RECOGNITION AND CHOICE OF TELEVISION CHARACTERS

BY PRESCHOOL CHILDREN ACCORDING

TO AGE AND SEX

By

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CHAPTER I

INTRODUCTION

It has been established that almost every American household contains at least one working television set and that children spend more of their waking hours at television viewing than any other single activity (Lyle and Hoffman, 1972). By the age of five, preschoolers watch over two hours of television per day (Schramm, Lyle, and Parker, 1961). This medium undoubtedly acts as a factor in the developmental experiences and socialization of young children. Studies by Bronfenbrenner (1970) indicate that parental and family influence in the development and socialization of children is steadily decreasing, while the influence of peer groups and television is rapidly increasing.

Schramm et al. (1961) stated that it is television more than any other medium that furnishes a common body of information for the early socialization of children. To neglect its importance in the socialization process would be, according to Bronfenbrenner (1970), a serious mistake:

> . . . it behooves us to know of the potential effects of this powerful and omnipresent source of influence. It would be wrong to assume from the outset, that all the effects of television are necessarily bad--or good. But it could be folly to 'ignore' the possible effects and to allow this massive intrusion into the daily lives of children without at least questioning its impact (p. 103).

Research has been done on the role television plays in the development of children. In England, Himmelweit, Oppenhein, and Vince

(1958) documented some of television's effects by comparing the responses of children in one community with television and one without it. The researchers give some insight into the ways in which television influences a child's thought perceptions and behavior. In America, Schramm et al. (1961) examined the role of television in the lives of children. A review of literature for the Surgeon General's Scientific Advisory Committee on Television and Social Behavior yielded reports of hundreds of empirical investigations dealing with its impact on children (Atkins, Murray, and Nayman, 1971).

It is generally accepted that the preschool years are among the most important in a child's development. By the age of three, children develop a relatively complete and stable sense of self that serves as an influence on further development (Lay and Dopyera, 1977). This basic sense of identity, however, remains pliable and susceptible to various influences during the preschool and early school years.

Authors suggest that television has its greatest impact on the young child (Lange, Baker, and Ball, 1972; Lyle and Hoffman, 1972; Schramm et al., 1961). It appeals to small children like no other medium. Movies, books, comic books, and magazines are all inaccessible to the young child unless an adult takes the time, effort, or money to provide them. Television is different. A toddler can manipulate the dial and bring sound as well as pictures, and even perhaps color into the environment (Appell, 1963).

Some research has been done on what the preschool child views on television. Schramm et al. (1961) stated that children's favorite shows usually include animals, animated characters, or puppets as their chief

characters. As the child grows older, programs with child characters and adult type shows are also viewed. Lyle and Hoffman (1972) stated similar findings in their investigation of preschool and school age children's acquaintance with television characters. The characters' appeal has been researched, but not their desirability for modeling.

One important aspect of television characters is the sex role models they present. Sternglanz and Serbin (1974, p. 711) wrote: "To date, there is little information about the actual sex roles and sex differences in behavior to which children are exposed via the current popular media." This is an important area of research since the preschool years are when children are identifying and imitating sex appropriate behavior (Lay and Dopyera, 1977).

Television for educational purposes is an important concern in this country as well as around the world. The Children's Television Workshop was established in 1968 to develop and present daily television shows for preschoolers that educate as well as entertain. These include Sesame Street and The Electric Company and are meant to be alternatives to children's programs on commercial television stations (Miles, 1975). Their characters, both real and puppets, are educational models and commerical promoters. The use of television personalities for education is not confined to the United States alone. Kriuchkov (1975) wrote of television as an educational force for children in the Soviet Union:

> The best way of rearing patriots and staunch fighters for
> the cause of the Communist Party and of bringing up true
> internationalists is to acquaint young television viewers
> with representatives of the Soviet people whose lives can
> serve not only as an object of admiration and pride, but
> as an example of emulation (p. 9).

Thus, the importance of the role of television models is again emphasized.

Television offers children a variety of models to view and imitate both in human and animated form. Bandura (1971) did research on imitation of violent behavioral models viewed by children on television. Research by Meyer (1973) and Donohue (1975) involved children's perceptions of television characters as behavioral models. All of these studies involved school age children.

Statement of the Problem

O'Bryant and Corder-Bolz (1976) pointed out the lack of research dealing with the preschool aged child and television viewing. The major work done by Schramm et al. (1961), on television and North American children, was completed in 1960. The exploratory study done by Lyle and Hoffman (1972) left many unanswered questions about television's impact on the young child. Research on preschool children's recognition of television characters and their choice of characters as models is needed in order to select models for viewing in the planning of future education programs involving television.

Purpose and Objectives

This research was concerned with preschool children's recognition of television characters and their choice of characters as heroes or models. Its purpose was to gain insightful knowledge in this area for the future construction of education programs. The study was designed to provide information that could be useful in answering the following questions:

Can preschool children recognize television characters?

What periods of the week are reported as heavy television viewing times by parents and preschool children?

Which television programs and characters are reported as favorites by preschool children and their parents?

Do preschool children and their parents report television character imitative play?

Which television characters will children choose as models or heroes in a forced choice pair comparison?

Definition of Terms

The following terms were utilized in the study and defined to add in comprehension:

1. Choice - Compton and Hall (1972), in regards to paired comparisons wrote:

   > Judges or subjects merely say which member of each pair is preferred or possesses more of the quality being judged. Judges must be told to take each pair as a new problem and they must make a forced choice in each case (p. 277).

2. Hero - an idol or subject of adulation (Biehler, 1971).

3. Recognize - refers to the naming of characters or a high level of identification (Lyle and Hoffman, 1972).

4. Model - a person who sets an example in behavior for others to follow (Read, 1971).

5. Preschool Children - refers to three-, four-, and five-year-old children in a group experience (Taylor, 1975).

6. Television Characters - refers to persons featured in various television series, either cartoons or actors (Lyle and Hoffman, 1972).

Assumptions

The following assumptions are made for this study:

That preschool children watch television.

That preschool children will be able to answer questions about television.

That information given by parents about television and their child will be accurate.

That preschool children will be able to recognize television characters from pictures.

That preschool children will be able to express the recognition to the researcher.

That preschool children will be able to choose between pairs of pictures of television characters.

That preschool children will understand directions given by the researcher.

That a choice between pairs of pictures of television characters will be an honest representation of the child's choice of television characters as heroes or models.

Limitations

The limitations for the study are the following:

The small sample size acts as a limitation on generalization.

The location of the study limits its generalization to similar rural communities.

The type of program the children are enrolled in limits the study's generalization to children enrolled in similar programs.

The age of the subjects limits their ability to express information to the researcher.

The possible lack of reception of educational television stations limits the choice of television characters to be used.

Hypotheses

The hypotheses for the study were the following:

H_1 As age increases, preschool children will be able to recognize a greater number of photographs of 24 selected television characters.

H_2 There will be some significant differences between preschool males and females in the ability to recognize some of the photographs of 24 preselected television characters.

H_3 Preschool children of different age groups will differ in their choice of specific television characters as preferred models or heroes.

H_4 There will be a significant difference between preschool males and females on which television characters are chosen as preferred models or heroes.

Summary

The area of television viewing by children has been researched somewhat, but the need for more study does exist. How television affects preschool children is of special concern as it is during the young years of life that children become socialized. Whether viewed for entertainment or education, television offers children role models to observe and imitate. The choice of these models from television by preschool children is the focus of this study.

CHAPTER II

REVIEW OF LITERATURE

Research concerning television viewing done by children is limited.
Studies done with preschool age children are especially rare because of
data collection problems. Research that has been done can be divided
into three major areas: (1) time spent by children viewing television,
(2) choice of television programs by children, and (3) modeling of tel-
evision characters by children.

Research in the area of modeling related to television was examined
as television characters may have been seen as heroes to be emulated by
young children. This research was divided into the areas of role models
and sex role models. The child who recognizes a character may gain
clues as to appropriate role and sex behavior.

Time Spent by Children Viewing Television

Varying statistics exist as to the time spent viewing television
by children. Most research for preschool age children depended on
mother's estimates of viewing times. Studies of school age children
often used television recording sheets which the children checked or
filled out.

Lyle and Hoffman (1972) reported in a study of the actual day-to-
day use of television by children in the first, sixth, and tenth grades
that most children watched television for at least two hours a day.

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Meyer (1973) stated that elementary children ages five to eight in his study viewed between two and a half and three hours per day.

It was reported that households with preschool children had an average television viewing time of from 18 hours (Witty, 1967) to 31 hours (Stevenson, 1972) per week. A recent report of average weekly viewing time for preschool children was between 23 and 33 hours (Gadberry, 1974). According to the Nielson statistics, cited by Federal Communication Chairman Dean Burch (1970, p. 59), children aged two to five were the heaviest viewers of television, watching more than 28 hours a week. Hayakawa (1973, p. 5) reported statistics showing that preschool children watched television over 54 hours a week.

Lyle and Hoffman (1972), in their study of preschool viewers, realized that children did not know how to tell time. Instead, the children were asked to report the number of times they could watch television during the day. They found that over three-quarters of the children were allowed to watch television in at least four of the five time periods presented.

Goldsmith (1977, p. 37) reported in her study of three and four year old vieweres, that "the median viewing time for a two week period is 34.5 hours per child." The range in viewing time was listed at between "16.5 and 80.5 hours per child for a two-week period." She stated that viewing was higher during the second test week when cooler weather occurred.

Research showed that children, particularly preschool children, were part of the television viewing audience. When it is considered how few hours they are awake during the day, the time spent watching television has quite an impact.

