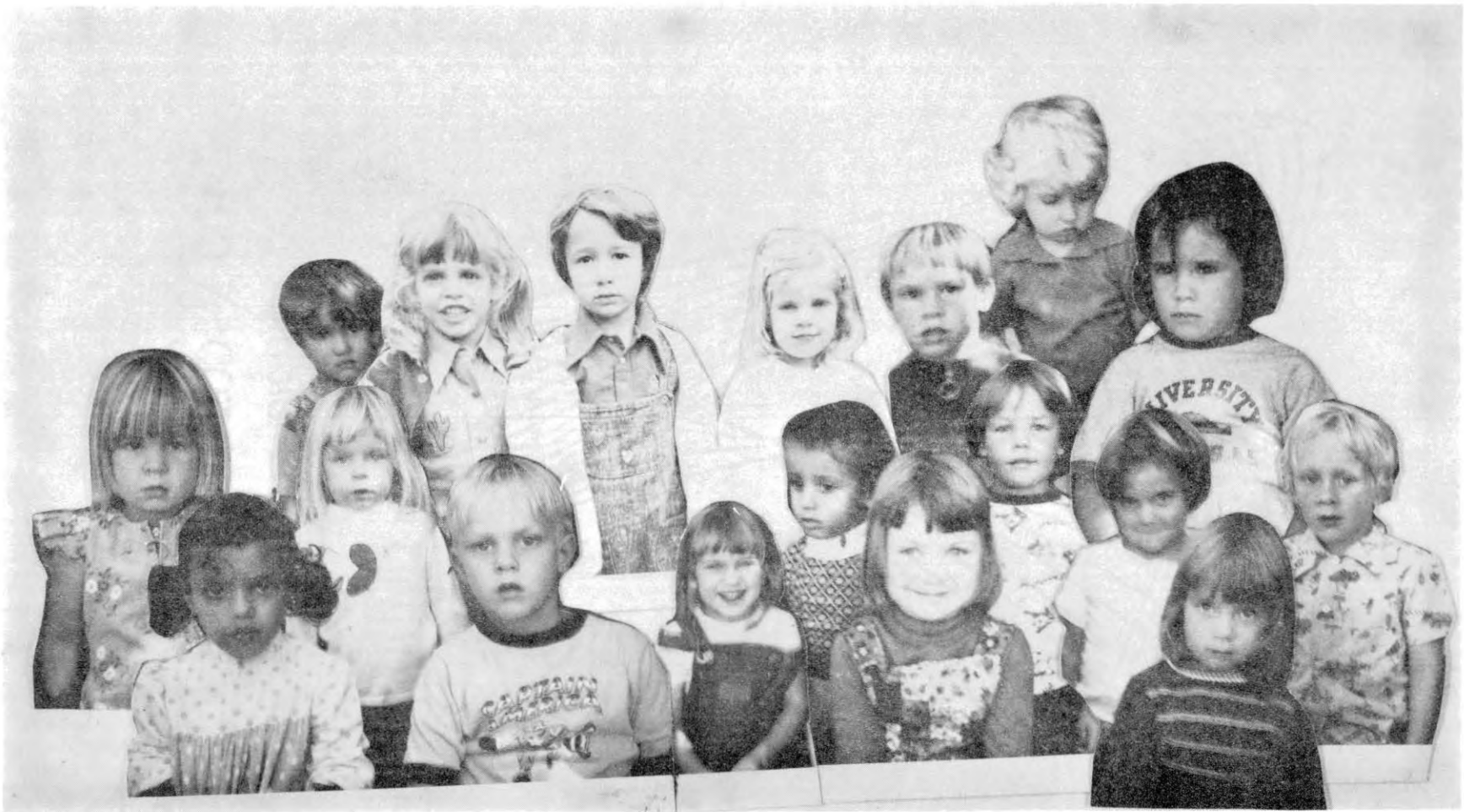


Figure 3. Composite Picture of the Afternoon Group of Nursery School Children

and the actual giving of a gift, as a consequence of the child's naming another child, emphasizes the importance of his choice and thereby increases the probability of the test results being valid.

(3) Enveloped, pre-labelled with the names of the children in the group. In order to insure the privacy of the children's choices of other children, a method of distributing the gifts without identifying the giver is essential. One method that has been most successful has been that of having the child, as he makes his choices, help to place the gifts in pre-labelled envelopes designated as belonging to the children he has chosen. Attractive and interesting envelopes can be easily made from the pages of a wallpaper sample book, preferably a sample book for wallpaper that is clothbacked.

Administration

First the composite picture of the children in the peer group is shown to the child, and he is encouraged to name all the children pointing to each one as he does so. "Here is a picture of children you know. Can you find your picture? (Pause) Tell me who the other children are."

The child is then given his choice of several possible gifts, with the understanding that the one he chooses is his to keep. For example, he may choose one of several small plastic toys, such as animals or cars. Three gifts, identical to the one chosen by the child for himself, are then placed on the table before him. "These (cars) are for your friends." The experimenter then touches the toys (cars) one at a time and asks the child to whom he wants each one to be given. As the child makes his choices, he puts each gift in the pre-labelled envelope designated as belonging to the child he has chosen. This procedure of gift-giving is repeated until the child has chosen friends for four different gifts, making a total of 12 choices.

Scoring

The scoring of the social relations test is designed to show the relationship between the child's choice of other children and their choice of him. For example, Child F-1316, as shown in Table I, was chosen by five of the seven children whom she chose. In calculating her social relations (S.R.) score, her relationship to each of the seven children is expressed as a weighted score to show the return that she received on her investment; and then the sum of these weighted scores is divided by seven, i.e., is divided by the total number of children chosen by her. These calculations can be illustrated as follows:

$$\frac{0/2 + 1/1 + 1/1 + 1/3 + 2/1 + 2/3 + 0/1}{7} =$$

$$\frac{0.00 + 1.00 + 1.00 + 0.33 + 2.00 + 0.67 + 0.00}{7} = \frac{5.00}{7} = 0.71$$

In the following table, the scores of three children are presented for the purpose of illustrating the meaning of the social relations scores. The first child, F-1316, chose seven of the other children; and in turn, five of them chose her. She chose these children a total of 12 times, but she was chosen by them only nine times and did not receive a complete return on her investment in them. Her score was 0.71. The second child, M-1337, was a child who was liked by everybody and was very popular. He spread himself in his gift-giving and was frequently chosen by other children. His score of 1.25 shows that he received a large return on his investment in the other children. The third child, M-1318, chose seven of the others, but only two of them chose him. His score of 0.12 shows clearly that he received little return on his investment in the other children.

TABLE I

STARKWEATHER SOCIAL RELATIONS TEST: EXAMPLES OF DATA
FOR THE CALCULATION OF S.R. SCORES

	Other Children								S.R. Score
	A	B	C	D	E	F	G	H	
F-1316 is chosen	0	1	1	1	2	2	0	2	
F-1316 chooses	2	1	1	3	1	3	1	0	0.71
M-1337 is chosen	1	4	2	2	1	1	1	1	
M-1337 chooses	1	1	2	2	1	2	2	1	1.25
M-1318 is chosen	0	0	1	1	0	0	0	0	
M-1318 chooses	1	1	2	3	1	2	2	0	0.12

Possible scores on the social relations test range from 0.00 to 4.00. A score of 0.00, which is not uncommon, would be earned by a child who received no return on his investment in other children; i.e., no child to whom he gave a gift would have chosen him in return. A score of 4.00, which is highly improbable, would be earned by a child who received a maximum return on his investment in other children; i.e., he would have given gifts to 12 different children and each would have chosen him four times in return. Thus far, in the testing of several hundred children, the highest score has been 1.89, which was earned by a child who considered everyone his friend and who, in return, was considered a very special friend by almost everyone in his peer group.

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APPENDIX E

ATTENTION SPAN OBSERVATIONS

The behavior of each child was recorded continuously at thirty-second intervals for three five-minute periods. During each observation the following were noted: name of activity; type play by social quality, i.e., solo, parallel, associative, or cooperative; companions; and type verbalization. The described play was recorded on a form (Figure 4) which includes spaces for the child's name, code number, age, and the date of each observation. Each of the observations was made during a time while the child was engaged in a self-selected activity. At least one observation was made during an outdoor play period and one was made during an indoor play period; the third observation was made either indoors or outside. There was an interval of at least one week between observations of each child.

The attention span score is a numerical count of the total number of times the child changed activities. This total includes the changes during each of the three observations. The higher the attention span score is, the shorter the child's attention span is. That is, a child who engages in many activities during a limited period of time spends a short average length of time with each activity.

A completed Attention Span Observation form is included in Figure 4. The child whose activity was recorded on this form engaged in 18 activities during 15 minutes; this means he spent an average of .83 minutes doing each activity.

ATTENTION SPAN OBSERVATION

Name <u>Boy 10</u> Sex <u>M</u> Code Number <u>M-10</u>		
Score <u>18</u> Age <u>4:5</u> Testing Place <u>Fayetteville</u>		
Inside	Outside	Third Observation
October 21, 1976	Sept. 21, 1976	Nov. 10, 1976
1:45 sensory play with play dough, no verbalization; // Tracy, Tommy, Tchr.	3:00 pushing cart across playground solo	1:15 fingerpainting, solo, no verbalization
1:45.5 same	3:00.5 same	1:15.5 same
1:46 Look and talk to self in mirror solo	3:01 Held cart while Tommy put sand in cart; no verb.	1:16 wash hands, hug tchr., no verb.
1:46.5 Hitting mirror, solo, no verb.	3:01.5 same	1:16.5 same
1:47 Swept science pictures on floor, solo, no verb.	3:02 Dumps sand from cart, solo, no verb.	1:17 Wash hair in washing machine, solo, no verb.
1:47.5 Climbs ladder and slides down slide, solo, no verb.	3:03.5 Runs across playyard with cart, solo, no verb.	1:17.5 same
1:48 Helps tchr. pick up science materials some verb.	3:04 Ran inside to use toilet, solo verbalization	1:18 Tackles Leesha, no verbalization.
1:48.5 Pinch Debbie, No verb.	3:04.5 Same	1:18.5 Runs to C.A. Rm., solo, no verb.
7 Activity Changes	4 Activity Changes	1:19 Runs to block rm., solo, no verb.
		1:19.5 Rocking and balancing on hollow block, solo, no verb.
		7 Activity Changes

Figure 4. A Completed Attention Span Observation Form.

APPENDIX F

DESCRIPTIVE DATA FROM TELEVISION-VIEWING INVENTORY

The tables in this section provide a complete listing of all programs available in the Fayetteville, Arkansas, viewing area during the two weeks that the Television-Viewing Inventory forms were used. Each day's listing provides the date of the listing, the hour the program was presented, the length of the program, the name of the program, the type of the program, and the number of children who watched that particular program.

The programs are grouped by weeks with all of the programs offered during the first Television-Viewing Inventory recording week listed together followed by those programs offered during the second Television-Viewing Inventory recording week. The number of programs available was greater during the second recording period because of a change by the television cable company resulting in an increased number of channels available.

TABLE XVIII

PROGRAMS AVAILABLE FOR VIEWING DURING THE WEEKS OF
SEPTEMBER 17-23, 1976 AND NOVEMBER 12-18, 1976

Friday, September 17, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
10001	120	7:00	Today	4	3	10051	60	3:30	Sesame Street	12	4
10002	60	7:00	CBS News	4	0	10052	30	3:30	Gilligan's Island	8	4
10003	120	7:00	Good Morning, America	4	0	10053	30	3:30	Sewitched	8	1
10004	30	7:30	Morning Show	4	0	10054	60	4:00	Gunsnake	1	1
10005	60	8:00	Captain Kangaroo	12	14	10055	30	4:00	Leave It to Beaver	7	2
10006	30	8:00	Cartoon Circus	2	8	10056	30	4:00	Mickey Mouse Club	13	1
10007	30	9:00	Sanford and Son	8	0	10057	30	4:00	Partridge Family	8	4
10008	30	9:00	Price Is Right	3	1	10058	60	4:00	Dinah	10	0
10009	90	9:00	Movie	5	2	10059	30	4:30	Andy Griffith	8	0
10010	60	9:00	Sesame Street	12	15	10060	30	4:30	Beverly Hillsbillies	8	0
10011	30	9:30	Celebrity Sweepstakes	3	0	10061	30	4:30	Gilligan's Island	8	9
10012	30	10:00	Wheel of Fortune	3	0	10062	30	4:30	Electric Company	12	2
10013	30	10:00	Gambit	3	0	10063	30	4:30	Lucy Show	8	1
10014	30	10:00	Electric Company	12	4	10064	30	5:00	News	4	0
10015	30	10:00	Ryan's Hope	7	0	10065	30	5:00	Rogan's Heroes	1	0
10016	30	10:30	Hollywood Squares	3	0	10066	30	5:00	Family Affair	8	1
10017	30	10:30	Love of Life	7	0	10067	30	5:00	Zoom	13	1
10018	30	10:30	Happy Days	8	4	10068	30	5:00	Gomer Pyle, U.S.N.C.	8	1
10019	30	11:00	Fun Factory	3	1	10069	30	5:30	News	4	2
10020	30	11:00	Young and the Restless	7	0	10070	30	6:00	News	4	1
10021	30	11:00	Hot Seat	3	1	10071	30	6:00	Rogan's Heroes	1	1
10022	30	11:00	Crockett's Victory Garden	4	0	10072	30	6:30	My Three Sons	8	3
10023	30	11:30	Cong Show	3	1	10073	30	6:30	That Good Ole Nashville Music	10	0
10024	30	11:30	Search for Tomorrow	7	0	10074	30	6:30	Adam-12	6	2
10025	30	11:30	Melody Mattinee	10	0	10075	30	6:30	Let's Make a Deal	3	0
10026	30	11:30	All My Children	7	0	10076	30	7:00	Saturday Morning Parade	13	2
10027	30	12:00	News	4	0	10077	90	7:00	Everybody Rides a Carousel	2	2
10028	30	12:00	Ryan's Hope	7	1	10078	60	7:00	ABC Sat. Sneak Peek	13	6
10029	30	12:00	Woman	4	0	10079	30	7:00	Washington Week in Review	4	0
10030	60	12:30	Days of Our Lives	7	0	10080	30	7:30	Sanford and Son	8	0
10031	60	12:30	As the World Turns	7	0	10081	60	8:00	Movie	5	0
10032	30	12:30	Family Feud	3	0	10082	30	8:00	Wild Kingdom	4	1
10033	30	1:00	\$20,000 Pyramid	3	1	10083	30	8:00	U.S.A.: People and Politics	4	0
10034	60	1:00	Spectal of the Week	4	0	10084	120	8:00	Movie	5	3
10035	30	1:30	Doctors	7	1	10085	90	8:30	Movie	5	1
10036	30	1:30	Gulding Light	7	0	10086	30	8:30	Candid Camera	3	0
10037	30	1:30	One Life to Live	7	0	10087	30	8:30	American Indian	4	0
10038	30	2:00	Another World	7	1	10088	60	9:00	Billy Graham Crusade	11	0
10039	30	2:00	All in the Family	8	3	10089	60	9:00	Pat Boone	10	0
10040	30	2:00	Electric Company	12	2	10090	30	10:00	News	4	0
10041	45	2:15	General Hospital	7	0	10091	90	10:30	Johnny Carson	10	0
10042	30	2:30	Match Game	3	1	10092	15	10:30	Tennis Highlights	9	0
10043	30	3:00	Somerset	7	1	10093	120	10:30	Movie	5	0
10044	60	3:00	Dinah	10	0	10094	30	10:30	Ferry Mason	6	1
10045	30	3:00	Edge of Night	7	0	10095	120	10:45	Movie	5	0
10046	30	3:00	Tattletales	3	0	10096	30	10:45	Mary Hartman, Mary Hartman	7	0
10047	30	3:00	Mister Rogers	12	4	10097	30	11:15	Untouchables	6	0
10048	30	3:30	Cong Show	3	1	10098	30	11:30	Rookies	6	0
10049	30	3:30	Lost Saucer	13	0	10099	90	12:00	Midnight Special	10	0
10050	30	3:30	Uncle Zeb's Cartoon Camp	2	11						

TABLE XVIII (CONTINUED)

Saturday, September 18, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
11001	30	7:00	Woody Woodpecker	2	1	11041	30	1:30	Couples to Groupers	4	0
11002	30	7:00	Sylvester and Tweety	2	3	11042	30	1:30	Big Blue Marble	12	0
11003	60	7:00	Tom & Jerry/Grape Ape	2	2	11043	180	2:00	U.S. Open Tennis	9	0
11004	30	7:30	Pink Panther	2	6	11044	30	2:30	Greatest Earth'on Show	4	0
11005	60	7:30	Bugs Bunny/Road Runner	2	7	11045	120	3:00	College Football	9	1
11006	30	8:00	Jabberjaw	2	4	11046	30	3:30	Classroom Showcase	5	0
11007	30	8:30	Tarzan	1	3	11047	60	4:00	Wrestling	9	0
11008	60	8:30	Scooby Doo/Dynomutt	2	32	11048	60	4:00	Olympiad	4	0
11009	30	9:00	McDuff, the Talking Dog	2	5	11049	30	5:00	30 Minutes	4	0
11010	60	9:00	Shazam/Isis	1	6	11050	30	5:00	Nashville on the Road	10	0
11011	30	9:30	Monster Squad	8	3	11051	60	5:00	Upstairs, Downstairs	7	0
11012	90	9:30	Krofft Supershow	2	4	11052	30	5:30	News	4	0
11013	30	10:00	Land of the Lost	8	6	11053	30	5:30	Porter Waggoner	10	0
11014	30	10:00	Ark II	8	1	11054	60	6:00	See How	10	1
11015	30	10:00	Electric Company	12	5	11055	60	6:00	Firing Line	4	0
11016	30	10:30	Big John, Little John	8	1	11056	60	6:00	Wagon Train	1	1
11017	30	10:30	Clue Club	2	2	11057	30	6:30	News	4	0
11018	30	10:30	Mister Rogers	12	3	11058	30	6:30	Viva Valdez	8	0
11019	30	11:00	Kids from C.A.F.E.R.	8	0	11059	60	7:00	Emergency	1	2
11020	30	11:00	Fat Albert	2	6	11060	30	7:00	Jeffersons	8	1
11021	30	11:00	Almost Anything Goes	3	0	11061	30	7:00	Shark Documentary	4	4
11022	30	11:00	Zorro	13	2	11062	30	7:00	At the Top	10	0
11023	30	11:30	Mugsy	8	0	11063	30	7:30	Iron the Terrible	8	3
11024	30	11:30	May Day Games	3	0	11064	90	7:30	Movie	5	5
11025	60	11:30	American Bandstand	10	2	11065	60	8:00	Ferry Cmo	10	1
11026	30	12:00	Hot Fudge	13	0	11066	30	8:00	Mary Tyler Moore	8	3
11027	30	12:00	Fun Club	13	1	11067	110	8:00	Movie	5	1
11028	60	12:00	Children's Film Festival	5	5	11068	30	8:30	Bob Newhart	8	1
11029	30	12:00	Banjo	4	0	11069	120	9:00	Miss America Pageant	10	2
11030	30	12:30	Sounds of Liberty	4	0	11070	60	9:00	Risko	6	0
11031	60	12:30	Children's Special	4	0	11071	60	9:00	Oral Roberts	11	1
11032	30	12:30	AMA's Sports World	9	0	11072	60	9:00	Lawrence Welk	10	0
11033	30	12:30	Gomer Pyle, U.S.M.C.	8	0	11073	30	10:00	News	4	0
11034	180	1:00	Grandstand	9	0	11074	120	10:30	Movie	5	1
11035	30	1:00	What's Happening	8	0	11075	90	11:30	Saturday Night Comedy	10	1
11036	30	1:00	Who, What, How Show	4	0	11076	60	11:30	Baratta	6	0
11037	30	1:00	Partridge Family	8	2						
11038	30	1:00	Mally's Workshop	4	0						
11039	105	1:15	Baseball	9	0						
11040	90	1:30	Wide World of Sports	9	1						