Choice of Television Programs by Children

Prawat and Prawat (1975, p. 576) wrote, "There is a dearth of firsthand information regarding children's viewing preferences." However, preferences were reported by children's mothers, television stations, and the children themselves in research studies.

Keely (1961) stated that mothers of preschool children reported that the most frequently viewed programs were children's programs, family shows, and adult programs. Of the first ranking children's programs, the top six were cartoon shows. LoSciuto (1972) reported in his study that mothers listed cartoons, children's programs, and family comedies as favorite shows of children three to twelve years old. Educational programs such as Sesame Street were next in preference.

Television in the Soviet Union regards young children as important viewers. Kriuchkov (1975) wrote:

> At present, more than one-third of the total programming of the Central Television Network is devoted to programs for children. Broadcasting network schedules show that children's programs give a high place to preschool and young school-age viewers. There are many more telecasts for them than for older children, who also watch many adult programs (p. 11).

He stated that children liked best "to be continued" series with permanent heroes and hosts. Goriachev (1975) reported that young viewers aged four to seven liked love tales, cartoons, stories about animals, and programs in which they themselves were involved and in which they were given simple assignments. He listed Tales of Granny Television, Draw With Us, and Fun With the ABCs as popular programs. Burduig (1975, p. 50) wrote "In itself, the cartoon is one of the young viewer's favorite type of program." Also popular was the puppet play. Burduig (1975, p. 50) commented, "Small children who are primarily

accustomed to watching the screen more than listening like this form, which acts out the dynamic development of the topic."

Barcus (1971) indicated in his analysis and videotape of 19 hours of Saturday children's television that 62 percent of the programs were animated films. Sixty-four percent of the programs dealt with crime, supernatural, or interpersonal rivalries.

Lyle and Hoffman (1972) reported that for first grade children, situation comedies and cartoon shows were very popular. They did say, however,

> While young children watched in greatest numbers during the late afternoon, the largest child audience went to programs which were made for adult or family audiences, not 'child programs.' Low-key programs dealing with people their own age in situations they understood have large audiences as well as adventure programs (p. 139).

Lyle and Hoffman (1972) reported different results in their study of preschool age children and television. They stated that cartoon shows of various types accounted for almost two-thirds of the choices of favorite programs. The cartoon program The Flintstones was mentioned most often. Its popularity increased with the child's age and it ranked higher with girls than boys. Sesame Street was most popular among the three-year-old children, the youngest children in the study.

Goldsmith (1977, p. 11) wrote, "Currently children's television programs are mainly three types: animated cartoons, adventure types featuring one or more live animals, and adventure shows geared to young audiences." She reported that the three- and four-year-olds in her study preferred situation comedies, cartoons, children's educational programs, adult variety shows, and movies, in that order. Least favorite were religious programs, sports, serials, and game shows.

Prawat and Prawat (1975) compared preschool children's responses to The Pink Panther and Sesame Street. They wrote:

> The children respond with significantly more nonverbal affect, mostly positive, for The Pink Panther segment than for the Sesame Street segment. This suggests that subjects derive greater enjoyment from viewing the cartoon show than the educational show (p. 580).

Perhaps cartoons could be incorporated into educational programs to attract the broadest attention of preschool children.

Modeling

Young children often identify with other people and model their behaviors, either from real life or television. This was particularly evident to Ashton-Warner (1972), after visiting the United States, she wrote:

> Much of what they do and learn 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 television role, so you can't distinguish a television 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 off the screen. There's an air about it as though each were playing some well-learnt TV role. They gesture a lot and throw their arms and stride in pseudo passion (p. 219).

Such a view from an outsider highlights the need to study the process of modeling.

Some research exists on how children learn to identify with models. There seems to be a wide variety of opinions and theories on how this happens.

Mussen, Conger, and Kagan (1963) defined identification as the learning process which leads children to think, feel, and behave as

though the characteristics of another person or group belong to them. Bronfenbrenner (1970) stated that there were three classes of phenomena commonly called identification. They were:

> (1) Identification as <u>behavior</u> implies that a child behaves in the manner of a model. (2) Identification as <u>motive</u> refers to the disposition of a child to act like a model. (3) Identification as <u>process</u> refers to the interplay of forces which impel the child to take on the characteristics on the model.

White (1975, p. 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."

Mussen et al. (1963) believe that there are two conditions that facilitate the development of an identification with a model. First, the children want to possess some of the model's attributes. Second, they must have some basis for believing that they and the model are similar in some way.

Stotland and Dunn (1963) believe that identification based on-similarity happens when children see that they and another individual have some trait in common and further perceive that the other individual has some additional trait. Children then believe that they also possess the additional trait.

Bandura and Walters (1963) stated that children learned appropriate behavior through observing modeling. They demonstrated that children did not need to be directly reinforced for modeling in order to bring about changes in behavior. Children needed only to observe a model being reinforced for behavior to imitate it.

Gewirtz believes humans learn by imitation or observation based primarily upon their conditioning history, according to Baran and Meyer (1974). Television offers the child many models to imitate. If the child identifies with a model, he or she will be more likely to learn the skills demonstrated by the model (Baran and Meyer, 1974). Goldsmith (1970) stated that imitative and copying behavior become so internalized that the values, interests, and traits of the model become an actual part of the child. The identifying behavior then becomes spontaneous and automatic.

Modeling does occur when young children watch television. Sproull (1973) wrote of preschool children:

> When direct reactions, assumed here to be indicators of vi-
> carious participation, are combined with modeling behaviors,
> the children exhibited more than one of these behaviors for
> every minute of program time (p. 112).

Lyle and Hoffman (1972) reported that over half of the preschool children in their study said that they did not reenact things they saw on television with their friends. There was a marked tendency for imitative play to increase with age. They wrote: "Whereas 64 percent of the three-year-olds said they didn't engage in such play, 61.5 percent of the five-year-olds said that they did" (p. 266). In their study of first grade children, the authors stated that about half of the children said they used things they've seen on television as a model for social play "sometimes" or "often." Solitary play based on television content was affirmed by 30 percent of the children.

Some specific studies dealing with children and modeling have been done. The focus of Singer and Singer's (1974) investigation was on the role of adult intervention represented either by an actual

teacher working with three and four-year-old children or by variations involving a live model in combination with a television program which placed emphasis on make-believe. Results indicated that children were most influenced when an adult acted as an intermediary while the children watch television. Unfortunately, Will's (1975) plan to test the combined effect of media presentations and teacher behavior to promote cooperative behavior in preschoolers had too small a sample to draw conclusions.

Bandura (1971) stated that children learned about violence from watching television and learned to imitate violent behavioral models. He believes that violent television and film content can increase the aggressive behavior of children.

The use of television models for educational purposes was suggested by Clarke (1971) when he wrote:

> Another question to be explored is under what circumstances the mass media are used as guidelines for standards of behavior? There is a strong, widespread suspicion that hairstyles and clothing are mass-communicated via the personnel of rock stars and other entertainment heroes. Can these same individuals be enlisted in the fight against social problems, such as drug abuse? (p. 322).

Whether benefiting society or not, children do model their own behavior after behavior they observe on television, either in accord with it or in opposition to it. Lieberg, Neale, and Davidson (1973) summarize:

> Quite simply, any steady diet of television will have a powerful influence on children. Its effect is, at least in part, the inevitable, natural consequence of observing behavior in others. Modeling--in which a child learns from witnessing the actions of other persons--is a cornerstone in social development. Television, by its very nature, brainwashes children in that it shapes the way they view the world and the kind of people they will be (p. 5).

By viewing television, children can observe and identify with television characters who display occupational role and appropriate sex type behavior.

Occupational Role Models

DeFleur and DeFleur (1967) state, from their study of children's knowledge of work occupations, that a considerable amount of information about occupational roles was gained from the television medium. Heavy viewing increased the knowledge of occupations portrayed on television. The authors indicated that the roles shown were not always realistic when they wrote:

> Given the limited amount of observational data on incidental learning which has been assembled at present, we can do little more than note that television appears to be an important agency of socialization for children concerning the adult world. However, it can be suggested that television provides children with much superficial and misleading information about the labor force of their society. From this they acquire stereotyped beliefs about the world of work (p. 789).

Thus, the television roles that young children see and imitate may be narrow and false when compared with the real world.

Sex Role Models

In their writings Miller and Reese (1976) stated that two major theorists who study sex role development are Laurance Kohlberg and Walter Mischel. Kohlberg believes that children attempt to retain a cognition of their own self worth as a member of their own sex. They model their own behaviors and values after same-sex models. Mischel bases his theory on social learning and assumes that children value

same-sex behavior because they are rewarded for such behavior. Children can observe reinforcement and learn without being directly reinforced. Mischel stresses the complex cognitive processes in sex role learning.

Some general agreement about broad outlines of the process of sex role learning exists. Miller and Reese (1976) spoke of Kohlberg and Mischel when they wrote:

> They agree that: (a) Children can learn the appropriate behavior of both sexes through observation and without immediate reinforcement, (b) children attempt to maximize the benefits to themselves, and (c) this attempt causes children to emulate models of the same sex and/or models who have the power to gain rewards for themselves (p. 38).

It would follow that children can learn sex role behavior from television by observation and modeling.

Studies indicate a relationship exists between sex role development and television viewing habits. Frueh and McGhee (1975) reported that high amounts of television viewing (25 hours or more per week) were clearly associated with stronger traditional sex role development as measured by the "It Scale" developed by Brown (1956). Beuf (1964) stated that among three to six year olds, heavy television viewers held more stereotyped perceptions of occupational sex roles than light viewers.