TABLE XVIII (CONTINUED)

Sunday, September 19, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
12001	60	7:00	Jerry Falwell	11	0	12035	150	3:30	U.S. Open Tennis	9	0
12002	30	7:00	Cartoon Circus	2	0	12036	90	3:30	Movie	5	0
12003	30	7:00	Groovie Goolies	2	0	12037	30	4:00	Golden Hurricane Football	9	0
12004	30	7:30	Religion	11	0	12038	30	4:00	Gershwin	4	0
12005	30	7:30	These are the Days	2	1	12039	60	4:30	Frank Stryles	9	0
12006	30	8:00	Religion	11	0	12040	30	4:30	Crockett's Garden	4	0
12007	30	8:30	Religion	11	1	12041	60	5:00	Oklahoma Football	9	0
12008	30	9:00	Religion	11	0	12042	30	5:00	American Life Style	4	0
12009	30	9:30	Religion	11	0	12043	30	5:00	News	4	1
12010	30	10:00	Religion	11	0	12044	30	5:30	\$25,000 Pyramid	3	2
12011	30	10:00	Camera Three	4	0	12045	60	6:00	World of Disney	8	7
12012	30	10:30	Religion	11	0	12046	60	6:00	60 Minutes	4	0
12013	30	10:30	Meet the Press	4	0	12047	60	6:00	Movie	5	5
12014	30	11:00	Religion	11	0	12048	60	6:00	News	4	0
12015	30	11:00	Bookshelf	4	0	12049	60	7:00	Ellery Queen	6	0
12016	30	11:00	Issues and Answers	4	0	12050	60	7:00	Johany Cash	10	0
12017	30	11:30	Church Service	11	0	12051	60	7:00	Six Million Dollar Man	6	14
12018	30	11:30	Cyandstand	9	0	12052	60	7:00	Evening at the Pops	4	0
12019	30	11:30	Insight	8	0	12053	90	8:00	Columbo	6	1
12020	30	12:00	Good Life	8	0	12054	60	8:00	Kojak	6	1
12021	30	12:00	Face the Nation	4	0	12055	90	8:00	Movie	5	0
12022	60	12:00	Big Valley	8	0	12056	60	8:00	Masterpiece Theatre	5	0
12023	60	12:00	College Football '76	9	0	12057	60	9:00	American Parade	4	0
12024	30	12:30	Rony and Susan Alamo	11	0	12058	120	9:00	Theater in America	8	0
12025	30	12:30	NFL Today	9	0	12059	30	9:30	Campaign and the Candidates	4	0
12026	150	1:00	NFL Football	9	0	12060	30	9:30	Battle for the White House	4	0
12027	90	1:00	Movie	5	3	12061	30	10:00	News	4	0
12028	120	1:00	Leonard Bernstein	4	0	12062	110	10:30	Jerry Lewis Movie	5	0
12029	60	1:00	College Football	9	0	12063	30	10:30	Ironsides	6	0
12030	90	2:00	Movie	5	1	12064	30	10:30	Football	9	0
12031	90	2:30	Movie	5	4	12065	60	11:00	Starsky and Hutch	6	0
12032	60	3:00	Gershwin	4	0	12066	90	11:00	Virginia	8	0
12033	180	3:00	U.S. Open Tennis	9	0	12067	30	11:00	Jeffersons	8	0
12034	150	3:30	NFL Football	9	0						

TABLE XVIII (CONTINUED)

Monday, September 20, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
13001	120	7:00	Today	4	2	13044	30	3:00	Mister Rogers	12	1
13002	60	7:00	News	4	0	13045	30	3:30	Cong Show	3	0
13003	120	7:00	Good Morning, America	4	0	13046	30	3:30	These Are the Days	2	0
13004	30	7:30	Morning Show	4	1	13047	30	3:30	Uncle Zeb's Cartoon Camp	2	12
13005	60	8:00	Captain Kangaroo	12	5	13048	60	3:30	Sesame Street	12	3
13006	30	8:00	Cartoon Circus	2	9	13049	30	3:30	Gilligan's Island	8	4
13007	30	9:00	Sanford and Son	8	0	13050	30	3:30	Bewitched	8	0
13008	30	9:00	Price Is Right	3	0	13051	60	4:00	Gunsmoke	1	2
13009	90	9:00	Movie	5	0	13052	30	4:00	Leave It to Beaver	8	0
13010	60	9:00	Sesame Street	12	11	13053	30	4:00	Mickey Mouse Club	13	1
13011	30	9:30	Celebrity Sweepstakes	3	0	13054	30	4:00	Adam-12	6	1
13012	30	10:00	Wheel of Fortune	3	1	13055	90	4:00	Dinah	10	0
13013	30	10:00	Cambit	3	0	13056	30	4:30	Andy Griffith	8	0
13014	30	10:00	Electric Company	12	1	13057	30	4:30	Beverly Hillsbillies	8	1
13015	30	10:00	Eyes's Hope	7	0	13058	30	4:30	Gilligan's Island	8	8
13016	30	10:30	Hollywood Squares	3	0	13059	30	4:30	Electric Company	12	3
13017	30	10:30	Love of Life	7	0	13069	60	4:30	Marcus Welby	8	0
13018	30	10:30	Happy Days	8	2	13061	30	5:00	News	4	8
13019	30	11:00	Fun Factory	3	0	13062	30	5:00	Hogan's Heroes	1	0
13020	30	11:00	Young and the Restless	7	0	13063	30	5:00	Family Affair	8	1
13021	30	11:00	Hot Seat	3	2	13064	30	5:00	Zoom	13	4
13022	60	11:00	Olympiad	4	0	13065	30	5:30	News	4	0
13023	30	11:30	Cong Show	3	2	13066	30	6:00	News	4	0
13024	30	11:30	Search for Tomorrow	7	0	13067	30	6:00	Hogan's Heroes	1	1
13025	30	11:30	Melody Matinee	10	0	13068	30	6:30	My Three Sons	8	1
13026	30	11:30	All My Children	7	0	13069	150	6:30	Movie	5	15
13027	30	12:00	News	4	0	13070	30	6:30	Wild Kingdom	4	0
13028	30	12:00	Eyes's Hope	7	3	13071	30	6:30	Adam-12	6	0
13029	60	12:30	Days of Our Lives	7	0	13072	30	6:30	Buck Owens	10	0
13030	60	12:30	As the World Turns	7	0	13073	120	7:00	Movie	5	4
13031	30	12:30	Family Feud	3	1	13074	60	7:00	College Football Preview	9	0
13032	30	1:00	\$20,000 Pyramid	3	0	13075	60	7:00	Inside ABC Television	10	1
13033	30	1:30	Doctors	7	1	13076	30	7:00	Over Easy	10	0
13034	30	1:30	Guiding Light	7	0	13077	30	7:30	Patrick Henry	4	1
13035	30	1:30	One Life to Live	7	0	13078	180	8:00	NFL Football	9	0
13036	30	2:00	Another World	7	0	13079	170	8:00	Welfare	4	0
13037	30	2:00	All in the Family	8	1	13080	60	9:00	Jigsaw John	6	1
13038	30	2:00	Electric Company	12	0	13081	60	9:00	Kathryn Kuhlman	11	0
13039	45	2:15	General Hospital	7	0	13082	30	9:00	All in the Family	8	0
13040	30	2:30	Match Game	3	0	13083	30	9:30	Maude	8	0
13041	90	3:00	Dinah	10	0	13084	30	10:00	News	4	0
13042	30	3:00	Edge of Night	7	0	13085	90	10:30	Johnny Carson	10	0
13043	30	3:00	Tattletales	3	8						

TABLE XVIII, (CONTINUED)

Tuesday, September 21, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
14001	120	7:00	Today	4	2	14047	30	3:30	Uncle Zeb's Cartoon Camp	2	11
14002	60	7:00	CBS News	4	0	14048	60	3:30	Sesame Street	12	3
14003	120	7:00	Good Morning, America	4	0	14049	30	3:30	Gilligan's Island	8	3
14004	30	7:30	Morning Show	4	0	14050	30	3:30	Switched	8	1
14005	60	8:00	Captain Kangaroo	12	8	14051	60	4:00	Guswamke	1	1
14006	30	8:00	Cartoon Circus	2	4	14052	30	4:00	Leave It to Beaver	8	1
14007	30	9:00	Sanford and Son	8	0	14053	30	4:00	Mickey Mouse Club	13	1
14008	30	9:00	Price is Right	3	0	14054	30	4:00	Adam-12	6	0
14009	90	9:00	Movie	5	0	14055	90	4:00	Dinah	10	0
14010	60	9:00	Sesame Street	12	8	14056	30	4:30	Audrey Griffiths	8	0
14011	30	9:30	Celebrity Sweepstakes	3	0	14057	30	4:30	Beverly Hillsbillies	8	1
14012	30	10:00	Wheel of Fortune	3	0	14058	30	4:30	Gilligan's Island	8	3
14013	30	10:00	Gambit	3	0	14059	30	4:30	Electric Company	12	3
14014	30	10:00	Electric Company	12	0	14060	60	4:30	Marcus Welby	8	0
14015	30	10:00	Ryan's Hope	7	0	14061	30	5:00	ABC News	4	1
14016	30	10:30	Hollywood Squares	3	0	14062	30	5:00	Hogan's Heroes	1	0
14017	30	10:30	Love of Life	7	0	14063	30	5:00	Family Affair	8	0
14018	30	10:30	Happy Days	8	2	14064	30	5:00	Zoom	13	2
14019	30	11:00	Pua Factory	3	0	14065	30	5:30	News	4	1
14020	30	11:00	Young and the Restless	7	0	14066	30	6:00	News	4	0
14021	30	11:00	Hot Seat	3	1	14067	30	6:00	Hogan's Heroes	1	2
14022	60	11:00	Evening at the Pops	4	1	14068	30	6:30	My Three Sons	8	3
14023	30	11:30	Cong Show	3	2	14069	30	6:30	Name That Tune	3	0
14024	30	11:30	Search for Tomorrow	7	0	14070	30	6:30	Adam-12	6	3
14025	30	11:30	Melody Matinee	10	0	14071	30	6:30	Treasure Hunt	3	1
14026	30	11:30	All My Children	7	1	14072	30	6:30	Lost of the Wild	4	1
14027	30	12:00	News	4	0	14073	60	7:00	Movie 'On	8	1
14028	30	12:00	Ryan's Hope	7	1	14074	30	7:00	Happy Days	8	10
14029	60	12:30	Days of Our Lives	7	0	14075	30	7:00	Easy Country	10	0
14030	60	12:30	As the World Turns	7	1	14076	30	7:00	Over Easy	10	0
14031	30	12:30	Family Feud	3	0	14077	30	7:00	MA*SYM	8	2
14032	30	1:00	\$20,000 Pyramid	3	0	14078	90	7:30	Movie	5	2
14033	30	1:30	Doctors	7	0	14079	90	7:30	G. E. Theater	8	3
14034	30	1:30	Guiding Light	7	0	14080	30	7:30	Shadows on the Grass	4	0
14035	30	1:30	One Life to Live	7	0	14081	60	8:00	Police Woman	6	0
14036	30	2:00	Another World	7	0	14082	60	8:00	Evening at the Pops	4	0
14037	30	2:00	All in the Family	8	1	14083	60	9:00	Bob Dylan	10	1
14038	30	2:00	Electric Company	12	1	14084	60	9:00	Family	8	0
14039	45	2:15	General Hospital	7	0	14085	60	9:00	CBS News Special	4	1
14040	30	2:30	Match Game	3	1	14086	30	9:00	Special of the Week	10	0
14041	90	3:00	Dinah	10	0	14087	30	10:00	News	4	1
14042	30	3:00	Edge of Night	7	0	14088	90	10:30	Johnny Carson	10	0
14043	30	3:00	Tattletales	3	1	14089	60	10:30	Kojak	6	0
14044	30	3:00	Mister Powers	12	3	14090	60	10:30	Ironsides	6	0
14045	30	3:30	Cong Show	3	8	14091	60	10:30	Perry Mason	6	0
14046	30	3:30	Groovie Goolies	2	1	14092	30	10:30	Mary Hartman, Mary Hartman	7	0

TABLE XVIII (CONTINUED)

Wednesday, September 22, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
15001	120	7:00	Today	4	2	15044	30	3:00	Mister Rogers	12	2
15002	60	7:00	CBS News	4	0	15045	30	3:30	Gong Show	3	0
15003	120	7:00	Good Morning, America	4	0	15046	30	3:30	Speed Buggy	2	1
15004	30	7:30	Morning Show	4	0	15047	30	3:30	Uncle Zeb's Cartoons	2	11
15005	60	8:00	Captain Kangaroo	12	8	15048	60	3:30	Sesame Street	12	3
15006	30	8:00	Cartoon Circus	2	3	15049	30	3:30	Gilligan's Island	8	3
15007	30	9:00	Sanford and Son	8	0	15050	30	3:30	Haunted	8	0
15008	30	9:00	Price is Right	3	0	15051	30	4:00	Gunsmoke	1	0
15009	90	9:00	Movie	5	0	15052	30	4:00	Leave It to Beaver	8	0
15010	60	9:00	Sesame Street	12	10	15053	30	4:00	Mickey Mouse Club	13	1
15011	30	9:30	Celebrity Sweepstakes	3	0	15054	30	4:00	Adam-12	6	0
15012	30	10:00	Wheel of Fortune	3	0	15055	90	4:00	Dinah	10	0
15013	30	10:00	Gambit	3	0	15056	30	4:30	Andy Griffith	8	0
15014	30	10:00	Electric Company	12	0	15057	30	4:30	Beverly Hillsbillies	8	0
15015	30	10:00	Ryan's Hope	7	0	15058	30	4:30	Gilligan's Island	8	4
15016	30	10:30	Hollywood Squares	3	0	15059	30	4:30	Electric Company	12	2
15017	30	10:30	Love of Life	7	0	15060	60	4:30	Marcus Welby	8	0
15018	30	10:30	Happy Days	8	0	15061	30	5:00	News	4	0
15019	30	11:00	Pun Factory	3	0	15062	30	5:00	Rogan's Heroes	8	0
15020	30	11:00	Young and the Restless	7	0	15063	30	5:00	Family Affair	8	0
15021	30	11:00	Hot Seat	3	1	15064	30	5:00	Zoom	13	4
15022	30	11:00	USA: People and Politics	4	0	15065	30	5:30	News	4	1
15023	30	11:30	Gong Show	3	1	15066	30	6:00	News	4	0
15024	30	11:30	Search for Tomorrow	7	0	15067	30	6:00	Rogan's Heroes	1	1
15025	30	11:30	Melody MacIntee	10	0	15068	30	6:30	My Three Sons	8	3
15026	30	11:30	All My Children	7	0	15069	30	6:30	Wild, Wild World of Animals	4	1
15027	30	12:00	News	4	0	15070	30	6:30	Adam-12	6	2
15028	30	12:00	Ryan's Hope	7	0	15071	30	6:30	Hatch Game	3	0
15029	60	12:30	Days of Our Lives	7	0	15072	30	6:30	Let's Make a Deal	3	1
15030	60	12:30	As the World Turns	7	1	15073	60	7:00	Little House on the Prairie	8	5
15031	30	12:30	Family Feud	3	1	15074	30	7:00	Bert Convy	10	1
15032	30	1:00	\$20,000 Pyramid	3	0	15075	60	7:00	Bionic Women	6	5
15033	30	1:30	Doctors	7	0	15076	60	7:00	News	4	0
15034	30	1:30	Guiding Light	7	0	15077	30	7:30	Frankie Avalon	10	1
15035	30	1:30	One Life to Live	7	0	15078	120	8:00	Movie	5	2
15036	30	2:00	Another World	7	8	15079	120	8:00	Movie	5	2
15037	30	2:00	All in the Family	8	0	15080	60	8:00	Bayetta	6	1
15038	30	2:00	Electric Company	12	2	15081	30	8:00	Legacy Americas	4	0
15039	45	2:15	General Hospital	7	0	15082	30	8:30	Consumer Survival Kit	4	0
15040	30	2:30	Hatch Game	3	0	15083	60	9:00	Starky and Hutch	6	3
15041	90	3:00	Dinah	10	0	15084	30	10:00	News	4	0
15042	30	3:00	Edge of Night	7	0	15085	90	10:30	Johnny Carson	10	0
15043	30	3:00	Tattletales	3	0	15086	60	10:30	Mysteries	6	0

TABLE XVIII (CONTINUED)

Thursday, September 23, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
16001	120	7:00	Today	4	1	16044	30	3:00	Mister Rogers	12	2
16002	60	7:00	CBS News	4	0	16045	30	3:30	Gong Show	3	0
16003	120	7:00	Good Morning, America	4	0	16046	30	3:30	Adventures of Gilligan	8	0
16004	30	7:30	Morning Show	4	0	16047	30	3:30	Uncle Zeb's Cartoon Camp	2	9
16005	60	8:00	Captain Kangaroo	12	7	16048	60	3:30	Swamee Street	12	3
16006	30	8:00	Cartoon Circus	2	5	16049	30	3:30	Gilligan's Island	8	2
16007	30	9:00	Sanford and Son	8	0	16050	30	3:30	Switched	8	0
16008	30	9:00	Price Is Right	3	0	16051	60	4:00	Cuamoka	1	0
16009	90	9:00	Movie	5	0	16052	30	4:00	Leave It to Beaver	8	0
16010	60	9:00	Sesame Street	12	7	16053	30	4:00	Mickey Mouse Club	13	0
16011	30	9:30	Celebrity Sweepstakes	3	0	16054	30	4:00	Adam-12	6	2
16012	30	10:00	Wheel of Fortune	3	0	16055	90	4:00	Dinah	10	0
16013	30	10:00	Gambit	3	0	16056	30	4:30	Andy Griffith	8	0
16014	30	10:00	Electric Company	12	0	16057	30	4:30	Beverly Hillsbillies	8	0
16015	30	10:00	Ryan's Hope	7	0	16058	30	4:30	Gilligan's Island	8	6
16016	30	10:30	Hollywood Squares	3	0	16059	30	4:30	Electric Company	12	0
16017	30	10:30	Love of Life	7	0	16060	60	4:30	Marcus Welby	8	0
16018	30	10:30	Happy Days	8	2	16061	30	5:00	News	4	0
16019	30	11:00	Fun Factory	3	0	16062	30	5:00	Hogan's Heroes	1	0
16020	30	11:00	Young and the Restless	7	0	16063	30	5:00	Family Affair	8	0
16021	30	11:00	Hot Seat	3	0	16064	30	5:00	Zoom	13	1
16022	60	11:00	Movie	4	1	16065	30	5:30	News	4	0
16023	30	11:30	Gong Show	3	1	16066	30	6:00	News	4	0
16024	30	11:30	Search for Tomorrow	7	0	16067	30	6:00	Hogan's Heroes	1	0
16025	30	11:30	Melody MacInee	10	0	16068	30	6:30	My Three Sons	8	0
16026	30	11:30	All My Children	7	0	16069	30	6:30	Pop Goes the Country	10	0
16027	30	12:00	News	4	1	16070	30	6:30	Adam-12	6	1
16028	30	12:00	Ryan's Hope	7	0	16071	30	6:30	Buck Owens	10	0
16029	60	12:30	Days of Our Lives	7	0	16072	30	6:30	Hollywood Squares	3	1
16030	60	12:30	As the World Turns	7	0	16073	60	7:00	Trial by Wilderness	4	0
16031	30	12:30	Family Feud	3	0	16074	60	7:00	The Waltons	8	0
16032	30	1:00	\$20,000 Pyramid	3	0	16075	30	7:00	Welcome Back, Kotter	8	3
16033	30	1:30	Doctors	7	0	16076	60	7:00	Upstairs, Downstairs	8	0
16034	30	1:30	Gulding Light	7	0	16077	60	7:30	Barney Miller	6	1
16035	30	1:30	One Life to Live	7	0	16078	120	8:00	Movie	3	1
16036	30	2:00	Another World	7	0	16079	120	8:00	Hawaii Five-O	6	0
16037	30	2:00	All in the Family	8	1	16080	60	8:00	Streets of San Francisco	6	1
16038	30	2:00	Electric Company	12	2	16081	30	8:00	Best of Burns and Allen	10	1
16039	45	2:15	General Hospital	7	0	16082	30	8:30	Caught in the Act	10	0
16040	30	2:00	Match Game	3	1	16083	60	9:00	Streets of San Francisco	6	0
16041	90	3:00	Dinah	10	0	16084	30	10:00	News	4	0
16042	30	3:00	Edge of Night	7	0	16085	90	10:30	Johnny Carson	10	0
16043	30	3:00	Tattletales	3	0						