Sternglanz and Serbin (1974) reviewed the behavior of males and females on children's television shows. Sex appropriate models presented different messages about correct behavior and received different counsequences for action. Males and females appeared in the television world in very different proportions and roles. The effect of such modeling on children was a concern of the authors when they

wrote:

> In the more narrow sense, both male and female roles are
> limited because certain behaviors are considered appro-
> priate primarily for one sex. A child who identified
> with the female character would be shown that it is in-
> appropriate for her to make plans and carry them out or
> for her to be aggressive. She is shown that she will
> be punished if she abandons the sedate female style and
> moves rapidly. Boys, on the other hand, are shown that
> it is sex role inappropriate for males to defer to
> another's plan or suggestion or to express admiration
> of others. On a still more specific level, female chil-
> dren are taught that almost the only way to be a suc-
> cessful human being if you are female is through the
> use of magic (p. 714).

Lyle and Hoffman (1972) reported, from their study of first
grade children, that the sex of characters in television programs
affected their popularity. Boys showed an early preference for ac-
tion programs with strong male characters. Girls listed family sit-
uation comedies in which women either predominate or are coequal with
the male lead actor among their top six choices.

Miller and Reese (1975) analyzed prime time dramatic shows aimed
at a family audience and found a majority of male characters were
shown. Females were shown engaging in more negative behavior than
males. Using these findings, the authors asked children to nominate
television characters as behavior models. They were especially inter-
ested to see if children who viewed female characters in counter-
stereotypical roles would accept them in real life. The authors re-
ported that boys nominated more characters for models than girls and
more of the models were male than female. From the children's replies,
Miller and Reese stated that 80 percent of the children accept females
in counter-stereotypical roles in real life after being displayed to
them on television. They concluded that children nominate television

characters as people they want to be like when they grow up. These same-sex highly stereotyped characters are being taught and reinforced by television.

Television Characters

Children's television programs portray and promote social misconceptions. Half of all the leading characters are white, American, young, unmarried males. About 20 percent of the leading characters are females, portrayed as sex symbols, villains, or helpers. Minority members on television are well-mannered and the elderly are seldom seen (Cantor, 1972; Leifer, Gordon, and Graves, 1974).

LoSciuto (1972) in "A National Inventory of Television Viewing Behavior" reported that when subjects were asked to name the characters from shows that were their favorites because of the major characters, even when the the majority of respondents were female, three times as many males as females were listed. LoSciuto (p. 63) wrote: "Few child actors and few adolescents were named, an interesting comment on the limited successful role models that television provides for pre-adults."

Child actors do appear on television and children do watch them according to Lyle and Hoffman (1972). The authors wrote:

> The appeal of characters of their own age group was clearly shown in the results. The most popular family situational comedies among the younger children were those featuring children their own age, although this is clearly not a sufficient stimulus to popularity, since some shows featuring young children were seldom mentioned (p. 148).

When the authors repeated the study with preschoolers, they reported a relatively low recognition level of child characters from family

situational comedies. This was especially true for the youngest subjects.

In the study of preschoolers and television, Lyle and Hoffman (1972) found that Fred Flintstone (a cartoon figure), Big Bird (a costumed person), and Wilma Flintstone (a cartoon figure) were the most popular characters. Next in popularity were characters such as Lucy, Gilligan, and the Skipper. Various sex and age differences were observed. With one exception, children identified more with their same-sex characters than with those of the opposite sex. Sixty percent of the time, older children recognized more characters than younger children. This may be because they are allowed more viewing time since they are awake more hours of the day.

Research has been done on how children relate to television characters as models. Lyle and Hoffman (1972) found that preschool children say 55 percent of the time that the children seen on television are similar to themselves and their friends.

Meyer (1973) found in asking elementary children what they would do and their favorite television character would do in given situations that the relationship was similar. Meyer (1973) wrote:

> The overall findings of the study suggest that for the majority of children interviewed, television provides, in general, socially desirable behavioral models. At the very least, most of the favorite characters do not provide violent or socially undesirable models (p. 32).

Donohue (1975) replicated the above study with black children and reported that they saw less of a relationship between themselves and all socializing agents in their lives. Television for black children provided mostly harmless behavior models, and in some cases negative

ones. Donohue wrote:

> The extent to which a child could be expected to imitate his/her favorite character's behavior apparently depends on two critical factors in observational learning: first that a child learns the new behavior; secondly, that he/she also learns when or where it is appropriate to use that new behavior (p. 15).

Meyer and Donohue disagreed on the effect of television for modeling. Meyer (1973, p. 33) wrote: "While evidence of parental influence is apparent, it does not seem as strong as the influence of peers and favorite television characters." Donohue (1975) contended:

> In terms of the development of children's attitudes and behavior, television content does not appear to cause attitudes or cause behaviors, but rather, as an ever-present part of the environment, television contributes to the child's information.

Whether influencing behavior or contributing to information, research shows that television has a dominant effect on the lives of young children. From the hours spent in viewing to the observation of sex role models, children are influenced by television.

CHAPTER III

METHOD AND PROCEDURE

The plan of this study includes a descriptive exploratory research design. The population and sampling plan of the study is delineated in this chapter, and the unique methodology needed for researchwith preschool children is set forth.

Research Design

The research design of this study is classified as an example of descriptive research by individual conferences with children. This type of research gains essential knowledge about the nature of persons. This study is concerned with researching the present identification and choices of television characters as models by preschool children. Since only limited studies in the area of preschool children and television characters have been done, this is also an exploratory study. The gathering of information on this topic is important because it will be new and also because of its potential use. When it is discovered which television characters as models preschool children choose, these then may be incorporated into use for educational purposes. Once this research has been completed, it will present data which may be used in future research, even of the experimental design. It is thus the preparation for later action research in the field.

The identification and choice of television characters as models was researched in relationship to the age and sex of preschool children. The children were grouped into three groups, 38-50 months, 51-58 months, and 59-64 months old. The age groups were divided into males and females. Findings for total males and total females were also recorded.

Population and Sample

The universe of this sample is all the three-, four-, and five-year-old children in the United States whose homes have television sets. The Statistical Abstract of the United States (1976, p. 27) which reported the findings of the 1970 Census listed the following by thousands for children under five years of age:

```
Total Children - 17,163        Total Males - 8,119
White Total    - 13.141        White Males - 6,729
Black Total    -  2,395        Black Males - 1,209

              Total Females - 7,777
              White Females - 6,413
              Black Females - 1,189
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The Statistical Abstract (1976, p. 27) also listed the percentage of homes with certain electrical appliances as researched by Billboard Publications in 1975. Homes with black and white television sets were listed at 99.9 percent of total homes in the United States, while homes with color television sets were listed at 74.4 percent of all the homes in this country. A survey done by the Electronic Industries Association (Goldenpaul, 1977) stated that there were 125,300,000 television sets in use as of that year.

The population of this sample is all the three-, four-, and five-year-old children in Schoharie County, New York. Since, according to

the statistics mentioned (U.S. Department of Commerce and Bureau of the Census, 1976), almost every home in the country has a television set, it is valid to assume that Schoharie County homes are similar in ownership of television sets.

Schoharie County is a rural non-farming county in the Eastern half of New York State according to the Characteristics of the Population (U.S. Department of Commerce and Bureau of the Census, 1973). It was chosen as a contrast to the California urban county used by Lyle and Hoffman (1972) in their study of preschool children. The 1970 Census recorded 24,750 inhabitants in Schoharie County (U.S. Department of Commerce and Bureau of the Census, 1973). Of these, 1,938 were under the age of five years. Broken down by age groups, the following numbers were listed as of 1970 (U.S. Department of Commerce and Bureau of the Census, 1973, p. 33):

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Three-Year-Olds - 388    Males - 207    Females - 181
Four-Year-Olds  - 421    Males - 219    Females - 202
Five-Year-Olds  - 451    Males - 240    Females - 211
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Families with children under age six made up 25 percent of the county's population (U.S. Department of Commerce and Bureau of the Census, 1973).

Schoharie County's population was made up of 87.6 percent native state born and 98 percent white persons (U.S. Department of Commerce and Bureau of the Census, 1973). Of these, 37.8 percent were white collar workers, 24.4 percent worked for the government, and 18.5 percent were manufacturing industry workers (U.S. Department of Commerce and Bureau of the Census, 1973). The county's median income was $8,278 (U.S. Department of Commerce and Bureau of the Census, 1973).

The major town of Schoharie County, Cobleskill, is inhabited by a quarter of the county's inhabitants (U.S. Department of Commerce and

Bureau of the Census, 1973). It is the location of a branch of the State University of New York. The two-year college at Cobleskill specializes in agriculture and technical fields of study. It is the largest single place of employment in the county.

The invited sample consisted of the children enrolled in the laboratory nursery schools at the State University of New York at Cobleskill. These children were three-, four-, and five-years of age. A major reason for selection of this setting was that the researcher was a familiar figure to the children as one of the master teachers in the nursery school. The enrollment for nursery school is done on a first-come, first-served basis. No tuition is charged for the half day program. The parents of the children are required to provide transportation for their child and snacks for the group on a rotating basis. The nursery school classrooms serve the county as a whole so there is a village/rural mixture of children. There are five classrooms, three meeting in the morning and two meeting in the afternoon. Approximately 25 children are enrolled in each group. Since assignment depends on the date applications are received, a balanced male/female or age group mixture is not assured. The sample was limited to three morning classrooms and one afternoon classroom because of the researcher's teaching responsibilities.

The accepting sample was those children in the Cobleskill Nursery School whose parents had given written permission for them to take part in the study. Each teacher in each classroom also gave permission for the letters to parents to be sent home with the children enrolled in the class.

The individual child was willing to take part in the study by accepting the researcher and going with her to the place of inquiry. The child was required to answer questions about television viewing and recognize television characters from pictures. In another session, a forced choice of paired comparisons was made.

The data-producing sample was those children whose parents had given permission for them to participate and who cooperated with the researcher on two separate occasions. This meant the children had to be present in the classroom and be willing to follow the instructions of the researcher.

The sampling plan for this study was categorized as purposive sampling. Since the subjects were young children, acceptance of the researcher was of great concern. Therefore, the sample selected knew the researcher as a familiar figure. Within the nursery school setting, children in the accepting sample were grouped according to sex and age.

Instrumentation

The instrumentation in this study has some particular characteristics as it was designed to gather information directly from preschool children. It was in part a replication of the exploratory study done by Lyle and Hoffman (1972) entitled "Explorations in Pattern of Television Viewing by Preschool-Age Children." They included in their appendix a note on their methodology stressing that the interviewing of young children was an undeveloped area of field survey research. After pretesting, the direct questioning of children was

accepted as being feasible for the study. Great care was given in the selection of interviewers who related well with children.

For this study permission from parents to allow their child to participate was requested in the form of a letter sent home with the child from nursery school (Appendix A). It included information about the study, an overview of what their child would be asked to do, and a permission slip to be filled out and returned to the nursery school.

Attached to the letter was a survey form requesting information from the parents about their child and television viewing. A sample of this form is found in Appendix B. Lyle and Hoffman (1972), in their study of preschool children, reported only the results of telephone interviews with the children's mothers. No list of written questions was given.

In the present study individual interviews were made. A questionnaire was read to the child consisting of eight questions which covered television viewing and children's preferences (Appendix C). The researcher pretested the questionnaire with 10 preschool children. Several of the questions were similar to those in the study done by Lyle and Hoffman (1972).

The child was presented with 24 pictures of television characters to recognize. This was similar to the method used by Lyle and Hoffman (1972). The researcher said, "Here are some pictures of people from TV. Look at the picture and tell me who this is."

The choice of television characters for the study was based on television programs being shown at the time in Schoharie County, New York. The availability of pictures of characters was a factor in their

selection as well as the time of day when the programs were shown. It was the goal to include a broad variety of character types. The pictures of characters were taken from the TV Guide and Television News from The Sunday Oklahoman. The Character Recognition Survey Form is found in Appendix D.

On a second occasion, the child was asked to make a forced choice on a series of pairs of pictures of television characters. These characters were widely recognized by the children in the first testing. The researcher said, "I have some pictures of people you might see on TV. Look at the two pictures. If you could be like one of them, which would choose? Put your finger on it." The pairs were responded to one at a time with similar instructions given. Each picture was presented as often on the right as on the left to keep a space error from distorting the data. Appendix E contains the Character Forced Choice Form.

Six characters were used, thus, 15 comparisons were made. This number was determined by the formula $n(n - 1)/2$ where n equaled the number of characters (Compton and Hall, 1972).

The following factors influenced the choice of television characters for the study: (1) favorite television programs children reported, (2) favorite television characters children reported, (3) most correctly recognized characters, and (4) availability of pictures of television characters. The range included representatives of male, female, cartoon, human, and superhuman characters.

<center>Analysis of Data</center>

The data were analyzed for age and sex group difference in

relationship to the number of recognized television characters and the choice of television characters as heroes or models in forced choice pair comparisons. Chi square and one-way analysis of variance were used in this study.

CHAPTER IV

RESULTS

The purpose of this study was to examine preschool children's recognition of television characters and their choice of these characters as models or heroes. The data were analyzed in relation to the subjects' age and sex. Information was also gathered on television viewing periods, favorite television characters, imitative play of television characters, and favorite television programs. This information came from the preschool children and their parents.