TABLE XVIII (CONTINUED)

Friday, November 12, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
20001	120	7:00	Today	4	3	20049	30	3:30	Flintstones	8	0
20002	60	7:00	CBS News	4	1	20050	30	3:30	Jr. Almost Anything Goes	3	1
20003	120	7:00	Good Morning, America	4	0	20051	30	3:30	Family Affair	8	0
20004	30	7:30	Morning Show	4	0	20052	60	3:30	Uncle Zeb's Cartoon Circus	13	12
20005	60	8:00	Captain Kangaroo	12	7	20053	30	3:30	Gilligan's Island	8	2
20006	60	8:00	Sesame Street	12	5	20054	30	3:30	Bewitched	8	1
20007	30	8:00	Cartoon Circus	2	6	20055	60	4:00	Gunsmoke	1	0
20008	30	9:00	Sanford and Son	8	0	20056	30	4:00	Partridge Family	8	1
20009	30	9:00	Price Is Right	3	0	20057	30	4:00	Little Rascals	13	2
20010	90	9:00	Movie	5	0	20058	30	4:00	To Tell the Truth	3	1
20011	30	9:00	Electric Company	12	5	20059	30	4:00	Mickey Mouse Club	13	3
20012	30	9:30	Hollywood Squares	3	0	20060	30	4:00	Emergency One	1	1
20013	30	10:00	Wheel of Fortune	3	0	20061	30	4:00	Adam-12	6	0
20014	30	10:00	Gambit	3	0	20062	90	4:00	Dinah	10	0
20015	30	10:00	Bryan's Hope	7	0	20063	30	4:30	Andy Griffith	8	1
20016	30	10:30	Stumpers	3	0	20064	30	4:30	Bewitched	8	3
20017	30	10:30	Love of Life	7	0	20065	30	4:30	Brady Bunch	8	1
20018	30	10:30	Happy Days	8	4	20066	60	4:30	Ironsides	6	1
20019	30	11:00	50 Grand Slam	3	0	20067	30	4:30	Emergency One	1	1
20020	60	11:00	Mary Griffin	10	1	20068	30	4:30	Electric Company	12	4
20021	30	11:00	Young and the Restless	7	0	20069	60	4:30	Marcus Welby	8	0
20022	30	11:00	Dad Eo	3	1	20070	30	5:00	News	4	1
20023	30	11:30	Gang Show	3	1	20071	30	5:00	Hogan's Heroes	1	1
20024	30	11:30	Search for Tomorrow	7	0	20072	30	5:00	Zoom	13	1
20025	30	11:30	Melody Matinee	10	0	20073	60	5:00	Sesame Street	12	5
20026	30	11:30	All My Children	7	0	20074	30	5:30	News	4	2
20027	30	12:00	News	4	1	20075	30	5:30	Villa Alegre	13	2
20028	30	12:00	Bryan's Hope	7	0	20076	30	6:00	News	4	1
20029	60	12:30	Days of Our Lives	7	0	20077	60	6:00	Emergency One	1	2
20030	60	12:30	As the World Turns	7	2	20078	30	6:30	My Three Sons	8	3
20031	30	12:30	Family Feud	3	1	20079	30	6:30	That Good Ole Nashville Music	10	0
20032	30	1:00	\$20,000 Pyramid	3	0	20080	30	6:30	Adam-12	6	4
20033	30	1:30	Doctors	7	1	20081	30	6:30	Brady Bunch	8	0
20034	30	1:30	Guiding Light	7	0	20082	30	6:30	Break the Bank	3	1
20035	30	1:30	One Life to Live	7	0	20083	30	7:00	Sanford and Son	8	2
20036	30	1:30	Our Story	4	0	20084	60	7:00	Spencer's Pilots	8	1
20037	30	2:00	Another World	7	1	20085	60	7:00	Donny and Marie	10	14
20038	30	2:00	All in the Family	8	1	20086	60	7:00	Washington Week in Review	4	0
20039	30	2:00	Electric Company	12	0	20087	30	7:30	Chico and the Man	8	4
20040	45	2:15	General Hospital	7	0	20088	30	8:00	Rockford Files	6	2
20041	30	2:30	Match Game	3	1	20089	120	8:00	Movie	5	3
20042	30	3:00	Somerset	7	0	20090	60	8:00	Documentary	4	0
20043	30	3:00	That Girl	8	0	20091	95	8:00	Movie	5	0
20044	90	3:00	Dinah	10	0	20092	60	8:30	Serpico	6	0
20045	30	3:00	Edge of Night	7	0	20093	30	10:00	News	4	0
20046	30	3:00	Tattletales	3	0	20094	90	10:30	Johnny Carson	10	0
20047	60	3:00	Sesame Street	12	7	20095	120	10:30	Movie	5	0
20048	30	3:30	Gang Show	3	0	20096	30	10:30	Mary Hartman, Mary Hartman	7	0

TABLE XVIII (CONTINUED)

Saturday, November 13, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
21001	30	6:30	Time for Timothy	8	0	21050	90	2:30	Movie	5	1
21002	30	6:30	Big Blue Marble	12	1	21051	30	2:30	Nashville on the Road	10	0
21003	30	7:00	Woody Woodpecker	2	1	21052	30	2:30	Pianoplay	4	0
21004	30	7:00	Sylvester and Tweety	2	2	21053	60	3:00	Wrestling	9	0
21005	60	7:00	Tom & Jerry/Crabs Ape	2	2	21054	150	3:00	College Football	9	4
21006	90	7:30	Pink Panther	2	16	21055	30	3:00	That Good Ole Nashville Music	10	0
21007	30	7:30	Clue Club	2	0	21056	30	3:00	Last of the Wild	4	0
21008	60	8:00	Bugs Bunny/Road Runner	2	7	21057	30	3:30	Buck Owens	10	0
21009	30	8:00	Jabberjaw	2	2	21058	120	3:30	Sports Spectacular	9	0
21010	60	8:00	Sesame Street	12	3	21059	30	4:00	Nashville on the Road	10	0
21011	60	8:30	Scooby-Doo/Dynomutt	2	5	21060	30	4:00	Porter Wagoner	10	0
21012	30	9:00	McDuff, the Talking Dog	8	10	21061	60	4:00	Music Hall America	10	0
21013	30	9:00	Tarzan	1	5	21062	60	4:00	Adams Chronicles	4	0
21014	30	9:00	Once Upon a Classic	8	0	21063	30	4:30	That Good Old Nashville Music	10	2
21015	30	9:30	Monster Squad	8	9	21064	30	4:30	Dolly	10	0
21016	60	9:30	Shazam/Isis	1	4	21065	30	5:00	Porter Wagoner	10	1
21017	60	9:30	In Conquest of the Sea	4	1	21066	30	5:00	Dolly	10	1
21018	30	9:30	Zoom	13	3	21067	60	5:00	Once Upon a Classic	8	0
21019	90	9:30	Krofft Supershow	13	4	21068	30	5:30	News	4	0
21020	30	10:00	Land of the Lost	8	7	21069	30	5:30	Porter Wagoner	10	0
21021	30	10:00	Infinity Factory	13	0	21070	30	5:30	Zoom	13	2
21022	30	10:00	Discovery	4	0	21071	30	5:30	Magow Train	1	2
21023	30	10:30	Big John, Little John	8	2	21072	30	6:00	News	4	1
21024	30	10:30	Ark II	8	6	21073	60	6:00	Bee Haw	10	4
21025	30	10:30	Jim Stanley: Football	9	0	21074	60	6:00	Lawrence Welk	10	1
21026	30	10:30	Rebop	12	0	21075	30	6:00	Rebop	12	0
21027	30	11:00	Kids from C.A.F.E.R.	8	2	21076	30	6:30	Andy Williams	10	0
21028	30	11:00	Fat Albert	2	4	21077	30	6:30	Dolly	10	0
21029	30	11:00	Larry Lawrence: Football	9	0	21078	30	6:30	Celebrity Sweepstakes	3	0
21030	30	11:00	Catracolendas	13	1	21079	60	6:30	Once Upon a Classic	8	0
21031	30	11:00	Jr. Almost Anything Goes	3	2	21080	60	7:00	Emergency	1	6
21032	30	11:00	Discovery	4	0	21081	30	7:00	Mary Tyler Moore	8	6
21033	30	11:30	Muggsy	8	3	21082	30	7:00	Bolwee and Yoyo	8	4
21034	210	11:30	College Football	9	2	21083	30	7:30	Bob Newhart	8	4
21035	30	11:30	May Out Games	3	2	21084	30	7:30	What's Happening	8	1
21036	60	12:00	Wrestling	9	0	21085	120	7:30	Heat	4	0
21037	60	12:00	Children's Hour	8	1	21086	120	8:00	Movie	5	3
21038	30	12:00	Hot Fudge	12	0	21087	30	8:00	All in the Family	8	0
21039	30	12:00	Pun Club	13	0	21088	120	8:00	Battle of the Network Stars	10	7
21040	90	12:00	Children's Film Festival	5	2	21089	30	8:30	Alice	8	1
21041	90	1:00	Movie	5	0	21090	90	8:30	Movie	5	0
21042	30	1:00	AAA's Sports World	9	0	21091	60	9:00	Carol Burnett	10	2
21043	30	1:00	David Niven's World	4	0	21092	30	10:00	News	4	1
21044	30	1:30	Who, What, How Do You Know	12	0	21093	60	10:00	Soundstage	10	1
21045	60	1:30	Wrestling	9	0	21094	60	10:30	F.B.I.	6	0
21046	60	1:30	Cuppies to Groupers	4	0	21095	90	10:30	Saturday Night	10	0
21047	30	1:30	Big Blue Marble	12	3	21096	60	10:30	Baretta	6	0
21048	30	2:00	Sportsman	9	0	21097	120	10:30	Movie	5	0
21049	60	2:00	Movie	5	0						

TABLE XVIII (CONTINUED)

Sunday, November 14, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
22001	15	6:45	Deery and Collets	8	0	22031	180	3:00	Football	9	0
22002	30	7:00	Religious Programs	11	0	22032	60	3:00	News	4	0
22003	30	7:00	Cartoon Circus	2	4	22033	60	3:00	Asian Chronicles	4	1
22004	30	7:00	Gilligan	11	0	22034	30	4:00	Dialogue	4	0
22005	30	7:30	Religious Programs	11	1	22035	60	4:00	Football	9	0
22006	30	8:00	Animals, Animals, Animals	4	1	22036	30	4:00	Getting On	4	0
22007	30	8:30	Religious Programs	11	2	22037	60	4:30	Frank Boyles Report	9	1
22008	30	9:00	Religious Programs	11	2	22038	90	4:30	Movie	5	3
22009	30	9:00	Religious Programs	11	1	22039	60	5:00	Oklahoma Football	9	0
22010	30	9:30	Religious Programs	11	1	22040	30	5:30	News	4	0
22011	30	10:00	Religious Programs	11	1	22041	120	6:00	World of Disney	8	19
22012	30	10:30	Religious Programs	11	1	22042	60	6:00	60 Minutes	4	0
22013	30	10:30	Plus the Nation	4	0	22043	60	6:00	60 Minutes	4	0
22014	30	11:00	Meet the Press	4	0	22044	60	6:00	Credit Line	3	1
22015	30	11:30	Crowdsand	9	1	22045	30	6:30	Anyone for Tennis?	4	0
22016	180	12:00	Football	9	1	22046	60	7:00	Money and Chr	10	2
22017	180	12:00	Meade	5	2	22047	90	7:00	Movie	5	0
22018	30	12:00	State of Community	4	0	22048	60	7:00	Evening at the Symphony	4	0
22019	30	12:30	Adam-11	6	0	22049	120	8:00	Movie	5	2
22020	30	12:30	Mac Patrol	5	1	22050	60	8:00	Kojak	6	1
22021	30	1:00	Mac Patrol	8	1	22051	60	8:00	Masterpiece Theater	8	0
22022	90	1:00	Theater in America	5	0	22052	60	9:00	Delvecchio	6	2
22023	60	1:00	College Football	9	0	22053	120	9:00	Theater in America	8	0
22024	120	1:00	College Football	5	0	22054	60	9:00	Firing Line	4	0
22025	60	1:30	Drag Races Finals	9	0	22055	30	10:00	News	4	0
22026	30	2:00	Gilligan's Island	8	2	22056	90	10:30	Movie	3	0
22027	30	2:00	Football	9	0	22057	60	10:30	Starky and Huch	6	0
22028	210	2:30	Football	9	0	22058	60	10:30	Ironside	6	0
22029	30	2:30	Playing the Thing	4	0	22059	30	10:30	Jim Prenter Football	9	0
22030	120	2:30	Movie	5	3						

TABLE XVIII (CONTINUED)

Monday, November 15, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
23001	120	7:00	Today	4	3	23056	30	3:30	Jabberjaw	2	0
23002	60	7:00	CBS News	4	0	23057	30	3:30	Family Affair	8	0
23003	120	7:00	Good Morning, America	4	0	23058	60	3:30	Uncle Zeb's Cartoon Camp	2	11
23004	30	7:30	Morning Show	4	0	23059	30	3:30	Gambit	3	0
23005	60	8:00	Captain Kangaroo	12	5	23060	30	3:30	Gilligan's Island	8	0
23006	30	8:00	Cartoon Circus	2	7	23061	30	3:30	Bewitched	8	1
23007	60	8:00	Sesame Street	12	5	23062	30	4:00	Partridge Family	8	3
23008	30	8:30	Dusty's Treehouse	13	0	23063	30	4:00	To Tell the Truth	3	0
23009	30	9:00	Sanford and Son	8	0	23064	60	4:00	Cunsmoke	1	0
23010	30	9:00	Price Is Right	3	0	23065	30	4:00	Emergency One	1	1
23011	90	9:00	Movie	5	0	23066	30	4:00	Little Rascals	8	0
23012	30	9:00	Electric Company	12	6	23067	30	4:00	Mister Rogers	12	4
23013	60	9:00	Phil Donahue	10	0	23068	30	4:00	Adam-12	6	1
23014	30	9:30	Hollywood Squares	3	0	23069	60	4:00	Dinah	10	1
23015	90	9:30	Infinity Factory	13	1	23070	30	4:30	Bewitched	8	1
23016	30	10:00	Wheel of Fortune	3	0	23071	30	4:30	Brady Bunch	8	4
23017	30	10:00	Gambit	3	0	23072	30	4:30	Gilligan's Island	8	5
23018	60	10:00	Dynah	10	1	23073	30	4:30	Emergency One	1	1
23019	30	10:00	Ryan's Hope	7	1	23074	30	4:30	Electric Company	12	6
23020	30	10:30	Stumpers	3	0	23075	60	4:30	Marcus Welby	8	0
23021	30	10:30	Love of Life	7	0	23076	30	5:00	My Three Sons	8	1
23022	30	10:30	Happy Days	8	2	23077	30	5:00	Adam-12	6	1
23023	60	11:00	Nerv Griffin	10	0	23078	30	5:00	News	4	1
23024	30	11:00	50 Grand Slam	3	1	23079	30	5:00	Hogan's Heroes	1	1
23025	30	11:00	Young and the Restless	7	0	23080	30	5:00	Zoom	13	3
23026	30	11:00	Dom Ho	10	0	23081	60	5:00	Sesame Street	12	6
23027	60	11:00	Adams Chronicles	4	0	23082	30	5:30	News	4	1
23028	60	11:30	Phil Donahue	10	1	23083	30	5:30	Ville Alegre	13	2
23029	30	11:30	Gong Show	3	1	23084	30	6:00	News	4	1
23030	30	11:30	Search for Tomorrow	7	0	23085	30	6:00	Zoom	13	4
23031	30	11:30	Melody Malone	10	0	23086	60	6:00	Emergency One	1	2
23032	30	11:30	All My Children	7	0	23087	30	6:30	Brady Bunch	8	1
23033	30	12:00	News	4	0	23088	30	6:30	\$25,000 Pyramid	3	0
23034	30	12:00	Ryan's Hope	7	0	23089	30	6:30	My Three Sons	8	2
23035	30	12:00	Love of Life	7	0	23090	30	6:30	\$128,000 Question	3	0
23036	60	12:30	Days of Our Lives	7	1	23091	30	6:30	Adam-12	6	1
23037	60	12:30	As the World Turns	7	0	23092	30	6:30	Nashville on the Road	10	2
23038	30	12:30	Family Feud	3	1	23093	60	7:00	Little House on the Prairie	8	7
23039	30	1:00	\$20,000 Pyramid	3	0	23094	30	7:00	Rhoda	8	6
23040	30	1:30	Doctors	7	1	23095	60	7:00	Cunsmoke	1	0
23041	30	1:30	Guiding Light	7	0	23096	60	7:00	Adams Chronicles	4	1
23042	30	1:30	One Life to Live	7	0	23097	60	7:00	Captain and Tennille	10	1
23043	30	2:00	Another World	7	0	23098	30	7:30	Phyllis	8	2
23044	30	2:00	All in the Family	8	0	23099	120	8:00	Movie	5	2
23045	30	2:00	Electric Company	12	1	23100	30	8:00	Naude	8	0
23046	45	2:15	General Hospital	7	0	23101	120	8:00	NFL Football	9	2
23047	30	2:30	Match Game	3	0	23102	60	8:00	In Performance at Wolf Trap	4	0
23048	30	3:00	That Girl	8	3	23103	30	8:30	All's Fair	8	0
23049	30	3:00	Somerset	7	0	23104	60	9:00	Executive Suite	8	1
23050	90	3:00	Dinah	10	0	23105	30	10:00	News	4	0
23051	30	3:00	Edge of Night	7	0	23106	30	10:00	The Way It Was	4	0
23052	30	3:00	Tattletales	3	1	23107	90	10:30	Johnny Carson	10	0
23053	60	3:00	Sesame Street	12	5	23108	90	10:30	Movie	5	0
23054	30	3:30	Flintstones	2	2	23109	30	10:30	Mary Hartman, Mary Hartman	7	0
23055	30	3:30	Gong Show	3	0						