Description of the Subjects

The 52 subjects of the study were preschool children enrolled in four sections of Nursery School at the State University of New York, Agricultural and Technical College at Cobleskill, New York. Their parents had responded to a survey form given by the master teacher of the nursery school and had given permission for their child's participation. Each child met with the interviewer twice.

The enrollment at the campus school is on a first-come, first-served basis, so the nursery classrooms were not balanced as to age or sex. Three age groups of approximately the same size were created to offset the natural age unbalance of the total groups. Table I presents a description of the subjects by age and sex.

TABLE I

DESCRIPTION OF SUBJECTS BY AGE* AND SEX
(N=52)

| | | Sex | | |
Viewing Period	Male	Female	Total
Group I (38 to 50 months)	5	12	17
Group II (51 to 58 months)	7	10	17
Group III (59 to 64 months)	10	8	18
Total	22	30	52

*Range - 38 months to 64 months. Mean age in months: 53.6.

Television Viewing Periods

Research indicated that preschool children were heavy television viewers with estimates of up to 54 viewing hours a week. Since the preschool children in this study were unable to tell time, five viewing periods were designated for them to respond to. The heaviest television viewing periods as reported by the preschool children were Saturday mornings, nights, and in the afternoons, as shown in Table II.

The mean viewing hours for Saturday morning as estimated by parents was 4.3 hours. Of the seven viewing periods, parents estimated Saturday morning was the highest viewing time, followed by weekend evenings. Two parents reported that their child watched five hours of television on Saturday mornings. The mean viewing hours for weekday afternoons were 1.9 hours as estimated by parents. This was the fourth highest viewing period according to parents and the third

highest viewing period reported by the preschool children. The lowest period of viewing time reported by parents was weekend afternoons. Parents' reports of children's viewing are presented in Table III.

TABLE II

TELEVISION VIEWING PERIODS REPORTED BY CHILDREN

Viewing Period	Frequency of Positive Response to Viewing	% of Positive Response to Viewing
In the morning	29	61.7
In the afternoon	40	85.1
While eating supper	22	46.8
At night	43	91.5
Saturday morning	46	97.9

Television Character Imitation

Lyle and Hoffman (1972) reported that over half of the preschool children in their study pretended to be television characters when playing with their friends. Table IV reveals that 50% of the children reported playing television characters with their friends and 50% of the children reported they did not. Parents reported that 60% of the children did pretend to be television characters. The children reported that they pretended to play as television characters more with others (50%) than by themselves (23.9%).

TABLE III

CHILDREN'S VIEWING TIME FOR SELECTED TIME PERIODS
AS ESTIMATED BY PARENTS
(N=52)

Viewing Periods	Viewing Time											Mean Hours Per Period
	Hours Per Period											
	None	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	
Weekday Morning	27	5	6	5	6	1	1	1	0	0	0	1.4
Weekday Afternoon	14	7	15	6	7	2	1	0	0	0	0	1.9
Weedkay Evening	11	6	14	7	9	1	2	1	1	0	0	2.4
Saturday Morning	9	1	5	1	8	10	11	1	4	0	2	4.3
Weekend Afternoon	45	2	2	2	0	1	0	0	0	0	0	0.3
Weekend Evening	5	4	15	7	13	3	4	1	0	0	0	2.9
Sunday Morning	38	2	6	1	1	0	3	0	1	0	0	0.9

TABLE IV

PRETEND PLAY AS TELEVISION CHARACTERS
AS REPORTED BY PARENTS AND CHILDREN

Response	% Parent Reports Child Pretends to Be Character	% Child Reports to Play Character With Friends	% Child Reports To Play Character By Self
No	39.2	50	76.1
Yes	60.8	50	23.9

The television character, the Incredible Hulk, was the character most frequently mentioned by both parents and children as the source of pretend play. This was true in children's play alone and with others. The parents reported more character imitative play by the children (31 cases) than the children reported (24 cases). Superheroes such as the Incredible Hulk, Wonder Woman, Batman, Spiderman, and Superfriends received a high frequency of mention by both parents and children. Batman and Spiderman play received the same mention by parents (each three times) and by children (each two times). Table V reports this information.

Favorite Television Character

Lyle and Hoffman (1972) reported in their study of preschool children the favorite television characters were Fred Flintstone (a cartoon figure), Big Bird (a costumed person), and Wilma Flintstone (a cartoon figure). The character of the Incredible Hulk did not exist at the time of their study. In this study the children reported their favorite

TABLE V

PARENTS' REPORT OF CHARACTER THAT CHILD MOST
FREQUENTLY IMITATED AND CHILD'S REPORT OF
FAVORITE CHARACTER FOR PRETEND PLAY

Character(s)	Frequency of Imitation		
	Report by Parent	Report by Child for Self Play	Report by Child for Group Play
Incredible Hulk	5	3	6
Wonder Woman	5	--	1
Emergency	4	1	2
Batman	3	--	2
Spiderman	3	--	2
Chips	2	--	--
Sesame Street	2	1	2
Muppets	1	--	--
Little House	1	--	--
Happy Days	1	--	1
Godzilla	1	--	--
Mork & Mindy	1	--	1
Brady Bunch	1	--	--
Family	1	--	--
Superfriends	--	1	3
Electric Company	--	1	1
Bugs Bunny	--	1	2
Laugh In	--	--	1
I Love Lucy	--	1	--
Porky Pig	--	1	--
None	21	42	28
Total	52	52	52

television characters to be the Incredible Hulk (a human who turns monster under stress) and Bugs Bunny (a cartoon figure). Among the males the Incredible Hulk ranked first, while Big Bird ranked first among the females. This finding agreed with Lyle and Hoffman's (1972) report that boys show an early preference for action programs with strong male characters. The Incredible Hulk (as a monster) displays superhuman strength. Big Bird continued to have appeal as evidenced by the female response. Next in rank as favorite characters for all preschool children in this study were the characters Mork (a visitor from outer space), Big Bird (a costumed person), and Wonder Woman (an animated superheroine). Table VI reports the preschool children's favorite television characters.

Favorite Television Program

Review of literature cited that cartoons, children's educational programs, and adult programs were popular with preschool children. For children in this study Sesame Street (an educational program for children) and Bugs Bunny (a cartoon show) were reported as favorites. A sex group difference was found when males reported Bugs Bunny and the Incredible Hulk (both ranked 1.5) as their favorite programs. Females ranked Sesame Street as the most frequently chosen favorite program, with Wonder Woman second. Lyle and Hoffman (1972) reported that cartoon shows were the favorite choice among preschoolers in their study. Sesame Street was most popular among the three-year-olds, the youngest group they interviewed in their study. Table VII reports preschool children's favorite television programs.

TABLE VI

FAVORITE TELEVISION CHARACTER AS REPORTED
BY CHILDREN BY SEX AND AGE

| Character(s) | Males | | | | Females | | | | Total % | Group Rank |
| | Frequencies | | | | Frequencies | | | | | |
	38-50 Months	51-58 Months	59-64 Months	Rank	38-50 Months	51-58 Months	59-64 Months	Rank		
Incredible Hulk	0	2	2	1	1	1	0	6	12.5	1.5
Bugs Bunny	1	1	1	2	2	1	0	3	12.5	1.5
Wonder Woman	0	0	1	8.5	1	0	2	3	8.3	4
Mork	0	1	0	8.5	1	1	1	3	8.3	4
Big Bird	0	0	0	17.0	2	2	0	1	8.3	4
Captain Kangaroo	1	0	0	8.5	1	1	0	6	6.3	6
Superfriends	0	0	1	8.5	0	0	1	12	4.2	9.5
Pink Panther	0	1	1	8.5	1	0	0	12	4.2	9.5
Scooby-Do	0	0	0	17.0	0	2	0	6	4.2	9.5
Donald Duck	0	0	2	3	0	0	0	18.5	4.2	9.5
Roadrunner	1	0	0	8.5	1	0	0	12	4.2	9.5
Popeye	0	1	0	8.5	0	0	1	12	4.2	9.5
Chips	0	0	0	17.0	1	0	1	12	2.1	16.5
Sesame Street	0	0	1	8.5	0	0	0	18.5	2.1	16.5
Mr. Rogers	0	0	0	17.0	0	0	1	12	2.1	16.5
Batman	0	0	0	17.0	0	1	0	12	2.1	16.5
Godzilla	1	0	0	8.5	0	0	0	18.5	2.1	16.5
Osmonds	0	0	0	17.0	0	0	1	12	2.1	16.5
Charlie's Angels	0	0	0	17.0	0	0	1	12	2.1	16.5
Slim Goodbody	0	0	1	8.5	0	0	0	18.5	2.1	16.5

TABLE VII

FAVORITE TELEVISION PROGRAM AS REPORTED
BY CHILDREN BY SEX AND AGE

| | Males | | | | Females | | | | | |
| | Frequencies | | | | Frequencies | | | | | |
Program	38-50 Months	51-58 Months	59-64 Months	Rank	38-50 Months	51-58 Months	59-64 Months	Rank	Total %	Group Rank
Sesame Street	0	0	0	9	2	1	2	1	13.0	1.5
Bugs Bunny	1	1	1	1.5	2	1	0	3.5	13.0	1.5
Wonder Woman	0	0	1	9	1	1	2	2	10.9	3
Chips	0	1	0	9	1	0	2	3.5	8.7	4.5
Captain Kangaroo	1	1	0	3.5	1	1	0	5	8.7	4.5
Incredible Hulk	0	2	1	1.5	0	0	0	19	6.5	6
Emergency	0	0	2	3.5	0	0	0	19	4.3	7.5
Pink Panther	0	1	0	9	0	0	1	10.5	4.3	7.5
Muppet Show	0	0	0	18	1	0	0	10.5	2.2	15.5
Happy Days	0	0	0	18	0	1	0	10.5	2.2	15.5
Battlestar Galactica	0	0	0	18	1	0	0	10.5	2.2	15.5
Super Friends	0	0	1	9	0	0	0	19	2.2	15.5
Godzilla	0	0	1	9	0	0	0	19	2.2	15.5
Mork & Mindy	0	0	0	18	1	0	0	10.5	2.2	15.5
Electric Company	0	0	0	18	0	1	0	10.5	2.2	15.5
Romper Room	0	0	0	18	0	1	0	10.5	2.2	15.5
Spiderman	1	0	0	9	0	0	0	19	2.2	15.5
I Love Lucy	0	0	0	18	1	0	0	10.5	2.2	15.5
Porky Pig	0	0	0	18	0	1	0	10.5	2.2	15.5
Scooby-Do	0	0	0	18	0	1	0	10.5	2.2	15.5
The Gong Show	0	0	1	9	0	0	0	19	2.2	15.5
Battle of the Planets	0	1	0	9	0	0	0	19	2.2	15.5

Parents in this study estimated that Sesame Street was the favorite program of preschool children (20.8%). The next reported programs by parents as favorites were Emergency (an adult drama) and the Muppet Show (a puppet comedy show). The children reported that their favorite programs were Sesame Street (13%) and Bugs Bunny (13%). Wonder Woman was a third choice by the preschool children (10.9%) as a whole. Results are reported in Table VIII.

Examination of Hypotheses

H_1 As age increases, preschool children will be able to recognize a greater number of photographs of 24 preselected television characters. Age was categorized according to high (59 to 64 months), medium (51 to 58 months), and low (38 to 50 months) groups. A one-way analysis of variance was performed in the three groups. The F Ratio indicated that there was a significant difference in the ability to recognize photographs of television characters by age groups F=6.1, p<.004. The older the children were, the more characters they could recognize with $\overline{X}$=12.3 for Group III (59 to 64 months) as compared with $\overline{X}$=7.0 for Group I (38 to 50 months) as found in Table IX.