TABLE XVIII (CONTINUED)

Tuesday, November 16, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
24001	120	7:00	Today	4	2	24058	30	3:30	Gambit	3	1
24002	60	7:00	CBS News	4	0	24059	30	3:30	Gilligan's Island	8	2
24003	120	7:00	Good Morning, America	4	1	24060	30	3:30	Bewitched	8	1
24004	30	7:30	Morning Show	4	0	24061	30	4:00	Partridge Family	8	0
24005	60	8:00	Captain Kangaroo	12	3	24062	30	4:00	To Tell the Truth	3	0
24006	30	8:00	Cartoon Circus	2	4	24063	60	4:00	Gunsmoke	1	0
24007	60	8:00	Sesame Street	12	7	24064	30	4:00	Emergency One	1	0
24008	30	8:30	Dusty's Treehouse	13	0	24065	30	4:00	Little Rascals	8	1
24009	30	9:00	Sanford and Son	8	0	24066	30	4:00	Mister Rogers	12	5
24010	30	9:00	Price Is Right	3	0	24067	30	4:00	Adam-12	6	0
24011	90	9:00	Movie	5	0	24068	60	4:00	Dinah	10	0
24012	30	9:00	Electric Company	12	4	24069	30	4:30	Bewitched	8	1
24013	60	9:00	Phil Donahue	10	0	24070	30	4:30	Brady Bunch	8	2
24014	30	9:30	Hollywood Squares	3	0	24071	30	4:30	Gilligan's Island	8	5
24015	30	9:30	Villa Alegre	13	1	24072	30	4:30	Emergency One	1	2
24016	30	10:00	Wheel of Fortune	3	0	24073	30	4:30	Electric Company	12	4
24017	30	10:00	Gambit	3	0	24074	60	4:30	Murphy Brown	8	0
24018	60	10:00	Dinah	10	0	24075	30	5:00	My Three Sons	8	2
24019	30	10:00	Ryan's Hope	7	0	24076	30	5:00	Adam-12	6	0
24020	30	10:30	Stumpers	3	0	24077	30	5:00	News	4	0
24021	30	10:30	Love of Life	7	0	24078	30	5:00	Hogan's Heroes	1	1
24022	30	10:30	Happy Days	8	2	24079	30	5:00	Zoom	13	2
24023	60	11:00	Merv Griffin	10	0	24080	60	5:00	Sesame Street	12	5
24024	30	11:00	50 Grand Slam	3	1	24081	30	5:30	News	4	1
24025	30	11:00	Young and the Restless	7	0	24082	30	5:30	Once Upon a Classic	8	0
24026	30	11:00	Don Ho	10	0	24083	30	6:00	News	4	0
24027	60	11:30	Phil Donahue	10	0	24084	30	6:00	Zoom	13	3
24028	30	11:30	Gong Show	3	1	24085	60	6:00	Emergency One	1	1
24029	30	11:30	Search for Tomorrow	7	0	24086	30	6:30	Brady Bunch	8	0
24030	30	11:30	Melody MacInnes	10	0	24087	30	6:30	Wild Kingdom	4	1
24031	30	11:30	All My Children	7	0	24088	30	6:30	My Three Sons	8	0
24032	30	12:00	News	4	0	24089	30	6:30	\$100,000 Name That Tune	3	0
24033	30	12:00	Ryan's Hope	7	0	24090	30	6:30	Adam-12	6	2
24034	30	12:00	Love of Life	7	0	24091	30	6:30	Rock Opera	10	0
24035	60	12:30	Days of Our Lives	7	3	24092	60	7:00	Baa Baa Black Sheep	8	4
24036	60	12:30	As the World Turns	7	1	24093	30	7:00	Happy Days	8	11
24037	30	12:30	Family Feud	3	0	24094	60	7:00	Tony Orlando and Dawn	10	3
24038	30	1:00	\$20,000 Pyramid	3	1	24095	60	7:00	Lawrence Welk	10	0
24039	30	1:30	Doctors	7	1	24096	90	7:00	Hall of Fame	4	0
24040	30	1:30	Guiding Light	7	0	24097	30	7:30	Laverne and Shirley	8	9
24041	30	1:30	One Life to Live	7	0	24098	60	8:00	Police Woman	6	1
24042	30	2:00	Another World	7	0	24099	60	8:00	Rich Man, Poor Man	8	2
24043	30	2:00	All in the Family	8	0	24100	30	8:00	M*A*S*H	8	1
24044	30	2:00	Electric Company	12	3	24101	60	8:00	Strauss Family	4	0
24045	45	2:15	General Hospital	7	0	24102	30	8:30	One Day at a Time	8	1
24046	30	2:30	Hatch Game	3	0	24103	120	8:30	Movie	5	0
24047	30	3:00	That Girl	8	2	24104	60	9:00	Police Story	6	0
24048	30	3:00	Sons of Sam	7	1	24105	60	9:00	Family	8	1
24049	60	3:00	Dinah	10	0	24106	60	9:00	Switch	6	2
24050	30	3:00	Edge of Night	7	0	24107	30	9:00	Great Zoo of the World	4	0
24051	30	3:00	Tacticales	3	0	24108	30	10:00	News	4	0
24052	60	3:00	Sesame Street	12	5	24109	90	10:30	Johnny Carson	10	0
24053	30	3:30	Flintstones	2	1	24110	60	10:30	Kojak	6	0
24054	30	3:30	Gong Show	3	0	24111	60	10:30	Ironsides	6	0
24055	30	3:30	Gilligan	2	0	24112	30	10:30	Mary Hartman, Mary Hartman	7	1
24056	30	3:30	Family Affair	8	0	24113	60	10:30	Ferry Nason	6	0
24057	60	3:30	Uncle Zeb's Cartoon Camp	2	13						

TABLE XVIII (CONTINUED)

Wednesday, November 17, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
25001	120	7:00	Today	4	2	25054	30	3:30	Gong Show	3	0
25002	60	7:00	CBS News	4	0	25055	30	3:30	Jabberjaw	2	1
25003	120	7:00	Good Morning, America	4	0	25056	30	3:30	Family Affair	8	0
25004	30	7:30	Morning Show	4	0	25057	60	3:30	Uncle Zeb's Cartoon Camp	2	13
25005	60	8:00	Captain Kangaroo	12	4	25058	30	3:30	Gambit	3	0
25006	30	8:00	Cartoon Circus	2	5	25059	30	3:30	Gilligan's Island	8	2
25007	60	8:00	Sesame Street	12	5	25060	30	3:30	Bewitched	8	1
25008	30	8:30	Dusty's Treehouse	13	0	25061	30	4:00	Partridge Family	8	2
25009	30	9:00	Sanford and Son	8	0	25062	30	4:00	To Tell the Truth	3	0
25010	30	9:00	Price Is Right	3	0	25063	60	4:00	Gunsmoke	1	0
25011	90	9:00	Movie	5	0	25064	30	4:00	Emergency One	1	1
25012	30	9:00	Electric Company	12	4	25065	30	4:00	Little Rascals	8	1
25013	60	9:00	Phil Donahue	10	0	25066	30	4:00	Mister Rogers	12	4
25014	30	9:30	Hollywood Squares	3	0	25067	30	4:00	Adam-12	6	0
25015	90	9:30	Infinity Factory	13	1	25068	60	4:00	Dinah	10	0
25016	30	10:00	Wheel of Fortune	3	0	25069	30	4:30	Bewitched	8	0
25017	30	10:00	Gambit	3	0	25070	30	4:30	Brady Bunch	8	1
25018	60	10:00	Dinah	10	0	25071	30	4:30	Gilligan's Island	8	8
25019	30	10:00	Ryan's Hope	7	0	25072	30	4:30	Emergency One	1	1
25020	30	10:30	Stumpers	3	0	25073	30	4:30	Electric Company	12	5
25021	30	10:30	Love of Life	7	0	25074	60	4:30	Marcus Welby	8	0
25022	30	10:30	Happy Days	8	1	25075	30	5:00	My Three Sons	8	1
25023	60	11:00	Merv Griffin	10	0	25076	30	5:00	Adam-12	6	2
25024	30	11:00	50 Grand Slam	3	1	25077	30	5:00	News	4	0
25025	30	11:00	Young and the Restless	7	0	25078	30	5:00	Hogan's Heroes	1	1
25026	30	11:00	Don Ho	10	1	25079	30	5:00	Zoom	13	0
25027	60	11:30	Phil Donahue	10	0	25080	60	5:00	Sesame Street	12	8
25028	30	11:30	Gong Show	3	2	25081	30	5:30	News	4	2
25029	30	11:30	Search for Tomorrow	7	0	25082	30	6:00	News	4	1
25030	30	11:30	Melody Matine	10	0	25083	30	6:00	Zoom	13	4
25031	30	11:30	All My Children	7	0	25084	60	6:00	Emergency One	1	2
25032	30	12:00	News	4	0	25084	30	6:30	Brady Bunch	8	0
25033	30	12:00	Ryan's Hope	7	0	25085	30	6:30	Andy Williams	10	0
25034	30	12:00	Love of Life	7	0	25086	30	6:30	My Three Sons	8	1
25035	60	12:30	Days of Our Lives	7	2	25087	30	6:30	Wild, Wild World of Animals	4	0
25036	60	12:30	As the World Turns	7	1	25088	30	6:30	Adam-12	5	5
25037	30	12:30	Family Feud	3	0	25089	30	6:30	Treasure Hunt	3	1
25038	30	1:00	\$20,000 Pyramid	3	0	25090	120	7:00	Movie	5	1
25039	30	1:30	Doctors	7	1	25091	30	7:00	Good Times	8	3
25040	30	1:30	Guiding Light	7	0	25012	60	7:00	Dorothy Hamill	10	8
25041	30	1:30	One Life to Live	7	0	25093	60	7:00	Nova	4	0
25042	30	2:00	Another World	7	0	25094	30	7:30	Jeffersons	8	2
25043	30	2:00	All in the Family	8	1	25095	160	8:00	Movie	5	0
25044	30	2:00	Electric Company	12	1	25096	60	8:00	John Denver	10	9
25045	45	2:15	General Hospital	7	0	25097	30	8:00	Anyone for Tennis	4	0
25046	30	2:30	Match Game	3	1	25098	30	8:30	Consumer Survival Kit	4	0
25047	30	3:00	That Girl	8	2	25099	60	9:00	Quest	8	0
25048	30	3:00	Somerset	7	0	25100	60	9:00	Olivia Newton-John	10	4
25049	60	3:00	Dinah	10	0	25101	30	9:00	Great Docs of the World	4	0
25050	30	3:00	Edge of Night	7	0	25102	30	10:00	News	4	0
25051	30	3:00	Tattletales	3	0	25103	90	10:30	Johnny Carson	10	0
25052	60	3:00	Sesame Street	12	2	25104	60	10:30	Ironsides	6	0
25053	30	3:30	Flintstones	2	2	25105	60	10:30	Perry Mason	6	0