Table X describes the Chi Square and Probability of Character Recognition for Age Groups. Each of the 24 television characters is listed with the extent of recognition by all members of the three age groups. Characters with a significant difference between groups were: Albert and Laura p<.05, Charlie's Angels p<.008, the Incredible Hulk p<.03, Starsky and Hutch p<.008, Wonder woman p<.04, Andy Taylor p<.05, Laverne and Shirley p<.005, Kermit p<.004, and Bugs Bunny p<.05.

TABLE VIII

FAVORITE TELEVISION PROGRAM AS REPORTED
BY CHILDREN AND PARENTS

Program	Children's Favorite Television Program (N=46)[1]		Parent's Report of Child's Favorite Program (N=48)[2]	
	N	%	N	%
Sesame Street	6	13.0	10	20.8
Bugs Bunny	6	13.0	0	0
Wonder Woman	5	10.9	2	4.2
Chips	4	8.7	2	4.2
Capt. Kangaroo	4	8.7	4	8.3
Incredible Hulk	3	6.5	1	2.1
Emergency	2	4.3	7	14.6
Pink Panther	2	4.3	0	0
Muppet Show	1	2.2	7	14.6
Happy Days	1	2.2	0	0
Battlestar Galactia	1	2.2	0	0
Superfriends	1	2.2	1	2.1
Godzilla	1	2.2	0	0
Mork & Mindy	1	2.2	1	2.1
Electric Company	1	2.2	1	2.1
Romper Room	1	2.2	1	2.1
Spiderman	1	2.2	0	0
I Love Lucy	1	2.2	0	0
Porky Pig	1	2.2	0	0
Scooby Doo	1	2.2	0	0
Gong Show	1	2.2	0	0
Battle of the Planets	1	2.2	0	0
Little House	1	2.2	4	8.3
Mr. Rogers	0	0	3	6.3
Batman	0	0	2	4.2
World of Disney	0	0	1	2.1
Brady Bunch	0	0	1	2.1

[1]Six children did not respond.

[2]Four parents did not respond.

TABLE IX

MEAN FREQUENCY OF CHARACTER RECOGNITION
BY AGE AND SEX

Age in Months	Males Mean	S.D.	Females Mean	S.D.	Totals for Age Mean	S.D.	F Ratio (Age) Probability
Group I							
38-50 Months	6.4	4.0	7.3	4.8	7.0	4.5	
Group II							F = 6.1
51-58 Months	10.9	4.2	10.4	5.1	10.6	4.6	
							p < .004
Group III							
59-64 Months	11.0	5.3	14.0	3.3	12.3	4.7	
Totals	9.4	4.5	10.6	4.4	10.0	4.6	

F Ratio (Sex) F = 0.018
Probability p = n.s.

Appendix F contains information that describes the frequency of character recognition by age for males and females. Included is the level of significance for recognition of individual television characters for the three age groups by sex. Characters whose recognition increased with the age of preschool females included Albert and Laura p<.02, Charlie's Angels p<.005, Starsky and Hutch p<.002, Laverne and Shirley p<.007, and Kermit p<.02.

H_2 There will be some significant differences between preschool males and females in the ability to recognize some of the photographs of 24 preselected television characters. A one-way analysis of variance did not support this hypothesis. The overall F Ratio was not

TABLE X

CHARACTER RECOGNITION FOR AGE GROUPS

Character(s)	Percent of Children in Each Age Group Who Recognized Each Television Character				
	38-50 Months	51-58 Months	59-64 Months	χ^2	P
Albert & Laura	6	18	39	5.90	.05
Donny & Marie	47	59	72	2.31	n.s.
Charlie's Angels	18	29	67	9.75	.008
Mork & Mindy	41	59	61	1.65	n.s.
Nicholas Bradford	24	35	50	2.66	n.s.
Incredible Hulk	47	65	89	7.03	.03
Pink Panther	35	71	56	4.29	n.s.
Starsky & Hutch	0	6	33	9.58	.008
Florida	-	-	-	-	-
Julia Child	-	-	-	-	-
Wonder Woman	59	77	94	6.25	.04
Big Bird	94	94	94	.002	n.s.
Andy Taylor	0	0	17	6.01	.05
Mr. Rogers	29	35	39	.35	n.s.
Laverne & Shirley	18	47	72	10.49	.005
Jon ¢ Ponch	53	70	67	1.26	n.s.
Arnold	18	47	44	3.91	n.s.
Kermit	41	88	83	11.16	.004
Fonz	41	59	56	1.21	n.s.
Vinny Barbarino	6	6	17	1.57	n.s.
Commander	18	35	33	1.56	n.s.
Mary Richards	0	0	6	1.93	n.s.
Slim Goodbody	41	65	56	1.93	n.s.
Bugs Bunny	65	94	89	5.88	.05

significant as found in Table IX. Table XI indicates that no significant difference was found in the recognition of each of the individual television characters by sex groups. Therefore, the ability to recognize specific characters was not related to the sex of the child alone.

Appendix G contains information reporting the percent of character recognition for all children broken down by age and sex. The television character Big Bird from Sesame Street was recognized by all children at the 100% level. Florida, the mother from Good Times and Julia Child, gourmet cook, were not recognized by any of the preschool children.

H_3 Preschool children of different age groups will differ in their choice of specific television characters as preferred models or heroes. A one-way analysis of variance did not support this hypothesis. The F Ratio was not significant for any of the six television characters as reported in Tables XII and XIV.

H_4 There will be a significant difference between preschool males and females on which television characters are chosen as preferred models or heroes. A one-way analysis of variance supported this hypothesis with an F Ratio of 11.10, $p < .002$ for the character Ponch Poncherello for preschool males. The F Ratio was 26.02, $p < .000$ for the character Wonder Woman for preschool females. This information is found in Tables XIII and XIV.

TABLE XI

CHARACTER RECOGNITION FOR MALES
AND FEMALES

| Character(s) | Percent of Males and Females Who Recognized Each Television Character | | | |
| | Sex | | χ^2 | P |
	Males	Females		
Albert & Laura	14	27	1.30	n.s.
Donny & Marie	50	67	1.46	n.s.
Charlie's Angels	37	40	0.07	n.s.
Mork & Mindy	46	60	1.08	n.s.
Nicholas Bradford	41	33	.31	n.s.
Incredible Hulk	73	63	.51	n.s.
Pink Panther	50	57	.23	n.s.
Starsky & Hutch	14	13	.001	n.s.
Florida	-	-	-	-
Julia Child	-	-	-	-
Wonder Woman	73	80	.38	n.s.
Big Bird	96	93	.11	n.s.
Andy Taylor	5	7	.11	n.s.
Mr. Rogers	32	37	.13	n.s.
Laverne & Shirley	50	43	.25	n.s.
Jon & Ponch	64	64	.001	n.s.
Arnold	27	43	1.41	n.s.
Kermit	82	63	2.1	n.s.
Fonz	59	47	.78	n.s.
Vinny Barbarino	5	13	1.13	n.s.
Commander	36	23	1.05	n.s.
Mary Richards	0	3	.75	n.s.
Slim Goodbody	55	53	.008	n.s.
Bugs Bunny	86	80	.36	n.s.

TABLE XII

MEAN FREQUENCY THAT EACH CHARACTER WAS SELECTED
WHEN COMPARED WITH OTHER CHARACTERS

	Bugs Bunny	Big Bird	Ponch	The Hulk	Wonder Woman	Donny and Marie
Males						
38-50 Months	2.8	2.4	3.0	2.6	1.7	1.8
51-58 Months	2.7	1.6	3.1	2.9	2.0	1.4
59-64 Months	3.2	1.6	3.5	2.8	1.6	1.0
Females						
38-50 Months	2.8	2.3	1.4	2.3	1.3	1.8
51-58 Months	3.2	2.0	1.9	3.0	0.9	1.6
59-64 Months	2.9	2.1	2.4	2.3	0.9	1.9
Totals						
38-50 Months	2.8	2.3	1.9	2.4	1.4	1.8
51-58 Months	3.0	1.8	2.4	2.9	1.7	1.5
59-64 Months	3.1	1.8	3.0	2.6	2.0	1.4
F Ratio	.20	1.19	2.00	.63	.54	1.64
Leveo of Signif-icance by Age	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.

TABLE XIII

MEAN FREQUENCY THAT EACH CHARACTER WAS SELECTED
WHEN COMPARED WITH OTHER CHARACTERS

Character(s)	Level of Significance By Sex	Mean								
				Males				Females		
		Total Population	Total	38-50 Months	51-58 Months	59-64 Months	Total	38-50 Months	51-58 Months	59-64 Months
Bugs Bunny	n.s.	2.9	3.0	2.8	2.7	3.2	2.9	2.8	3.2	2.9
Big Bird	n.s.	2.0	1.8	2.4	1.6.	1.6	2.2	2.3	2.0	2.1
Ponch	p<0.002	2.4	3.3	3.0	3.1	3.5	1.8	1.4	1.9	2.4
Donny & Marie	n.s.	1.6	1.3	1.8	1.4	1.0	1.8	1.8	1.6	1.9
The Hulk	n.s.	2.6	2.8	2.6	2.9	2.8	2.5	2.3	3.0	2.3
Wonder Woman	p<0.001	2.4	1.2	2.4	1.2	0.6	3.2	3.2	3.1	3.5

TABLE XIV

CHARACTER SELECTION IN FORCED CHOICE
PAIRED COMPARISON

	Mean Scores for Age and Sex and Standard Deviation									F Ratio and Level of Significance			
	Males (N=22)			Females (N=30)			Population Totals (N=52)			Age		Sex	
	38-50 Months	51-58 Months	59-64 Months	38-50 Months	51-58 Months	59-64 Months	Males	Females	Total				
Character(s)	(Standard Deviation)			(Standard Deviation)			(Standard Deviation)			F	p	F	p
Bugs Bunny	2.8 (1.10)	2.7 (1.70)	3.2 (1.55)	2.8 (1.48)	3.2 (1.32)	2.9 (1.46)	3.0 (1.46)	2.9 (1.39)	2.9 (1.42)	0.202	n.s.	.003	n.s.
Big Bird	2.4 (0.89)	1.6 (1.27)	1.6 (1.17)	2.3 (1.15)	2.0 (1.154)	2.1 (1.25)	1.8 (1.15)	2.2 (1.15)	2.0 (1.15)	1.189	n.s.	1.49	n.s.
Ponch	3.2 (1.22)	3.1 (1.46)	3.5 (1.90)	1.4 (1.00)	1.9 (1.60)	2.4 (2.00)	3.3 (1.58)	1.8 (1.51)	2.4 (1.69)	2.00	n.s.	11.10	.002
Donny & Marie	1.8 (0.84)	1.4 (0.98)	1.0 (0.67)	1.8 (1.41)	1.6 (1.26)	1.9 (1.46)	1.3 (0.84)	1.8 (1.33)	1.6 (1.33)	0.625	n.s.	1.93	n.s.
The Hulk	2.6 (1.95)	2.9 (1.95)	2.8 (1.87)	2.3 (1.82)	3.0 (1.41)	2.3 (1.75)	2.8 (1.72)	2.5 (1.66)	2.6 (1.67)	0.536	n.s.	0.334	n.s.
Wonder Woman	2.4 (1.67)	1.2 (2.04)	0.6 (1.58)	3.2 (1.34)	3.1 (0.88)	3.5 (0.93)	1.2 (1.82)	3.2 (1.07)	2.4 (1.75)	1.64	n.s.	26.02	.001

CHAPTER V

SUMMARY AND IMPLICATIONS

The present study was an example of an exploratory study making use of descriptive research. Since the subjects were preschool children, special care was given to make sure the interviewer was a familiar figure. Direct questioning was used as well as parental questionnaires, and forced choice comparisons. Information on television viewing periods, favorite television programs, and favorite television characters was elicited. Reports of children's imitative play were gathered from the preschool children and their parents.

This study investigated preschool children's ability to recognize television characters from photographs in relation to the children's age and sex. The children were asked to choose the television character they would most like "to be like" in a forced choice pair comparison. Differences in selection as to age and sex groups were researched.

The subjects of this study were 22 male and 30 female preschool children. They ranged in age from 38 months to 64 months and were divided into three equal age groups. All were enrolled in a campus Nursery School and lived in Schoharie County, New York. Their parents cooperated in the study by filling out a questionnaire.

Two questionnaires were developed to gain information about television viewing periods, favorite television programs and characters, and preschool children's imitative play of characters from television.

One form was for parents to respond to and another was adapted to be asked to preschool children.

A recording form was created to facilitate the compiling of the number of television characters that each child recognized from photographs out of a total of 24. Another form was designated to record the child's choice of television characters that they would most like "to be like" in a forced choice comparison of 15 pairs. This was used to gain information about favorite television characters as models.

Research Findings

The findings of this research were as follows:

1. Both parents and children reported that Saturday mornings were heavy television viewing periods by children.

2. Parents reported that their child imitated television characters. Preschool children reported that they were more often engaged pretend television character play with friends than by themselves. The character the Incredible Hulk was most frequently mentioned by children and parents for imitative play.

3. Preschool children reported their favorite television characters to watch were the Incredible Hulk and Bugs Bunny. A sex difference was shown with the Incredible Hulk the first choice of the males and Big Bird the first choice of the females.

4. Sesame Street and Bugs Bunny were the most favored television programs according to the preschool children surveyed. Their parents reported that the television program Sesame Street was the children's favorite.

5. There was a significant difference in the recognition of numbers of television characters according to the age of the children. The oldest age group could recognize more characters than the younger two age groups.

6. There was no significant difference in the recognition of television characters by sex groups.

7. There was no significant difference in the choice of television characters as models or heroes by children of different age groups.

8. There was a significant difference in the choice of television characters as models or heroes by children of different sex groups. Males selected the character Ponch Poncherello and females selected Wonder Woman more often than other characters in a forced choice pair comparison series.

Implications

This study was an example of research making use of direct questioning of preschool children. Such questioning can be done successfully, particularly if the interviewer is not a stranger to the children. Children not yet of school age are restricted to certain types of interview techniques (oral questions, pointing choices, demonstrations) since they cannot read or write. Small amounts of research has been done on preschool children as a group because of such limitations. Future research on this age group is needed.

The reports of children and parents agree that Saturday mornings are a heavy television viewing period for children. This may be because

of the large amount of programming aimed at children, mostly in the
form of cartoons (62% of Saturday morning programming, according to
Barcus, 1971), and superhero shows. This period could be used by
educational stations and programs to gain an increase in child viewers.

The favorite television characters the preschool children enjoyed
viewing were the Incredible Hulk and Bugs Bunny. This compares with
the preschoolers' choice of Fred Flintstone (a cartoon figure) and
Big Bird (a costumed person) in the 1972 study by Lyle and Hoffman.
A superhero monster (Incredible Hulk) and a cartoon rabbit (Bugs Bunny)
as characters may hold the attention of young children because of
their nonhuman uniqueness. Advertising and educational programs have
or should be aware of these character viewing preferences by preschool
children.

Parents reported that their children imitated television charac-
ters' behavior more often than the children reported (or realized)
that they pretended to be characters. In Lyle and Hoffman's 1972
study, 61.5% of the five-year-olds said that they used television
characters as a source of play. In this study half of the preschool
children reported that they did imitate television characters and
half said they did not when playing with their friends. A smaller
number reported television character play alone (23.9%). It was,
however, the observation of preschool children's imitation of charac-
ters in a group that inspired this study. Television displays a
variety of sex and role models that may influence preschool children's
play. These characters may act as heroes that the children may wish
to emulate by recreating their actions in group play.

Preschool children and their parents reported that Sesame Street, a children's educational program, was most popular for children's viewing. Other programs popular with the children were Bugs Bunny, the Incredible Hulk, and Wonder Woman. Lyle and Hoffman (1972) found that cartoon shows of various types accounted for almost two-thirds of the choice of favorite programs by the preschoolers in their study. Sesame Street was most popular for their three-year-olds. In this study the youngest group (38 to 50 months) named Bugs Bunny as their favorite program, while the oldest group (59 to 64 months) chose Sesame Street and Wonder Woman.

At the time of Lyle and Hoffman's study, many superhero programs did not exist. All of the favorite programs in both studies make use of costumed figures, cartoon animals, or superhero and superheroine characters. It may be that children enjoy viewing programs with characters that have special abilities and attributes. Planners for children's television programs should consider this in the creation of shows to capture young children's attention.

The results of this study imply that as preschool children grow older, they recognize a greater number of television characters from photographs. This agrees with Lyle and Hoffman's 1972 finding that 60% of the time older children recognized more television characters than younger children. This difference in recognition by age group may be the result of more hours of being awake, therefore more hours of possible viewing time. A child's attention span also increases with age, so the older children may focus more on television programs and their characters. Recommendations for programs for young

preschoolers would be to include nonthreatening characters shown in "learning situations" and to make use of repetition.

It was the hypothesis that preschool males and females would differ in the ability to recognize some of the photographs of the 24 television characters. No significant differences were found. LoSciuto (1972) reported that when subjects were asked to name characters from programs that were their favorites because of the major characters, even when the majority of respondents were female, three times as many male characters as female characters were listed. In this study 15 of the characters to be recognized were males, 6 were males, and 3 were male-female pairs. It would seem that the preschool child's age related more to the recognition of numbers of television characters than his/her sex.

Age group affected the number of television characters recognized by preschool children and the choice of favorite television programs. Age groups did not differ in the choice of any one character as a model or hero from forced choice comparisons. Even though Bugs Bunny was the favorite television program of the youngest age group (38 to 50 months), the character Bugs Bunny did not display any significant difference in level of choice by age groups.

It was thought that the broadcast time of the television programs with the major character may affect that character's choice by children of different age groups. Younger children might already be asleep when some programs were shown. No differences by age were found for character choice. It was also assumed that the older child may watch more hours of television and thus make a different character choice as

a model or hero. Television characters such as Wonder Woman, Big Bird, Ponch Poncherello, Bugs Bunny, Donny and Marie, and the Incredible Hulk had similar appeal to children in age groups ranging from 36 to 64 months.

There were significant differences between sex groups in the choice of television characters as models or heroes. The character Ponch Poncherello from CHIPS was selected more often by preschool males than females. The superheroine Wonder Woman was more often chosen by the preschool females than males. These choices were from 15 comparisons of 6 television characters. Lyle and Hoffman (1972) reported that with one exception, young children in their study identified with the same sex character. Kolberg wrote that children attempt to retain a cognition of their own self worth as a member of their own sex. It was his belief that children model their own behaviors and values after same-sex models. Ponch and Wonder Woman could serve as models for preschool males and females, respectively.

The preschool males seemed to be impressed by the motorcycle police officer Ponch, and made comments about how good and tough he was. Wonder Woman also has the attributes of strength and goodness. These characters may be seen as models or heroes, especially in the eyes of preschool children who realize their own vulnerabilities. Mussen et al. (1963) believed that identification involved a person wanting a model's attributes and realizing that they and the model were similar. The similarity in this case was sex.

The superheroine Wonder Woman was selected more significantly by preschool females than preschool males. This choice concurred with Sternglanz and Serbin's 1974 review that reported that female children

are taught that almost the only way to be a successful human being if you are a female (as shown on television) is through the use of magic. Wonder Woman has magical super powers. Perhaps these powers are deemed necessary by preschool females, especially if they follow Miller and Reese's (1975) conclusion that children nominate television characters as people they want to be like when they grow up.

Recommendations

The following recommendations are made for future study:

1. Replicate this study with preschool children from other areas of the country. Care should be given to the selection of interviewers so the children will be receptive to direct questioning.

2. Replicate this study using other television characters, especially those from new seasonal programs.

3. Replicate this study combining the variables of age and sex.

4. Include other variables in a study such as the children's race, socio-economic level, of IQ.

5. Ask the children directly to name television characters they wish they could be like and find what attributes these characters possess that attract the children.

6. Expand the sample size and include an equal number of males and females in each age group.