TABLE XVIII (CONTINUED)

Thursday, November 18, 1976

Code No.	Length Minutes	Time	Program	Type	Times Viewed	Code No.	Length Minutes	Time	Program	Type	Times Viewed
26001	120	7:00	Today	4	3	26057	30	3:30	Revisited	8	0
26002	60	7:00	CBS News	4	1	26058	60	4:00	Gunsmoke	1	0
26003	120	7:00	Good Morning, America	4	1	26059	30	4:00	Partridge Family	8	2
26004	30	7:30	Morning Show	4	1	26060	30	4:00	To Tell the Truth	3	0
26005	60	8:00	Captain Kangaroo	11	8	26061	30	4:00	Little Rascals	8	4
26006	30	8:00	Cartoon Circus	2	6	26062	30	4:00	Emergency One	1	0
26007	60	8:00	Sesame Street	12	10	26063	30	4:00	Mister Rogers	12	6
26008	30	9:00	Sanford and Son	8	0	26064	30	4:00	Adam-12	6	0
26009	30	9:00	Price Is Right	3	0	26065	90	4:00	Dinah	10	1
26010	90	9:00	Movie	5	2	26066	30	4:30	Andy Griffith	8	0
26011	30	9:00	Electric Company	12	8	26067	30	4:30	Revisited	8	1
26012	30	9:30	Hollywood Squares	3	2	26068	30	4:30	Brady Bunch	8	2
26013	30	9:30	Villa Alegre	13	0	26069	30	4:30	Gilligan's Island	8	6
26014	30	10:00	Wheel of Fortune	3	1	26070	30	4:30	Emergency One	1	1
26015	30	10:00	Gambit	3	0	26071	30	4:30	Electric Company	12	4
26016	60	10:00	Dinah	10	0	26072	60	4:30	Marcus Welby	8	1
26017	30	10:00	Ryan's Hope	7	0	26073	30	5:00	News	4	0
26018	30	10:30	Stumpers	3	0	26074	30	5:00	My Three Sons	8	0
26019	30	10:30	Love of Life	7	1	26075	30	5:00	Hogan's Heroes	1	1
26020	30	10:30	Happy Days	8	4	26076	30	5:00	Adam-12	6	0
26021	60	11:00	Merv Griffin	10	1	26077	30	5:00	Family Affair	8	1
26022	30	11:00	50 Grand Slam	3	0	26078	60	5:00	Sesame Street	12	8
26023	30	11:00	Young and the Restless	7	1	26079	30	5:00	Zoom	13	2
26024	30	11:00	Don Ho	10	0	26080	30	5:30	News	4	1
26025	60	11:00	Now	4	2	26081	30	5:30	Rebop	12	0
26026	30	11:30	Gong Show	3	0	26082	30	6:00	News	4	3
26027	30	11:30	Search for Tomorrow	7	0	26083	60	6:00	Emergency One	1	5
26028	30	11:30	Melody Matine	10	0	26084	30	6:00	Zoom	13	5
26029	30	11:30	All My Children	7	0	26085	30	6:30	Brady Bunch	8	3
26030	30	12:00	News	4	0	26086	30	6:30	Price Is Right	3	0
26031	30	12:00	Ryan's Hope	7	0	26087	30	6:30	My Three Sons	8	2
26032	30	12:00	Book Beat	4	0	26088	30	6:30	Gong Show	3	1
26033	60	12:30	Days of Our Lives	7	0	26089	30	6:30	Adam-12	6	2
26034	60	12:30	As the World Turns	7	0	26090	30	6:30	March Game PM	3	0
26035	30	12:30	Family Feud	3	1	26091	60	7:00	Dick Van Dyke	10	0
26036	30	1:00	\$20,000 Pyramid	3	1	26092	60	7:00	The Waltons	8	7
26037	30	1:30	Doctors	7	0	26093	30	7:00	Welcome Back, Kotter	8	4
26038	30	1:30	Guiding Light	7	0	26094	60	7:00	Masterpiece Theater	8	1
26039	30	1:30	One Life to Live	7	0	26095	30	7:30	Sammy Miller	5	2
26040	30	2:00	Another World	7	1	26096	120	7:30	Movie	5	0
26041	30	2:00	All in the Family	8	1	26097	60	8:00	Drama	8	2
26042	30	2:00	Electric Company	12	0	26098	60	8:00	Hawaii Five-O	5	4
26043	45	2:15	General Hospital	7	0	26099	60	8:00	Adams Chronicles	4	0
26044	30	2:30	Match Game	3	1	26100	30	8:00	Tony Randall	8	1
26045	90	3:00	Dinah	10	0	26101	30	8:30	Nancy Walker	8	1
26046	30	3:00	Somerset	7	1	26102	50	9:00	Gibbsville	8	0
26047	30	3:00	Edge of Night	7	0	26103	60	9:00	Streets of San Francisco	6	0
26048	30	3:00	Tattletales	3	0	26104	60	9:00	Marcus Welby	8	1
26049	60	3:00	Sesame Street	12	5	26105	60	9:00	Barnaby Jones	6	1
26050	30	3:30	Flintstones	8	1	26106	30	10:00	News	4	0
26051	30	3:30	Gong Show	3	0	26107	90	10:30	Johnny Carson	10	0
26052	30	3:30	Oddball Couple	8	1	26108	60	10:30	Kojak	6	0
26053	30	3:30	Family Affair	8	0	26109	30	10:30	Football	9	0
26054	60	3:30	Uncle Zeb's Cartoons	2	12	26110	60	10:30	Perry Mason	6	0
26055	30	3:30	Gambit	3	0	26111	30	10:30	Mary Hartman, Mary Hartman	7	0
26056	30	3:30	Gilligan's Island	8	6						

APPENDIX G

September 1, 1976

Dear Parents,

As a final part of the requirements for my Ed.D. degree from Oklahoma State University, I am conducting a research study to use for my doctoral dissertation. I will be exploring the relationships between television viewing behavior and social development in early childhood. I believe this information is needed by parents, teachers, and the television industry. Most of the child development research in this area so far has focused on the relationship between the viewing of violence and the child's aggressive behavior.

I will greatly appreciate your help in this project. I will need to have you complete a television viewing inventory for your child for two weeks this semester, once in early September and again in late November. I will play two games with your child, one to assess his social relations with the other nursery school children and the other to assess his degree of social conformity. All data obtained will be confidential and tabulated as a part of the large study. I will share the findings with you for the entire study in a newsletter in the spring after I have the data tabulated and analyzed.

If you are willing to help in this research by completing the Television-Viewing Inventories and by allowing your child to participate, please sign and return the attached form.

Sincerely yours,

Elaine Goldsmith
Assistant Professor, Home Economics

September 1, 1976

I will be happy to cooperate in the television-social development study by completing two Television-Viewing Inventories and by allowing Mrs. Goldsmith to test my child.

Child's Name

Parent's Signature

VITA

Allys Elaine Goldsmith

Candidate for the Degree of

Doctor of Education

Thesis: THE RELATIONSHIP BETWEEN TELEVISION-VIEWING BEHAVIOR AND SOCIAL DEVELOPMENT IN EARLY CHILDHOOD

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Willobee, Ohio, July 3, 1935, the daughter of Mr. and Mrs. Otis W. House. Married, 1955; divorced, 1969. Two daughters: Miriam Elaine Goldsmith, born March 29, 1964, and Elizabeth Ann Goldsmith, born February 14, 1966.

Education: Attended grade school in Willoughby, Ohio; graduated from Willoughby Union High School, Willoughby, Ohio, in June, 1953. Received a Bachelor of Science in Home Economics Degree from Ohio University, Athens, Ohio, with a major in Home Economics Education in June, 1957. Received a Master of Science Degree from Oklahoma State University, Stillwater, Oklahoma, with a major in Family Relations and Child Development in July, 1970. Completed requirements for the Doctor of Education Degree July 29, 1977.

Professional Experience: Vocational Home Economics Teacher, Clyde High School, Clyde, Ohio, 1958-1961; Home Economics Teacher, Avon High School, Avon, Ohio, 1961-1963; Graduate Teaching Assistant, Department of Family Relations and Child Development, Oklahoma State University, Stillwater, Oklahoma, 1969-1972; Assistant Professor, Department of Home Economics, University of Arkansas, Fayetteville, Arkansas, 1972-1977.

Professional Organizations: American Home Economics Association, Omicron Nu, Phi Upsilon Omicron, Society for Research in Child Development, National Council on Family Relations, National Association for the Education of Young Children, Southern Association on Children Under Six.