7. Information from future research about preschool children's television viewing patterns, choice of favorite television characters and programs, television character recognition, and choice of characters as models or heroes should be shared with educators and designers of television programs for children.

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APPENDIX A

LETTER TO PARENTS

November 14, 1978

Dear Parents:

Are you concerned with your child's viewing of television? I am, and as a head teacher in Holmes Hall I have noticed children playing roles from television. This has prompted me as part of my master's degree program to research the area of preschool children and television characters.

I need your help: 1) to fill in the accompanying sheet on your child's television viewing, and 2) by giving me permission to meet with your child individually twice to talk about television and look at pictures of television characters. These brief meetings will take place during the campus school session. The questionnaire and permission slips are attached only for your convenience and will be detached.

To be most beneficial, please return the sheet to your child's teacher as soon as possible. Thank you for your cooperation.

Sincerely,

Ms. Andrea Clapper

APPENDIX B

SURVEY FORM

Survey Form

<u>Directions</u>: Please fill in the following blank spaces with the appropriate answer.

Child's Birth Date_____

Child's Sex _____

Child's Age in Years and Months _____Years _____Months

Number of Television Sets in the Home_____

Do you receive the UHF channel? (Educational Television - Channel 17)

____Yes ____No

Please estimate the amount of time your child watches television (in hours) during the following periods:

Each Weekday Morning   _____

Each Weekday Afternoon   _____

Each Weekday Evening   _____

Saturday Morning   _____

Weekend Afternoon   _____

Weekend Evening   _____

Sunday Evening   _____

(Half hour intervals may be recorded as .5. Example: One and a half hours would be 1.5 hours.)

Session the child attends school (Morning or Afternoon)_____

What television program do you think is your child's favorite?

_____

Does your child pretend to be any of the characters from television?

_____ If yes, which ones?_____

What is your child's usual bedtime?_____

* *

Child's Teacher_____Date_____

I give permission for my child _____ to meet

with Andrea Clapper individually to talk about and look at pictures

of television characters.

Signed:_____

APPENDIX C

TELEVISION QUESTIONNAIRE FOR PRESCHOOL CHILDREN

Directions: The following questions will be read to the child and a verbal response will be recorded.

1. Do you have a TV in your house?

2. Do you like to watch television?

3. When do you watch television?

    A. Do you watch it in the morning, before Nursery School?

    B. Do you watch it in the afternoon, after Nursery School?

    C. Do you watch it after supper at night?

    D. Do you watch it while you eat supper?

    E. Do you watch it Saturday morning?

4. What is the name of your favorite television program?

5. Do you play things you see on television with your friends?

6. Do you play things you see on television by yourself?

7. Do you think the children you see on television are like you and your friends?

8. Who do you like to watch the most on television?

APPENDIX D

CHARACTER RECOGNITION SURVEY

CHARACTER RECOGNITION SURVEY FORM

Child's Teacher_____ Child's ID Number_____

Number	Character - Real Name	Child Recognizes	Name Child Uses
1	Albert - M. Laborteaux Laura - M. Gilbert		
2	Donny and Marie Osmond		
3	Charlie's Angels		
4	Mork - R. Williams Mindy - P. Dawber		
5	Nicholas Bradford (Adam Rich)		
6	The Incredible Hulk B. Bixby, L. Ferrigno		
7	Pink Panther		
8	Starsky and Hutch		
9	Florida		
10	Julia Child		
11	Wonder Woman		
12	Big Bird		
13	Andy Taylor		
14	Mr. Rogers		
15	Laverne and Shirley		
16	Jon Baker - L. Wilcox Ponch Poncherello - Estrada		
17	Arnold Drumond (Gary Coleman)		
18	Kermit the Frog		
19	The Fonz (Henry Winkler)		

Number	Character - Real Name	Child Recognizes	Name Child Uses
20	Vinny Barbarion (John Travolta)		
21	Commander - Battlestar Galactica (L. Greene)		
22	Mary Richards (Mary Tyler Moore)		
23	Slim Goodbody (John Burstein)		
24	Bugs Bunny		

APPENDIX E

CHARACTER FORCED CHOICE FORM

Child's Teacher _____ · ____ Child's ID Number _____

BUGS BUNNY	1A	1B	BIG BIRD
PONCH PONCHERELLO	1C	1D	DONNY AND MARIE OSMOND
BIG BIRD	1E	1F	INCREDIBLE HULK
PONCH PONCHERELLO	1G	1H	WONDER WOMAN
WONDER WOMAN	2A	2B	BUGS BUNNY
DONNY AND MARIE OSMOND	2C	2D	INCREDIBLE HULK
PONCH PONCHERELLO	2E	2F	INCREDIBLE HULK
DONNY AND MARIE OSMOND	2G	2H	BUGS BUNNY
INCREDIBLE HULK	3A	3B	BUGS BUNNY
BIG BIRD	3C	3D	PONCH PONCHERELLO
WONDER WOMAN	3E	3F	DONNY AND MARIE OSMOND
BUGS BUNNY	3G	3H	PONCH PONCHERELLO
INCREDIBLE HULK	4A	4B	WONDER WOMAN
DONNY AND MARIE	4C	4D	BIG BIRD
BIG BIRD	4E	4F	WONDER WOMAN

APPENDIX F

FREQUENCY OF CHARACTER RECOGNITION

BY AGE FOR MALES AND FEMALES

TABLE XV

FREQUENCY OF CHARACTER RECOGNITION
BY AGE FOR MALES

Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
1. Albert & Laura				
No Identification	5	6	8	
Identification	0	1	2	0.567
2. Donny & Marie				
No Identification	3	3	5	
Identification	2	4	5	0.843
3. Charlie's Angels				
No Identification	4	5	5	
Identification	1	2	5	0.457
4. Mork & Mindy				
No Identification	3	3	6	
Identification	2	4	4	0.754
5. Nicholas Bradford				
No Identification	4	4	5	
Identification	1	3	5	0.533
6. The Hulk				
No Identification	2	3	1	
Identification	3	4	9	0.250
7. Pink Panther				
No Identification	4	3	4	
Identification	1	4	6	0.3099
8. Starsky & Hutch				
No Identification	5	6	8	
Identification	0	1	2	0.567
9. Florida				
No Identification	5	7	10	
Identification	0	0	0	--
10. Julia Child				
No Identification	5	7	10	
Identification	0	0	0	--
11. Wonder Woman				
No Identification	2	3	1	
Identification	3	4	9	0.250

TABLE XV (Continued)

	Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
12.	Big Bird				
	No Identification	0	0	1	
	Identification	5	7	9	0.533
13.	Andy Taylor				
	No Identification	5	7	9	
	Identification	0	0	0	--
14.	Mr. Rogers				
	No Identification	4	5	6	
	Identification	1	2	4	0.717
15.	Laverne & Shirley				
	No Identification	4	3	4	
	Identification	1	4	6	0.310
16.	Jon & Ponch				
	No Identification	2	2	4	
	Identification	3	5	6	0.874
17.	Arnold				
	No Identification	5	3	8	
	Identification	0	4	2	0.071
18.	Kermit				
	No Identification	2	0	2	
	Identification	3	7	8	0.204
19.	Fonz				
	No Identification	3	2	4	
	Identification	2	5	6	0.549
20.	Vinny Barbarino				
	No Identification	5	7	9	
	Identification	0	0	1	0.533
21.	Commander				
	No Identification	5	3	6	
	Identification	0	4	4	0.121
22.	Mary Richards				
	No Identification	5	7	10	
	Identification	0	0	0	--

TABLE XV (Continued)

	Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
23.	Slim Goodbody				
	No Identification	4	3	3	
	Identification	1	4	7	0.1837
24.	Bugs Bunny				
	No Identification	2	0	1	
	Identification	3	7	9	0.124

TABLE XVI

FREQUENCY OF CHARACTER RECOGNITION
BY AGE FOR FEMALES

	Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
1.	Albert & Laura				
	No Identification	11	8	3	
	Identification	1	2	5	0.023
2.	Donny & Marie				
	No Identification	6	4	0	
	Identification	6	6	8	0.058
3.	Charlie's Angels				
	No Identification	10	7	1	
	Identification	2	3	7	0.005
4.	Mork & Mindy				
	No Identification	7	4	1	
	Identification	5	6	7	0.122
5.	Nicholas Bradford				
	No Identification	9	7	4	
	Identification	3	3	4	0.490
6.	The Hulk				
	No Identification	7	3	1	
	Identification	5	7	7	0.099
7.	Pink Panther				
	No Identification	7	2	4	
	Identification	5	8	4	0.177
8.	Starsky & Hutch				
	No Identification	12	10	4	
	Identification	0	0	4	0.002
9.	Florida				
	No Identification	12	10	8	
	Identification	0	0	0	--
10.	Julia Child				
	No Identification	12	10	8	
	Identification	0	0	0	--
11.	Wonder Woman				
	No Identification	5	1	0	
	Identification	7	9	8	0.046

TABLE XVI (Continued)

	Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
12.	Big Bird				
	No Identification	1	1	0	
	Identification	11	9	8	0.6691
13.	Andy Taylor				
	No Identification	12	10	6	
	Identification	0	0	2	0.053
14.	Mr. Rogers				
	No Identification	8	6	5	
	Identification	4	4	3	0.948
15.	Laverne & Shirley				
	No Identification	10	6	1	
	Identification	2	4	7	0.007
16.	Jon & Ponch				
	No Identification	6	3	2	
	Identification	6	7	6	0.454
17.	Arnold				
	No Identification	9	6	2	
	Identification	3	4	6	0.084
18.	Kermit				
	No Identification	8	2	1	
	Identification	4	8	7	0.019
19.	Fonz				
	No Identification	7	5	4	
	Identification	5	5	4	0.904
20.	Vinny Barbarino				
	No Identification	11	9	6	
	Identification	1	1	2	0.523
21.	Commander				
	No Identification	9	8	6	
	Identification	3	2	2	0.955
22.	Mary Richards				
	No Identification	12	10	7	
	Identification	0	0	1	0.241

TABLE XVI (Continued)

	Character(s)	38-50 Months	51-58 Months	59-64 Months	Level of Significance by Age
23.	Slim Goodbody				
	No Identification	6	3	5	
	Identification	6	7	3	0.372
24.	Bugs Bunny				
	No Identification	4	1	1	
	Identification	8	9	7	0.326

APPENDIX G

PERCENTAGE OF CHARACTER RECOGNITION

TABLE XVII

PERCENT OF CHARACTER RECOGNITION

Character(s)	Percent of Identification					
	All Children	Male	Female	38-50 Months	51-58 Months	59-64 Months
Albert & Laura	22.4	13.6	26.7	5.9	17.6	27.7
Donny & Marie	63.3	50.0	66.7	47.0	40.0	81.3
Charlie's Angels	40.8	36.4	40.0	17.6	29.4	66.6
Mork & Mindy	57.1	45.5	60.0	41.2	48.8	61.1
Nicholas Bradford	38.8	40.9	33.3	23.5	35.9	50.0
The Hulk	71.4	72.7	63.3	47.0	64.7	88.8
Pink Panther	57.1	50.0	56.7	35.3	70.6	55.5
Starsky & Hutch	14.3	13.6	13.3	0	5.8	33.3
Florida	0	0	0	--	--	--
Julia Child	0	0	0	--	--	--
Wonder Woman	81.6	72.7	80.0	58.8	76.5	94.4
Big Bird	100.0	95.5	93.3	94.1	94.1	94.4
Andy Taylor	6.1	4.5	6.7	0	0	16.6
Mr. Rogers	36.7	31.8	36.7	29.4	35.3	38.8
Laverne & Shirley	49.0	50.0	43.3	17.6	47.1	72.2
Jon & Ponch	67.3	63.6	63.3	52.9	52.9	66.6
Arnold	38.8	27.3	43.3	17.6	47.1	44.4
Kermit	75.5	81.8	63.3	41.2	88.2	83.3
Fonz	55.1	59.1	46.7	41.2	58.8	55.5
Vinny Barbarino	10.2	4.5	13.3	.58	29.4	33.3
Commander	30.6	36.4	22.3	17.6	35.3	33.3
Mary Richards	2.0	0	3.3	0	0	12.5
Slim Goodbody	57.1	54.5	53.3	41.2	64.7	55.5
Bugs Bunny	87.8	86.4	80.0	64.7	94.1	88.8

VITA′

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